



ConVal School District
Reopening and Recovery Plan

Fall 2021

Table of Contents

The following table of contents is hyperlinked. This means that you can click on a section and immediately access that portion of the document.

Executive Summary	1
Basic Premise and Starting Point	1
Student Pods/Cohorts (Redesigned), Routines, and Precautions for School Operation	1
Introduction	3
Planning Process	3
Reopening and Recovery Implementation Team	4
Original Timeline	5
Plan Update Timeline	5
Community Transmission, Mitigation, and Instructional Modes	5
Recommendations to Change Phases	7
Transition from Blue to Green Phase	7
Transition from Green to Yellow	7
Transition from Yellow to Red	8
Mitigation Strategies	8
Home Routines	8
Home Screening Procedure	9
Travel Routines and Transportation	10
Screening Procedure	11
Outdoor Classrooms and Learning Spaces	13
Tent Safety	13
Masking	14
Additional In-School Routines In the Green and Yellow Phases	14
Air Quality Enhancements Made for the 2020-2021 School Year	15
Continuation of High-Quality Air Handling and Cleaning Procedures	16
Reporting and Communicating Positive Cases of COVID-19	16
ConVal Student and Family Engagement	17
Support for Students and Families	17

How Families Can Help	17
Special Education and Students with Disabilities	19
Technology and Connectivity	19
Student Devices	19
Internet Access	19
Digital Resources	19
Before and After School Programs	20
Preschool Programs	20
Blue Phase: In-Person Instruction at ConVal Elementary Schools	21
Curriculum/Programming	21
Groupings	21
Attendance	22
Schedules	22
Elementary School Instruction by Phase	23
Green Phase: In-Person Instruction at ConVal Elementary Schools	25
Yellow Phase: Predominantly Remote Instruction at ConVal Elementary Schools	25
Red Phase: Remote Instruction at ConVal Elementary Schools	25
Elementary School Learning Recovery Plans	25
Professional Development for Elementary School Staff	27
Blue Phase: In-Person Instruction at ConVal Middle Schools	28
Curriculum	28
Attendance	28
Grading and Assessments	28
Weekly Schedule and Advisory	28
Co-Curricular and Athletics	29
Middle School Instruction by Phase	30
Green Phase: In-Person Instruction at ConVal Middle Schools	32
Yellow Phase: Predominantly Remote Instruction at ConVal Middle Schools	32
Red Phase: Remote Instruction at ConVal Middle Schools	32
Middle School Learning Recovery Plans	32

Summer 2021	33
2021-2022 School Year	34
Summer 2022	34
Professional Development for Middle School Staff	34
Blue Phase: In-Person Instruction at ConVal High School	35
Curriculum	35
Attendance	35
Grading and Assessments	35
Weekly Schedule and TASC	35
Daily Schedule	36
Co-Curricular and Athletics	36
High School Instruction by Phase	37
Green Phase: In-Person Instruction at ConVal High School	39
Yellow Phase: Predominantly Remote Instruction at ConVal High School	39
Red Phase: Remote Instruction at ConVal High School	40
High School Learning Recovery Plans	40
Summer 2021	41
2021-2022 School Year	41
Summer 2022	41
High School Curriculum Work	42
Moving Forward: 2021-2022 and Beyond	43
Appendix A. Glossary of Terms and Acronyms	44
References	47

Dear ConVal Community,

The following document is the result of a year of successes, of challenges, of learning, of reviewing, of revising, and of committing to improve upon our successes and learn from our mistakes. Our initial Reopening Plan represented countless hours of research, discussion, planning, writing, and reviewing by district leadership, staff, and community members. Our Reopening Plan for the Fall of 2021 builds from that work and incorporates the feedback of hundreds of parents and staff through surveys, feedback groups, emails, and discussions. Throughout the planning process, our focus has been improving on what we have done, and the primary guiding principles have been and will remain, the health and safety of our students, staff, and community members.

We are so excited that many of the changes to this document represent a return to a more normal school experience with clear plans for what we will do in the unlikely chance we have to shift to more mitigated instructional models. We know that returning to a model closer to normalcy is in the best interest of our students — academically, socially, and emotionally. We will continue to make decisions based on health data, not personal preferences, emotions, or politics. Specifically, we will look to guidance from the Centers for Disease Control (CDC), the New Hampshire Department of Health and Human Services (NH DHHS), State of New Hampshire, and information provided by the New Hampshire Department of Education (NHDOE). The district-established COVID-19 Monitoring Team will continue to meet periodically to assess real-time information for our staff and community members.

Please know that the information presented here is based on the most current information at the time. As we have all learned this year, the situation is fluid, and we may need to make changes throughout the 2021-2022 school year. The plan that follows demonstrates our confidence that the 2021-2022 school year will represent the ConVal community putting much of the pandemic behind us and moving forward toward recovery and resiliency.

During the 2020-2021 school year, the logistics of accomplishing our mission to educate and prepare our students for global citizenship were a tremendous challenge for all our community members. We know the last eighteen months were filled with many types of uncertainty for all of us. I cannot imagine moving through those challenges without the dedication of the staff of the ConVal School District. We are excited to provide you with a plan that is based on more certainty, an eye to recovery, and the building of resilience for our staff, our students, and our ConVal community.

Be well,

Kimberly Rizzo Saunders

Kimberly Rizzo Saunders, Ed.D.
Superintendent

Executive Summary

In response to the COVID-19 pandemic and the requirement of the New Hampshire Department of Education to have a Reopening Plan for the 2021-2022 school year, the ConVal School District has developed the following school Reopening and Recovery Plan for the 2021-2022 school year. The central aim of the plan is to return to an in-person model of instruction with meaningful and intentional plans in place to be used in the circumstance that we need to shift to more rigorous levels of mitigation.

From its very inception, the plan has taken into account the [Guiding Beliefs](#) that were developed through feedback and adopted by the ConVal School Board. Additionally, it has taken into consideration the feedback provided through surveys and emails from families and staff.

The Reopening and Recovery Plan addresses the challenges and opportunities of delivering effective instruction in a manner that can be operationalized safely — both under current and future public health conditions in the ConVal school communities.

Basic Premise and Starting Point

Due to the rise in the Delta variant across the Greater Monadnock Public Health Region the expected starting point for the safe return of students and staff to ConVal schools is the Green Phase. The District's COVID-19 Monitoring Team will assess conditions for school operation periodically. Significant shifts in operating conditions, i.e., those that would warrant a transition from one phase to another, will be communicated to the public by the Superintendent upon approval by the School Board.

Student Pods/Cohorts (Redesigned), Routines, and Precautions for School Operation

Students in schools with more than 100 students will be assigned to a pod by grade level (elementary and middle schools) or a cohort by geography (high school). The use of pods and cohorts during the 2021-2022 school year will differ from how they were used during the 2020-2021 school year. During the 2020-2021 school year, pods and cohorts were designed to *eliminate* interaction between students from different pods or cohorts. This particular design and use of pods and cohorts was put into place to (a) minimize exposure to or transmission of COVID-19, (b) conduct contact tracing in the event an individual tests positive for COVID-19, and if needed (c) allow for the isolation/quarantine of a single pod/cohort instead of schoolwide closure. Multiple experiences from the 2020-2021 school year, including multiple experiences involving the need to conduct contact tracing in collaboration with NH DHHS, have led us to rethink and refine our design and use of pods and cohorts for the 2021-2022 school.

During the 2021-2022 school year, **should the use of pods or cohorts become necessary**, their design and use will focus on *reducing* rather than *eliminating* interactions between students from

different pods and cohorts--e.g., assigning specific doors for entering and exiting school buildings, staggering transitions that require traveling through hallways, assigning specific days/times for common areas (cafeteria, library, playground, etc.). This refined use of pods and cohorts will continue to effectively minimize exposure to or transmission of COVID-19 as well as support accurate contact tracing in the event an individual tests positive for COVID-19. When combined with the successful implementation of other mitigation strategies (e.g., physical distancing, hand hygiene), this refined use of pods and cohorts will also continue to limit the number of individuals needing to isolate/quarantine in the event someone within the school community tests positive for COVID-19.

Common precautionary routines will be followed by all students and staff. Clearly delineated before-school, in-school, and after-school routines will help keep everyone safe. Precautionary measures include (but are not limited to): daily screening protocols, hand hygiene, and physical distancing, and the continued use of CDC and NH DHHS recommendations and guidelines for schools. Mitigation strategies at the broader level of school operations include (but are not limited to): the addition of ionization units for our air handling, increased indoor ventilation, and the continued monitoring of local, regional, and state data.

School-level details about student groupings, curriculum delivery, scheduling, and attendance, can be found for preschools (p. 20), elementary schools (p. 21), middle schools (p. 28), and high school (p. 35).

We are cognizant of the fact that the unpredictable nature of the coronavirus may force us to make adjustments to these plans.

Having devised a model that is comprehensive, flexible, and adaptable to different circumstances, it is our sincere hope that the ConVal School District will continue to operate successfully during any health emergencies that may arise during the 2021-2022 school year. As always, we will remain responsive to the needs of individual families and receptive to community feedback in an effort to achieve the best possible student outcomes.

Introduction

The COVID-19 pandemic has significantly disrupted multiple facets of everyday life. Public education has been no exception. The ConVal School District has worked to respond to the evolving circumstances surrounding the pandemic by constantly monitoring the state of public health in the district, region, state, and country while planning, revising, and implementing adaptive school programming.

In this document, you will find the details for the district's reopening and recovery for the Fall of 2021. We explain the overall approach, and provide information for what school will look like during each phase.

At each step of our planning, we carefully considered the Guiding Principles that were determined through feedback, survey data, the needs and expectations of our community, and the present status of COVID-19 in each of the ConVal towns, the region, and the State of New Hampshire.

We are enthusiastic about welcoming our students back to school for in-person instruction at the beginning of the school year. We have developed models at the elementary, middle, and high school levels with specific safety precautions in place. While this document outlines plans for the coming school year, it is important to note that we may need to adjust the plans in accordance with federal, state, and local health guidelines.

Planning Process

Building from our planning process that first began in the spring and summer of 2020, the Reopening Implementation Team met to reflect on survey data, experience, and feedback from the 2020-2021 school year and then put together this Reopening and Recovery Plan for stakeholders to review and provide their thoughts on. The team was made up of staff from across buildings, almost all of whom had worked on the 2020 Reopening Plan. The Team reviewed surveys from families (N=1371) as well as staff (N=280), representing over 65% of our student population and over 57% of the staff. Follow up surveys were conducted and reviewed from families (N=1639) as well as staff (N=353) representing over 78% of our student population and over 80% of staff.

While there are risks and uncertainties involved with any planning process that takes place during the current pandemic, the implementation plan for reopening and recovery focuses on the Guiding Principles, which include safeguarding the health and wellbeing of staff and students, and an unwavering commitment to the education of the children of the ConVal School District.

As in the past, this document will need to remain fluid for an evolving situation. The work will continue by monitoring implementation, maximizing effectiveness and efficiency, and creating a successful pathway for students, staff, and the community into the 2021-2022 school year.

Reopening and Recovery Implementation Team

The Reopening and Recovery Implementation Team was charged with creating a detailed plan, using the Reopening Framework and the 2020-2021 Reopening Plan as guiding documents. These detailed plans provide a clear road map for reopening in-person learning as well as remote opportunities during the *Yellow Phase* and *Red Phase* and at each school level.

<i>Implementation Team</i>	Steve Bartsch	Dean of Students, CVHS
	Riley Beliveau	Teacher, GBS
	Rachael Bowman	Library Media Specialist, CVHS
	Cari Christian-Coates	Director of Student Services, SAU 1
	Dan Legro	Assistant Principal, SMS
	Teressa Drogue	Director of School Counseling, SAU 1
	Dr. Ann Forrest	Assistant Superintendent, SAU 1
	Katherine Foecking	Principal, GBS
	Beth Gibney	Principal, FES, Pierce School
	Tim Grossi	Facilities Director, SAU 1
	Michelle Hautanen	Teacher, SMS
	Rachel Heard	Teacher, GES
	Lexy Heatley	Assistant Principal, GBS
	Carrie James	Director, Human Resources, SAU 1
	Amy Janoch	Director of Learning Recovery
	Ashley Jones	Library Media Specialist, CVHS
	Jennifer Kiley	Director, Region 14 ATC; Parent
	Greg Leonard	Teacher, CVHS
	Kristen Levesque Lee	Assistant Principal, PES
	Heather McKillop	Principal, CVHS
	Ben Moenter	Director of Special Education, SAU 1
	Tom Morris	Teacher, AES; President CVEA
	Tim Conway	Principal, SMS
	Nicole Pease	Principal, DCS, HES
	Larry Pimental	Principal, PES
	John Reitnauer	Athletic Director, CVHS
	Colleen Roy	Principal, GES
	Deb Riley	Administrator, Special Education, CVHS
	Dr. Kimberly Rizzo Saunders	Superintendent, SAU 1

Mark Schaub	Systems Administrator, SAU 1
Lori Schmidt	Business Administrator, SAU 1
Gretchen Shippee	School Nurse, CVHS
Stephanie Syre Hager	Principal, AES
Fabiola Woods	Principal, TES
Carol Young	Assistant Principal, CVHS
Helfried Zrzavy	Technology Integration, SAU 1

Original Timeline

Mon, May 10	Review and revise Reopening and Recovery Plan
Mon, May 24	Out to Framework groups, Covid-19 Monitoring Team, and Staff for comment
Thurs, May 27	Review Comments, begin necessary revisions
Thurs, June 3	Available for review, post on website and email to parents
Mon, June 15	
Tue, June 15	Public Comment at June 15 School Board Meeting
Mon, June 28	Final Public document available
Tue, July 13th	Final document to School Board for vote

Plan Update Timeline

Thurs, August 5	Design Follow-Up Surveys
Mon, August 9	Distribute Surveys
Wed, August 11	Surveys Close, Analyze Survey Data, Meet with NH DHHS, Update Plan and Distribute Draft
Thurs, August 12	Draft to School Board for discussion and potential vote
Tues, August 17	School Board meeting and vote if necessary

Community Transmission, Mitigation, and Instructional Modes

In order to ensure that the safety of students, staff, and community members remains our highest priority, the Reopening and Recovery Implementation Team continued to have four instructional phases.

The graphic below explains each of the four levels. Recommendations to move from one level to another will be based on the review protocol of real-time data by the District’s COVID-19 Monitoring Team which is made up of District staff and local health professionals. The team met daily during the 2020-2021 school year, kept the convalcovidupdates.com updated, and published the reviewed data regularly. During the 2021-2022 school year, the team will continue to meet periodically to review real-time data and make recommendations as we move forward.

BLUE	GREEN	YELLOW	RED
Blue Phase: Full in-person instruction	Green Phase: In-person instruction with increasing levels of mitigation strategies as needed	Yellow Phase: Remote for most students, in person for small groups of Tier 1 students	Remote for all students and staff
CDC recommends low mitigation	CDC recommends moderate mitigation	CDC recommends significant mitigation	CDC recommends shelter in place

The COVID-19 Monitoring Team will meet periodically to review data on:

1. Staff and/or student cases
2. Check town by town active cases
3. Check regional active cases
4. Check state active cases
5. Check hospitalizations, local and in NH
6. Intelligence report and update with Monadnock Community Hospital infection preventionist for positive test numbers, discuss trends and delineate daily community transmission level
7. Daily Report by School on website dashboard of transmission phase status and numbers identified during daily protocol
8. In addition to monitoring [levels of community transmission](#) (i.e., low, moderate, substantial, or high) and positivity rates,, the team will also periodically monitor local [vaccine coverage](#) in the community and among students, teachers, and staff through anonymous surveys.

Recommendations to Change Phases

Through the regular review of both quantitative and qualitative data, the COVID-19 Monitoring Team may make recommendations to the School Board regarding the transition from one phase to another. These recommendations may be for an individual school or the entire district. Ultimately, the decision to move from one phase to another will be made by the School Board.

Transition from Blue to Green Phase

When considering if the district or a school should transition from the Blue Phase to the Green Phase, the COVID-19 Monitoring Team considers the following quantitative data when making a recommendation

- New Cases (over the previous 14 days) per 100K people in the Greater Monadnock Public Health Region is greater than 100 and less than 500
- OR
- Positivity rate of greater than 10% and less than 50%

When considering if the district or a school should transition from the Blue Phase to the Green Phase, the COVID-19 Monitoring Team also considers the following other data:

- Where cases are located (if cases are clustered in a specific area/facility)
- What is available for outdoor space
- If local medical facilities and personnel are in surge
- Continue to monitor cases by town
- Continue to monitor cases within each school

Transition from Green to Yellow

When considering if the district or a school should transition from the Green Phase to the Yellow Phase, the COVID-19 Monitoring Team considers the following quantitative data to make a recommendation:

- New Cases (over the previous 14 days) per 100K people in the Greater Monadnock Public Health Region is greater than 500
- OR
- Positivity rate (over the least 7 days) of greater than 50%

When considering if the district or a school should transition from the Green Phase to the Yellow Phase, the COVID-19 Monitoring Team also considers the following other data in making a recommendation

- Where cases are located (if cases are clustered in a specific area/facility)
- What is available for outdoor space
- If local medical facilities and personnel are in surge
- Continue to monitor cases by town
- Continue to monitor cases within each school

Transition from Yellow to Red

The District or a school will transition from the Yellow Phase to the Red Phase only by a decision of the School Board, an executive order to close schools from the Governor of the State of New Hampshire, or if NH DHHS determines that there is an outbreak in a specific building or classroom.

Mitigation Strategies

The District has a duty to provide for the health and sanitation of its schools (see NH RSA 194:3, VIII). This duty includes “the daily administration and provision of educational services to students at the school facility including . . . staff, student and parent safety. . .” (see RSA 194-C:4, II(j)).

To this end, the district will continue to implement a variety of mitigation strategies aimed at keeping people safe. Throughout the implementation of this plan the District will continue to monitor guidance from the Centers for Disease Control (CDC) and the New Hampshire Department of Health and Human Services (NH DHHS). When guidance from the CDC and NH DHHS differs, the district-established COVID-19 Monitoring Team will review the guidance and make recommendations regarding which guidance to follow.

While the following routines address mainly students and staff members, these requirements apply equally to anyone needing to enter a school building.

Home Routines

Every student will be asked to complete the home screening procedure. An online application has been identified at the high school level to assist with this daily procedure:

- High - ConvenientMD COVID-19 Assessment & Screening Tool
([covid.convenientmd.com/conval](https://www.covid.convenientmd.com/conval))

If students are not cleared to come in the building based on their responses to the home screening procedure, please follow the established district protocols. Parents of students should keep students home and contact their school nurse for further guidance.

Home Screening Procedure¹

Before leaving home, students and staff will complete the following steps:

- Temperatures need to be taken. If the temperature is 100.0°F or higher, students and staff need to stay home.
- The following questions need to be answered:
 - Are you experiencing any of the following symptoms?²
 - Fever and chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea, vomiting, or diarrhea

If the answer is YES to any of the above questions, students need to stay home, and parents/guardians need to contact the school nurse to report their child's symptoms. Staff also need to stay home and report their symptoms through Frontline Absence Management (formerly AESOP).

In addition to the screening for symptoms, students and staff need to answer the following two questions about close contact and international travel.

- Have you had close contact with someone who is suspected or confirmed to have had COVID-19 in the past 10 days?
- Have you, during the previous 10 days, traveled internationally or by cruise ship?

If the answer is YES to either of the above questions, parents/guardians need to contact the school nurse to report their child's close contact or international travel. Staff need to report their close contact or travel to their administrator/HR office.

- Symptomatic persons will be instructed to self-isolate at home for 10 days and contact their health care provider for further guidance and possible COVID-19 testing.

¹ Based on <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

² Based on <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-24x36-en.pdf>

- The latest guidance for asymptomatic persons reporting close contact with someone diagnosed with COVID-19 or a travel-related risk factor includes:
 - If fully vaccinated (more than 14 days have passed since receiving their last dose of a COVID-19 vaccine), you do NOT need to stay home, but the CDC recommends getting tested 3-5 days after exposure, even if you don't have symptoms. Additionally, the CDC recommends wearing a mask indoors in public for 14 days following exposure or until you receive a negative test result. If the test result returns positive, you need to isolate for 10 days.
 - Close contacts who are not fully vaccinated will be referred for COVID-19 testing. Regardless of test result, the CDC recommends quarantining at home for 14 days after exposure. [Options from the CDC to shorten quarantine](#) provide acceptable alternatives of a 10-day quarantine or a 7-day quarantine combined with testing and a negative test result.
 - Asymptomatic persons reporting a travel-related risk factor:
 - Even if fully vaccinated, the CDC recommends getting tested 3-5 days after international travel.
 - If fully vaccinated, the CDC determined the self-quarantining is NOT needed after arriving back in the United States.
 - If NOT fully vaccinated, the CDC recommends getting tested with a [viral test](#) 3-5 days after travel AND staying home and self-quarantining for a full 7 days after travel. Even if test is negative, stay home and self-quarantine for the full 7 days.

Finally, before leaving home, every student and staff member should wash their hands with soap and water for at least 20 seconds.

Nurses will communicate to all families any updates or necessary changes to the screening protocols and/or procedures per CDC and NH DHHS guidance.

Travel Routines and Transportation

Transportation will return to traditional bus routes based on geography with students assigned to seats. Bus schedules will be posted by the bus company. Questions regarding transportation should be directed to the bus company or Lori Schmidt, Business Administrator.

In the event that the COVID status and CDC and NH DHHS recommendations dictate, the District will shift to a different phase following a recommendation from the COVID-19 Monitoring Team and a decision by the School Board. If needed, the District will consider increasing the number of bus routes in order to implement recommended guidelines for physical distancing.

Masking on public transportation, including school buses, is required per an [order](#) from the CDC under Section 361 of the Public Health Service Act and 42 Code of Federal Regulations.

Arrival Routines

Signage will be posted at entrances indicating that all persons — students, staff, contracted service providers, parents/guardians, and visitors — are subject to screening for symptoms of COVID-19. All persons awaiting screening will be required to stand in a physically-distanced line outside the school building.

Screening Procedure³

During the *Blue Phase* and the *Green Phase*, anyone who did not complete the home screening procedure either as described or through the CVHS identified online application will need to complete the screening procedure before entering a District facility. During the *Yellow Phase*, all students and staff will be screened again upon arrival to the school building.

- Temperatures will be checked with a no-touch thermal scanning thermometer during the *Green Phase* and the *Yellow Phase*.
 - If temperature is 100.0°F or higher:
 - Staff will be sent home.
 - Students will wear a mask and will remain with school nurse/staff in COVID-19 accommodation room to await parent pickup or dismissal.
- The following questions will be asked (in age-appropriate format):
 - Are you experiencing any of the following symptoms:
 - Fever and chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea, vomiting, or diarrhea

If the answer is YES to any of the above questions:

³ Based on <https://www.dhhs.nh.gov/dphs/cdcs/covid19/documents/employee-travel-guidance.pdf>

- Staff members will need to return home and will be encouraged to contact their healthcare provider for further guidance.
- Students will be escorted to COVID-19 accommodation space with school nurse/staff to await parent pickup or dismissal. State law mandates that “whenever any student exhibits symptoms of contagion or is a hazard to himself or others, he shall be excluded from the classroom and his parents or guardians shall be notified as soon as possible” (see NH RSA 200:39). Parents should contact the child’s healthcare provider for further guidance.
- Symptomatic persons will be instructed to self-isolate at home for 10 days and contact their health care provider for further guidance and possible COVID-19 testing.

In addition to the screening for symptoms, students and staff need to answer the following two questions about close contact and international travel.

- Have you had close contact with someone who is suspected or confirmed to have had COVID-19 in the past 10 days?
- Have you, during the previous 10 days, traveled internationally or by cruise ship?

If a student or staff member answers NO to all of the symptom questions, but YES to either the close contact or international travel question, the following guidance will be reviewed to determine next steps:

- The latest guidance for asymptomatic persons reporting close contact with someone diagnosed with COVID-19 or a travel-related risk factor includes:
 - If fully vaccinated (more than 14 days have passed since receiving their last dose of a COVID-19 vaccine), you do NOT need to go home, but the CDC recommends getting tested 3-5 days after exposure, even if you don’t have symptoms. Additionally, the CDC recommends wearing a mask indoors in public for 14 days following exposure or until you receive a negative test result. If test result returns positive, you need to isolate for 10 days.
 - Close contacts who are not fully vaccinated will be referred for COVID-19 testing. Regardless of test result, the CDC recommends quarantining at home for 14 days after exposure. [Options from the CDC to shorten quarantine](#) provide acceptable alternatives of a 10-day quarantine or a 7-day quarantine combined with testing and a negative test result.
 - Asymptomatic persons reporting a travel-related risk factor:
 - Even if fully vaccinated, the CDC recommends getting tested 3-5 days after international travel.
 - If fully vaccinated, the CDC determined the self-quarantining is NOT needed after arriving back in the United States.

- If NOT fully vaccinated, the CDC recommends getting tested with a [viral test](#) 3-5 days after travel AND staying home and self-quarantining for a full 7 days after travel. Even if your test is negative, stay home and self-quarantine for the full 7 days..
- Upon entering a school building, hand sanitizer will be provided.

All visitors will need to follow the protocols established for the school buildings.

Outdoor Classrooms and Learning Spaces

The use of outdoor spaces and outdoor classrooms will take place at most of our elementary and middle schools. In order to provide the healthiest and cleanest learning environments possible, as weather permits, we will be utilizing outdoor learning spaces at our schools. Outdoor learning spaces may include the use of tents. Please be aware that we do have some schools that do not have a space that our tents can be safely utilized. Outdoor classrooms have successfully helped to mitigate viral load and viral transmission

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4504358/>. This provides us with the opportunity to both have students outside to decrease the risks of transmission and to lower the number of students that are indoors throughout the school day. We have approximately 42 tents that we will be using for the first and last segments of the school year, taking advantage of the warm to cool temperatures in the fall and the cool to warm temperatures of the spring. Outdoor classrooms will not be enclosed and students and families will need to plan clothing accordingly as the weather becomes cooler. Each building will be using outdoor classrooms as is best suited for that particular building.

Outdoor classrooms and learning spaces also allow each school to take advantage of outdoor space according to their unique school communities. Safety protocols for tent use will be the same for indoor learning. Schools may use the tents for exploratory outdoor learning, independent reading, lunches, specials, classroom instruction, related services, special education instruction, small group instruction etc.

Tent Safety

Using tents as outdoor classrooms is a labor-intensive endeavor. Our facilities staff in conjunction with local safety officers will oversee the following to provide the safest environment possible.

- Tents will be erected using the manufacturer's installation instructions.

- Regular tent inspections will be conducted by local community safety inspectors and qualified facilities staff.
- The State of New Hampshire Division of Fire Safety provides a Tent Inspection Checklist that will be utilized for all applicable installation criteria.
- This installation criteria will include, but is not limited to:
 - Routine Inspection Guidance
 - Assembly Occupancy Standards
 - NFPA 101 Code Requirements
 - Emergency Action Plan
 - Electrical Code Compliance

Masking

During the *Blue Phase*, masks will be optional for any staff or student but are recommended for anyone who wants maximum protection for themselves or others. Harassment about wearing or not wearing a mask will be considered a violation of [Policy JICK](#).

During the *Green Phase*, masks will be required indoors for all staff, students, and visitors.

During the *Yellow Phase* masks will be required.

Once communities/schools reach an 80% vaccination rate* masks may no longer be necessary indoors.

*Verified vaccination rate within the school.

Additional In-School Routines In the Green and Yellow Phases

- In the *Blue Phase* and *Green Phase* students will maintain a physical distance of three feet.
- In the *Yellow Phase* students and staff will maintain a physical distance of six feet.
- The set up of classrooms will incorporate individual student learning spaces that allow physical distancing to be maintained.
- One-way traffic patterns will be identified and labeled in hallways and on stairs to maximize physical distancing.
- Students will eat breakfast and/or lunch in their individual classrooms, a designated indoor space that allows for physical distancing, or in a designated outdoor space. Students and staff members will promote and practice frequent hand hygiene by washing hands with soap

and water for at least 20 seconds or by using hand sanitizer. At a minimum, hand hygiene is encouraged:

- Before and after meals and snacks
- Before and during meal preparation or service as necessary to prevent cross contamination
- After outside time
- After using the restroom
- After handling any bodily fluid
- Before and after medication administration
- After cleaning up and handling any garbage
- Prior to leaving for home

All students and staff members will follow district-established expectations regarding the use of face masks while on school grounds, which will be based on the most recent guidance from the CDC and NH DHHS. If face masks need to be worn, regularly scheduled mask breaks will be incorporated into the daily schedule for staff and students.

If face masks need to be worn, a student who refuses to put on their mask shall be removed from the classroom, the parents/guardians shall be required to take their child home (see NH RSA 200:39), and options for participation in school will be discussed.

Staff from the Facilities Department will maintain healthy school environments according to CDC guidance.⁴

Air Quality Enhancements Made for the 2020-2021 School Year

During the Fall of 2020 the District installed new MERV 11 filters that capture 65-79% of particulate 1-3 microns in size and at least 85% of particulate 3-10 microns in size and larger.

Additionally, the District installed ionization units in the ductwork of all HVAC units in the all school buildings. These units emit positive and negative ions that kill mold, bacteria, and viruses, greatly improving air quality.

We will continue to maximize outside air introduction into the HVAC systems throughout the day for all classrooms and school wings. This programming which provides air exchange between outdoors and indoors will start up and shut down three hours before school starts and four hours after school ends for the day, respectively.

⁴ Based on <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

ConVal had an independent third party evaluation of the air quality in our 11 schools by the Lawson Group of Concord. The evaluation concluded:

HVAC equipment is maintained in a condition that either meets or exceeds the guidelines for ventilating schools during the COVID-19 pandemic.

Continuation of High-Quality Air Handling and Cleaning Procedures

The District will continue to:

- Monitor air quality
 - Inspect and upgrade (if appropriate) filters to ensure proper installation and fit
 - Airflow maintenance
 - Maximize fresh air
- Clean, disinfect, and sanitize as recommended by the CDC and NH DHHS

Reporting and Communicating Positive Cases of COVID-19

If a student or staff member tests positive for COVID-19, the individual will need to stay home.

- Contact tracing will be done in cooperation with the NH DHHS and will follow their most updated protocols and procedures.

As per the present Bureau of Infectious Disease Control protocol, administration will notify in writing, via email, the staff members and families of students who have been identified as close contacts. The sharing of this information, as it pertains to students, is deemed an appropriate exception under the health and safety provisions of the Family Educational Rights and Privacy Act (FERPA). The information that is shared with the Bureau of Infectious Disease Control includes the date and location of exposure, as well as the following information for staff and students who have reported testing positive for COVID-19 and any staff or students who are identified as having close contact: name, date of birth, address, phone, and email.

- Symptom-based criteria are met for coming out of isolation:
 - At least 10 days have passed since symptom onset **and**
 - At least 24 hours have passed since recovery, with recovery being defined as the resolution of fever without the use of fever-reducing medications, **and**
 - and with improvement of other symptoms.⁵

⁵ Based on <https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html>

Documentation from a primary care physician (PCP) clears the individual to return to work/school.

ConVal Student and Family Engagement

Support for Students and Families

Based on parent feedback from our spring survey, ConVal will share resources and tools to better aid families in supporting their children. These include but are not limited to:

- The District will implement a virtual Technology Help Desk during the *Yellow Phase* and *Red Phase* through which staff, students, and parents can submit requests for technology support.
- The District will maintain resources on the convalsd.net website for parents.
- Families will have access to social emotional support.
 - The District recognizes that students come to school with a variety of mental health needs, and our school counselors, social workers, and school psychologists will continue to respond to needs as they arise.
 - The District is committed to expanding its partnership with community agencies and organizations to better meet the mental health needs of students and families.
- The District will provide updates to families about efforts to promote social emotional learning for students consistently across the school district.

How Families Can Help

Since many families have reached out to ask how they can help with the reopening of schools, we have put together the following list of recommendations and suggestions:

- Please do not allow your child to bring personal toys, stuffed animals, etc. to school.
- Know the health symptoms associated with COVID-19 and complete the screening protocol daily in the morning before leaving for school.
- Be prepared to keep your child at home if they or anyone in the family has symptoms of COVID-19 and report this to the school.
- Make sure your child's immunizations are up to date and provide documentation from a doctor if your child is in a high-risk category for COVID-19.
- Practice proper hand washing technique with your child.

- Get your child the flu vaccine, if your child is over 12 have them vaccinated for COVID-19.
- Do not hesitate to contact your child's teacher, principal, school counselor, or school nurse with questions or concerns.
- Please practice grace and kindness. It is important to model positivity and good citizenship.

Special Education and Students with Disabilities

While we will need to operate within established safety guidelines for students, staff and families, we will continue to put forth our best efforts to support all children PreK-12, including those with disabilities, during reopening.

We will continue to follow our approach to adapt, plan, innovate, and partner along with families to meet the unique needs of their children. Through ongoing planning and implementation, the District, schools and staff will work to support individualized educational needs as well as ensure access to an appropriate education for ConVal students.

Technology and Connectivity

Student Devices

Elementary students will each be assigned a device in order to prevent sharing. Devices will remain at school during in-person learning and be sent home with the student if it becomes necessary to transition to remote learning.

Middle and high school students will continue to be issued a device as part of the 1:1 Chromebook initiative. Students at these levels will be expected to bring their device to and from home daily.

Internet Access

Should the need arise, the District will work with local cellular vendors to procure cellular hotspots. The hotspots can use a cellular signal to create a WiFi network to which laptops, Chromebooks, and other devices can connect. These devices will be made available to families who have inadequate Internet access at home to support remote learning.

Digital Resources

The District will provide digital resources to staff and families to support training on the technology platforms that are being used with in-person and remote learning. The Technology Team will seek ongoing feedback from the community to identify technology training needs and provide additional resources and support to address those needs.

Before and After School Programs

Before and after school programs will continue to be offered. The district is working with the Souhegan Valley Boys and Girls Club who will be running programs for Antrim Elementary School (AES), Frankestown Elementary School (FES), Greenfield Elementary School (GES), Hancock Elementary School (HES), and Pierce School (BES).

Additionally, the District will continue its cooperative relationship with the School Kids in Peterborough (SKIP) program which plans to offer before and after school care during the periods when the district is open for in-person instruction.

Preschool Programs

The Reopening and Recovery Plan foresees the continued implementation of our First Friends preschool program and Phase I and II of the District's [Preschool for All Plan](#).

Preschool reopening will be consistent with the relevant elementary school procedures in this plan.

As we consider the unique needs of our preschool students, preschool families will receive greater detail about reopening specific to preschool schedules and routines if they differ from the elementary plan

Blue Phase: In-Person Instruction at ConVal Elementary Schools

The instructional model in the *Blue Phase* reflects the traditional elementary school schedule. This model allows students the ability to make personal connections with teachers and peers while helping them to achieve a sense of normalcy by maintaining a predictable schedule.

Curriculum/Programming

- Students will attend school five days a week.
- Students will participate in Morning Meeting and Closing Circle each day to foster a collaborative and caring community of learners.
- Students will receive instruction in all core subjects:
 - Literacy
 - Math
 - Social Studies
 - Science
- Students will participate daily in What I Need (WIN), a block of time focused on providing students with instruction/intervention that targets their specific areas of need.
- WIN and other interventions will occur.
- Specials will include art, music, library, and wellness.
- Staff and school counselors will support Social Emotional Learning (SEL) instruction and provide additional support as needed.
- When possible, instruction will take place in outdoor learning spaces.
- Teachers and students will use Google Classroom during in-person instruction to build familiarity with the tool as well as assign, review, and assess student work as developmentally appropriate.

Groupings

Elementary students will be in their regular classroom groups.

Attendance

Students are expected to attend in-person instruction per district policy [JH - Attendance, Absenteeism, and Truancy](#). Parents are expected to call the school to inform the school of a

child's illness or absence and to notify the school should the child test positive for COVID-19. Attendance will be taken daily and recorded. Students are expected to be present in person.

Schedules

- Student arrival/drop-off will be between 8:20am and 8:40am. Instruction will begin at 8:45am. Students will follow a regular daily schedule that incorporates morning meeting, all core subjects, specials, lunch, recess, any special education or related services identified in IEPs/504 Plans, and closing circle.
- Dismissal will begin at 3:25pm.

Sample Daily Elementary Schedule

	K	1	2	3	1/4	
8:20	arrival	arrival	arrival	arrival	arrival	8:20
8:30						8:30
8:40	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	8:40
8:45						8:45
9:00	Literacy Classroom and/or Outside	Literacy (90)	Literacy (50)	Math (60)	Special	9:00
9:40						9:40
9:45			Snack			9:45
9:50						9:50
10:00	Snack			Snack		10:00
10:05						10:05
10:10			Special			10:10
10:15	am recess			Math		10:15
10:25		Snack			Math (75)	10:25
10:30						10:30
10:35				SS/Science		10:35
10:45	Math Classroom and/or Outside		Literacy			10:45
11:00						11:00
11:10						11:10
11:15				Special	SS/Science	11:15
11:30	WIN	WIN	WIN			11:30
11:35						11:35
11:40						11:40
11:55						11:55
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
12:45						12:45
13:00	Rest	Math		WIN	WIN	13:00
13:05						13:05
13:15	Special		Math			13:15
13:20						13:20
13:25		Social Studies/ Science				13:25
13:30				Literacy	Literacy	13:30
13:35	Social Studies/ Science					13:35
13:40						13:40
13:45		Special	Social Studies/ Science			13:45
13:50						13:50
13:55						13:55
14:00	Interactive Play					14:00
14:05						14:05
14:10						14:10
14:15						14:15
14:20						14:20
14:25						14:25
14:30						14:30
14:35						14:35
14:40						14:40
14:45						14:45
14:50						14:50
14:55						14:55
15:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle	15:00
15:15						15:15

Elementary School Instruction by Phase

Phase	Blue Phase	Green Phase	Yellow Phase	Red Phase
Instructional Mode	In-person instruction Students remain home when sick/absent with no option to remote in. Work will be provided via Google Classroom or hard copy as needed.	In-person instruction Students remain home when sick/absent with no option to remote in. Work will be provided via Google Classroom or hard copy as needed.	Remote instruction for most. In-person instruction for small groups of Tier 1 students. All staff members will deliver instruction from the building.	Remote Instruction Only
Flex Day	No	No	Yes	Yes
Mitigation Strategies	The use of masks for staff and students is optional for both indoors and outdoors. <i>Note:</i> Wearing a face mask continues to be recommended by the CDC for unvaccinated and/ or immunocompromised individuals. Hand hygiene encouraged upon arrival, before and after eating, after using the bathroom Schools will maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.	The use of masks indoors will be required. Masking outdoors is optional Hand hygiene encouraged upon arrival, before and after eating, after using the bathroom Schools will maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.	The use of masks indoors for staff and students is required. Masking outdoors is optional Hand hygiene encouraged upon arrival, before and after eating, after using the bathroom Schools will maintain at least 6 feet of physical distance between students within classrooms to reduce transmission risk.	Remote Instruction Only
Student Grouping	By grade-level classroom as determined by individual school	By grade-level classroom as determined by individual school	Remote instruction for most. In-person instruction for small groups of Tier 1 students.	Remote Instruction Only
Entrances	Students enter school via identified main entrances.	Students enter school via predetermined identified entrances.	Students enter school via predetermined identified entrances.	Buildings Closed
Student Arrival and Screening	Parent/Guardian/Student should complete symptom screening protocol at home.	Parent/Guardian/Student should complete symptom screening protocol at home .	Students will be screened upon arrival. Students with symptoms will be escorted to the COVID-19	Buildings Closed

	<p>Students will also be screened at arrival. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>Students report directly to their classroom.</p>	<p>Students will also be screened at arrival. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>Students report directly to their classroom.</p>	<p>accommodation room. Students report directly to their classroom.</p>	
Lunch and Recess Routine	<p>Cafeteria Open Eat indoor/outdoor</p> <p>Traditional recess</p>	<p>Grab and Go lunch options</p> <p>Eat in classrooms or outdoor as much as possible</p> <p>Recess in smaller groups</p>	<p>Grab and Go lunch options</p> <p>Eat in classrooms or outdoor as much as possible</p> <p>Recess by instructional group</p>	Lunch pick up or delivery per the National School Lunch Program
Bus Routine	<p>Bus routes based on geography.</p> <p>Masks required on busses.</p> <p>Assigned seats on bus</p>	<p>Bus routes based on geography.</p> <p>Masks required on busses</p> <p>Assigned seats on bus</p> <p>Consider increasing number of bus routes to maintain physical distancing</p>	<p>Encourage parents to drive to and from school</p> <p>Assigned seats on bus</p>	No Bussing
Field Trips After School Activities	Field trips and extracurricular activities following CDC and NH DHHS guidelines	Field trips and extracurricular activities following CDC and NH DHHS guidelines	Extracurricular activities are remote only.	Extracurricular activities are remote only
Specials Program	Art, Music, Wellness as a special following CDC and NH DHHS guidelines	Art, Music, Wellness as a special outside when possible following CDC and NH DHHS guidelines	Art, Music, Wellness as a special outside when possible following CDC and NH DHHS guidelines	Specials are remote only
Library Learning Commons	Library as special following CDC and NH DHHS guidelines	Library as special following CDC and NH DHHS guidelines	Library Learning Commons has limited student access	No student access to Library Learning Commons

Green Phase: In-Person Instruction at ConVal Elementary Schools

The Green instructional model will closely resemble what students would experience in the Blue phase, with additional mitigation strategies in place, including the requirement of masks indoors. Students will attend all classes in person in predetermined groups to assist in potential contact tracing.

Yellow Phase: Predominantly Remote Instruction at ConVal Elementary Schools

In this phase, all staff will deliver instruction from the buildings. Most students will be learning remotely. Identified Tier 1 students may have the option to continue to attend school in person. Instruction will be delivered remotely, following a modified daily school schedule based on students' developmental level. Students will be using a variety of platforms to facilitate interactions with peers and teachers throughout the learning process. Regular screen/movement breaks will be scheduled. Attendance will be taken every session and parents/guardians should call the main office if a student will be out for the day or part of the day.

Red Phase: Remote Instruction at ConVal Elementary Schools

The Red instructional model requires all students and staff to be remote to avoid exposure and transmission risks. Students learning in remote settings will be expected to virtually attend each class daily where attendance will be taken. Students will be using a variety of platforms to facilitate interactions with peers and teachers throughout the learning process. Students will need to have reliable internet access. The district will work to provide hotspots to students who need them to access virtual instruction. For students who cannot attend live classes for technical reasons or due to illness, an asynchronous plan will be developed with guardian consent.

Elementary School Learning Recovery Plans

1. Social and Emotional Learning Coach
 - a. Both the need for support in the development of executive functioning skills and explicit instruction in social and emotional skills were listed as high priority needs by parents and guardians who responded to the district's survey on SY21-22 Reopening. The inclusion of a SEL coach at each level of instruction will provide staff and faculty with additional support responding to and addressing these needs during instruction and intervention time.
 - b. Staff will undergo professional development, beginning summer 2021 and thereafter. Some opportunities may include the following:
 - i. Collaborative for Academic, Social, and Emotional Learning (CASEL) training will allow staff to better meet the social and emotional needs of students.

- ii. Responsive Classroom “is a student-centered, social and emotional learning approach to teaching and discipline.” Training on this topic will allow staff the opportunity to see how they can use this lens on instruction and discipline while still maintaining fidelity to their content competencies.
 - iii. School Reform Initiative (SRI) Facilitation training will provide staff with a host of protocols for use in and outside of the classroom to better connect and engage with students and access their learning.
 - iv. Restorative Practices training will allow staff to develop skills aligned with maintaining high expectations for student success while providing the social and emotional supports necessary for the students to be successful in achieving those goals.
- 2. Reading, Writing, and Math Coaches facilitate initial and embedded Professional Development
 - a. Administration of Benchmark and Progress Monitoring assessments
 - b. Facilitate data meetings with staff to
 - i. Identify instructional focus for students
 - ii. Create groups based on students’ needs
 - iii. Determine appropriate high intensity tutoring strategies as needed
 - iv. Identifying resources
- 3. Summer programming offered in 2021
 - a. July 6-August 5, 3 days a week (T-W-TH)
 - b. 9am - 12pm
 - c. Offerings will be based on data, identified recovery needs.
 - i. Increased focus on reading and math
 - ii. No more than a 4:1 student-teacher ratio
 - iii. Provided by highly-trained teachers or paraprofessionals, who can develop long-term relationships with students
- 4. High-Intensity tutoring before, during, and after school, beginning in SY21-22:
 - a. Prioritize students most in need by following a clear system of identifying students
 - b. Tutoring will be provided by highly-trained teachers and paraprofessionals
 - c. Tutoring sessions will be held at least 3 sessions/week, 30 minutes each
 - d. Tutoring will be offered at a maximum 4:1 student-teacher ratio
 - e. Tutoring will be offered during the school year
 - i. Before, during, and after the school day

5. Summer programming to be offered in 2022
 - a. Summer programming will be offered, based on data-driven recovery needs

Professional Development for Elementary School Staff

1. June 2021 PD days devoted to understanding priority standards and vertical alignment of curriculum maps (core maps)
2. Summer PD devoted to
 - a. Math, Reading, and Writing Curriculum
 - b. Identifying and using diagnostic data to:
 - i. Assess existing knowledge and
 - ii. Identify areas in need of improvement
3. End-of-year PD days, summer PD days, and 2021-22 SY PD days will focus on:
 - a. Planning and delivering engaging whole-group lessons
 - b. Collecting and responding to diagnostic assessment data
 - c. Scaffolding strategies to help students access grade-level curriculum
4. During the school year, embedded professional development with Instructional Coaches will focus on:
 - a. Planning and delivering engaging whole-group lessons
 - b. Collecting and responding to diagnostic assessment data
 - c. Scaffolding strategies to help students access grade-level curriculum

Blue Phase: In-Person Instruction at ConVal Middle Schools

The instructional model in the *Blue Phase* reflects the traditional middle school schedule. This model allows students the ability to make personal connections with teachers and peers while helping them to achieve a sense of normalcy by maintaining a predictable schedule.

Curriculum

The *Blue Phase* will utilize the established middle school curriculum and will provide the appropriate scope and sequence of subject courses.

While in the *Blue Phase*, instruction and curriculum delivery will resemble that of a traditional school model. In-person instruction will be the focus of teachers and students. Each class will maintain a Google Classroom landing page through which courses are facilitated. This will allow for integration of remote learning if the school needs to make a shift to another phase due to the recommendation of the COVID-19 Monitoring Team and a decision from the School Board.

Attendance

Students will be expected to adhere to policy [JH - Attendance, Absenteeism, and Truancy](#). Parents are expected to call the school or enter the absence into Pick Up Patrol to inform the school of a child's illness or absence. Attendance will be taken daily in each class and recorded. In the *Blue Phase* and *Green Phase* there will not be an option to remote into classes. Students are expected to be present in person.

Grading and Assessments

Students will be graded using the established middle school grading scale for all courses. Content-area teachers will collaborate to determine common summative assessments to drive grading procedures. Students will be evaluated using established common assessments coordinated by subject-specific departments.

Weekly Schedule and Advisory

Direct instruction will be provided each week from Monday through Friday. Students will participate in a daily Advisory. This block was developed to support the unique social-emotional needs of middle school students. Additionally, students will attend six academic blocks daily. A Multi-Tiered System of Support (MTSS) will be implemented and delivered to all students to accommodate the need for more academic support, enrichment, and extension opportunities within the school day.

Co-Curricular and Athletics

Co-curricular clubs and activities will continue to be offered and will meet as scheduled. The middle schools' Athletic Departments will work towards organizing student participation in sports activities in a traditional way.

Middle School Instruction by Phase

Definition	Blue Phase	Green Phase	Yellow Phase	Red Phase
Instructional Mode	<p>In-person instruction</p> <p>Students remain home when sick/absent with no option to remote in, Work will be provided via Google Classroom or hard copy as needed.</p> <p>Field trips are allowed.</p>	<p>In-person instruction</p> <p>Students remain home when sick/absent with no option to remote in. Work will be provided via Google Classroom or hard copy as needed.</p>	<p>Remote instruction for most. In-person instruction for small groups of Tier 1 students.</p> <p>All staff members will work from the building.</p>	Remote Instruction Only
Mitigation Strategies	<p>The use of masks for staff and students is optional for both indoors and outdoors. <i>Note:</i> Wearing a face mask continues to be recommended by the CDC for unvaccinated and/ or immunocompromised individuals.</p> <p>Hand hygiene encouraged upon arrival, before and after eating, after using the bathroom</p> <p>Schools will maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.</p>	<p>The use of masks indoors for staff and students is required.</p> <p>Masking outdoors is optional</p> <p>Hand hygiene encouraged upon arrival, before and after eating, after using the bathroom</p> <p>Schools will maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.</p>	<p>The use of masks indoors for staff and students is required.</p> <p>Masking outdoors is optional</p> <p>Hand hygiene encouraged upon arrival, before and after eating, after using the bathroom</p> <p>Schools will maintain at least 6 feet of physical distance between students within classrooms to reduce transmission risk.</p>	Remote Instruction Only
Student Grouping	Traditional middle school groupings	Traditional middle school groupings.	Remote instruction for most students. In-person instruction for Tier 1 students.	Remote Instruction Only
Entrances	Students enter school via assigned entrances.	Students enter school via assigned entrances.	Students enter school via assigned entrances.	Buildings Closed
Student Arrival	Parent/Guardian or student should complete symptom screening protocol at home.	Parent/Guardian or student should complete symptom screening protocol.	Parent/Guardian or student should complete symptom screening protocol.	Buildings Closed

	<p>All students will be screened for symptoms at their door. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>Students report directly to their first block class.</p>	<p>All students will be screened for symptoms and have their temperature taken at their assigned door. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>Students report directly to their first block class.</p>	<p>Students will be screened for symptoms and have their temperature taken upon arrival. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>Students report directly to their first block class.</p>	
Lunch and Recess Routine	<p>Cafeteria Open Eat indoor/outdoor</p> <p>Lunch and recess by grade level.</p>	<p>Grab and Go lunch options</p> <p>Lunch and recess by grade level with physical distancing.</p>	<p>Grab and Go lunch options</p> <p>Eat outdoor as much as possible</p> <p>Recess by instructional group with physical distancing</p>	Lunch pick up or delivery per the National School Lunch Program
Bus Routine	<p>Masks are required on busses.</p> <p>Bus routes determined by geography.</p>	<p>Masks are required on busses..</p> <p>Bus routes determined by geography.</p>	Bussing available for Tier 1 students.	No bussing
Flex Fridays	No	No	Yes	Yes
After School Activities	Co-curricular activities and clubs will be in person.	Co-curricular activities and clubs will be in person. Mitigation strategies will align with CDC and NH DHHS recommendations.	Co-curricular activities and clubs will be remote only.	Co-curricular activities and clubs will be remote only.
Music Program	Instrumental and Choral Instruction will align with CDC and NH DHHS recommendations.	Instrumental and Choral Instruction will align with CDC and NH DHHS recommendations.	Band and Chorus are remote only.	Band and Chorus are remote only.
Library Learning Commons	Open	Open to small instructional groups	Limited student access	No student access

Green Phase: In-Person Instruction at ConVal Middle Schools

The Green instructional model will closely resemble what students would experience in the *Blue Phase*, with additional mitigation strategies in place, including the required use of masks indoors. Staff will deliver instruction from the building. Students will attend all classes in person. Masks will be worn indoors, and 3 foot physical distancing will be maintained.

Yellow Phase: Predominantly Remote Instruction at ConVal Middle Schools

In this phase, most students will be learning remotely. Staff will deliver instruction from the building. Identified Tier 1 students will have the option to continue to attend school in person. Instruction will be synchronous, following the normal daily school schedule. Students will be using a variety of platforms, to facilitate interactions with peers and teachers throughout the learning process. Regular screen/movement breaks will be scheduled. Attendance will be taken every block and parents/guardians should call the main office if a student will be out for the day. Students will continue to attend Advisory and all classes. In the *Yellow Phase*, there will be no in-person co-curricular clubs or activities, but there will be the possibility for remote meetings within the building.

Red Phase: Remote Instruction at ConVal Middle Schools

The red phase instructional model requires all students and staff to be remote to avoid exposure and transmission risks. Students learning in remote settings will be expected to virtually attend each class daily where attendance will be taken. Students will be using a variety of platforms, including Google Classroom, Google Meet, and Zoom to facilitate interactions with peers and teachers throughout the learning process. Students will need to have reliable internet access. The district will work to provide hotspots to students who need them to access virtual instruction. Students who cannot attend live classes for technical reasons or due to illness will develop an asynchronous plan in conjunction with their counselor and with guardian consent.

Middle School Learning Recovery Plans

1. Social and Emotional Learning coach
 - a. Both the need for support in the development of executive functioning skills and explicit instruction in social and emotional skills were listed as high priority needs by parents and guardians who responded to the district's survey on SY21-22 Reopening. The inclusion of a SEL coach at each level of instruction will provide staff and faculty with the support they need to effectively address these needs during instruction and intervention time.
 - b. Staff will undergo professional development, beginning summer 2021 and thereafter. Some opportunities may include the following:

- i. Collaborative for Academic, Social, and Emotional Learning (CASEL) training will allow staff to better meet the social and emotional needs of students.
 - ii. Responsive Classroom “is a student-centered, social and emotional learning approach to teaching and discipline.” Training on this topic will allow staff the opportunity to see how they can use this lens on instruction and discipline while still maintaining fidelity to their content competencies.
 - iii. School Reform Initiative (SRI) Facilitation training will provide staff with a host of protocols for use in and outside of the classroom to better connect and engage with students and access their learning.
 - iv. Restorative Practices training will allow staff to develop skills aligned with maintaining high expectations for student success while providing the social and emotional support necessary for the students to be successful in achieving those goals.
- 2. Summer learning opportunities for students in grades 5-8
 - a. Summer programming will be offered in 2021:
 - i. July 6 - August 5 (T, W, TH)
 - b. Offerings will be based on data-driven, identified recovery needs.
- 3. Advisory coaching
- 4. High-intensity tutoring:
 - a. Prioritize students most in need by following a clear system of identifying students
 - b. Tutoring will be provided by highly-trained teachers and paraprofessionals
 - c. Tutoring sessions will be held at least 3 sessions/week, 30 minutes each
 - d. Tutoring will be offered at a maximum 1:4 teacher-student ratio
 - e. Tutoring will be offered during the school year
 - i. During the school day
 - ii. Before and after school
 - f. Tutoring may be offered outside the regular school year (e.g. during vacations, summer) by arrangement

Summer 2021

- 1. Opportunities for high-intensity tutoring will be offered.
- 2. Opportunities for 7th and 8th graders may be available at the high school summer academy, if it is appropriate for the individual student

2021-2022 School Year

1. Designated PLC time at both schools to continue collaboration between and among both middle schools.
2. Designated time scheduled to meet with reading, math, and writing coaches.
3. Opportunities for high-intensity tutoring will be offered to students during, before, and after school.
4. MTSS for Tier II and Tier III learners in reading, writing, and math will be addressed through an intentional intervention block

Summer 2022

1. Summer programming will be offered, based on data-driven recovery needs

Professional Development for Middle School Staff

1. End-of-year PD days devoted to curriculum review (core maps)
 - Identify and focus on priority standards
2. Use of diagnostic data to:
 - Assess existing knowledge and
 - Identify areas in need of improvement
3. End-of-year PD days, summer PD days, and beginning-of-year PD days
 - Planning and delivering engaging whole-group lessons
 - Collecting and responding to diagnostic assessment data
 - Scaffolding strategies to help students access grade-level curriculum

Blue Phase: In-Person Instruction at ConVal High School

The instructional model in the *Blue Phase* reflects the traditional ConVal Regional High School schedule. This model allows students the ability to make personal connections with teachers and peers while helping them to achieve a sense of normalcy by maintaining a predictable schedule.

Curriculum

The *Blue Phase* will utilize the established high school curriculum and will provide the appropriate scope and sequence of subject courses.

While in the *Blue Phase*, instruction and curriculum delivery will resemble that of a traditional school model. In-person instruction will be the focus of teachers and students. Each class will maintain a Google Classroom landing page that courses are facilitated through. This will allow for integration of remote learning if the school needs to make a shift to another phase due to the recommendation of the COVID-19 Monitoring Team and a decision from the School Board.

While cohorts will not be part of the instructional model in the *Blue Phase*, students will have a cohort assigned in the event a shift to another phase is required.

Attendance

Students will be expected to adhere to policy [JH - Attendance, Absenteeism, and Truancy](#) . Parents are expected to call the school to inform the school of a child's illness or absence. Attendance will be taken daily in each class and recorded. In the *Blue Phase* and *Green Phase* there will not be an option to remote into classes.

Grading and Assessments

Students will be graded using the established Conval High School grading scale for all courses. Content-area teachers will collaborate to determine common summative assessments to drive grading procedures. Students will be evaluated using established common assessments coordinated by subject-specific departments.

Weekly Schedule and TASC

Direct instruction will be provided each week from Monday through Friday. Students will attend Block 1, Block 2, TASC, Block 3, and Block 4. Conval High School has designed TASC (Teachers in Academic Service Centers) as a daily response to intervention block (RTI). This block was developed to accommodate the need for more academic support, enrichment, and extension opportunities within the school day.

This daily, forty-three minute period provides the opportunity for students to work with their teachers to either make up work or receive additional, targeted instruction. Teachers may

pre-schedule students to address academic needs or to make up work during TASC. Students who do not need additional support may use this time for enrichment or to engage in an extended learning opportunity (ELO, see next section).

Students develop a weekly TASC schedule with their TASC homeroom mentors on Mondays and then spend the remainder of the week with their academic teachers or other learning environments, such as the library.

Daily Schedule

7:35 - 8:54	Block 1
8:57 - 10:17	Block 2
10:21 - 11:04	TASC
11:08 - 12:57	Block 3
	<i>Lunch A 11:08 - 11:33</i>
	<i>Lunch B 11:48 - 12:13</i>
	<i>Lunch C 12:32 - 12:57</i>
1:01 - 2:20	Block 4

Co-Curricular and Athletics

In the *Blue Phase*, co-curricular clubs and activities will continue to be offered and will meet as scheduled. The ConVal Athletic Department will organize student participation in sports activities under the auspices of the New Hampshire Interscholastic Athletic Association (NHIAA).

On August 12, 2021 the NHIAA announced that member schools are on track to begin sports on time and in accordance with the NHIAA handbook. In addition, the state of NH has not issued any mandate/restrictions on amateur and youth sports.

As long as the ConVal School District remains in the Blue or Green Phases of community transmission, ConVal High School Athletes will:

- Not require masks on the field of play as it relates to athletics. When teams travel to other districts for competition, all athletes and staff will follow the guidelines of the hosting field as it relates to masking in the spirit of sportsmanship. When teams participate in NHIAA related playoff tournaments, all athletes and staff will follow the guidelines of the tournament as it relates to masking.
- Masking by spectators of indoor sports may be necessary if physical distancing can not be maintained OR if masking indoors is required at the time.

High School Instruction by Phase

Phase	Blue Phase	Green Phase	Yellow Phase	Red Phase
Instructional Model	<p>All in-person learning, no remote option</p> <p>Field trips are allowed.</p>	<p>All in-person learning, no remote option</p>	<p>All synchronous remote learning except for identified Tier 1 students who may be in person.</p> <p>All staff members will work from the building.</p>	<p>All classes offer synchronous remote learning, with asynchronous options available when needed.</p>
Mitigation Strategies	<p>Parent/Guardian or the student should complete symptom screening protocol at home using the Convenient MD website prior to arrival.</p> <p>Students who do not have screening results in Convenient MD will need to be screened upon arrival. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>The use of masks is optional for both indoors and outdoors. <i>Note:</i> Wearing a face mask continues to be recommended by the CDC for unvaccinated and/ or immunocompromised individuals.</p> <p>Schools will maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.</p>	<p>Parent/Guardian or the student should complete symptom screening protocol at home using the Convenient MD website prior to arrival.</p> <p>Students who do not have screening results in Convenient MD will need to be screened upon arrival. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>The use of masks indoors for staff and students is required.</p> <p>Masking outdoors is optional.</p> <p>The school will maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.</p>	<p>Any in-person student/staff should complete home screening using the Convenient MD website.</p> <p>Students will be screened again upon arrival at school. Students with symptoms will be escorted to the COVID-19 accommodation room.</p> <p>The use of masks for staff and students is required.</p> <p>Masking outdoors is optional.</p> <p>Schools will maintain at least 6 feet of physical distance between students within classrooms to reduce transmission risk.</p>	<p>No arrival procedures, all staff and students remote</p>
Student Grouping	<p>Traditional grouping</p>	<p>Traditional grouping</p>	<p>Most students are remote, Tier 1 students will have the option to attend in-person.</p>	<p>All students and staff fully remote</p>

Entrances	Students enter through main entrances.	Students enter school via predetermined identified entrances.	Students enter school via predetermined identified entrances.	Buildings closed
Attendance	Students must attend in person. If a student is going to be absent for the day or part of the day, parents should call and inform the school.	Students must attend in person. If a student is going to be absent for the day or part of the day, parents should call and inform the school.	Most students will attend classes remotely. Tier 1 students will have the option to attend in person. If a student is going to be absent for the day or part of the day, parents should call and inform the school.	All students will attend remotely. If a student is going to be absent for the day or part of the day, parents should call and inform the school.
Lunch	Cafeteria Open Eat indoor/outdoor	Grab and Go lunch options Eat in the cafe, outdoors, and in classrooms.	Eat in the cafe, outdoors, and in classrooms.	Lunch pick up or delivery per the National School Lunch Program
Bus Routine	Traditional bussing schedule by geography	Consider increasing bus routes to maintain physical distancing	Transportation provided for Tier I students	No transportation
Flex Day	No	No	Yes	Yes
Afterschool Activities	In-person, co-curricular activities and clubs will be offered.	In-person, co-curricular activities and clubs will be offered.	No in-person co-curricular clubs or activities will be offered. Possible remote opportunities.	No in-person co-curricular clubs or activities will be offered. Possible remote opportunities.
Weekly schedule and TASC	Direct instruction will be provided each week, in-person, Monday through Friday.	Direct instruction will be provided each week, in person, Monday through Friday.	Direct instruction will be provided four days a week. With a Flex day one time a week.	Direct instruction will be provided remotely to all students four days a week. With a Flex day one time a week.
Daily Schedule	7:35-8:55 Block 1 9:00-10:17 Block 2 1021-11:04 TASC 11:07-12:57 Block 3 Lunch A Lunch B Lunch C 1:01- 2:20 Block 4	Follow the daily schedule as outlined in the <i>Blue Phase</i> .	Follow the daily schedule as outlined in the <i>Blue Phase</i> four days a week.	Follow the daily schedule as outlined in the <i>Blue Phase</i> four days a week.

Green Phase: In-Person Instruction at ConVal High School

The green instructional model will closely resemble what students will experience in the *Blue Phase*, with additional mitigation strategies and procedures in place to assist in maintaining physical distancing and potential contact tracing, including the required use of masks indoors.

Students will be assigned to cohorts based on their town of residence, with Blue Cohort students from Antrim, Bennington, Frankestown, Greenfield, Hancock, as well as ATC students from Conant and Mascenic and Gold Cohort students from Dublin, Peterborough, Sharon, and Temple. The daily schedule will remain the same.

In the *Green Phase*, all students will continue to attend school in person. **Should the use of cohorts become necessary**, their design and use will focus on *reducing* rather than *eliminating* interactions between students from different cohorts. For example, the use of cohorts will focus on the implementation of additional procedures and mitigation strategies (assigning specific doors for entering and exiting school buildings, staggering transitions that require traveling through hallways, assigning specific days/times for common areas (cafeteria, library, etc.)). This refined use of cohorts will continue to effectively minimize exposure to or transmission of COVID-19 and support accurate contact tracing in the event an individual tests positive for COVID-19.

Yellow Phase: Predominantly Remote Instruction at ConVal High School

When in the *Yellow Phase* instructional model, most students will be learning remotely, and identified Tier 1 students will have the option to continue to attend school in person. In the yellow phase, staff will deliver instruction from the building, and there will be a Flex Day incorporated into the weekly schedule.

Instruction will be synchronous, following our normal daily school schedule. Students will be using a variety of platforms, to facilitate interactions with peers and teachers throughout the learning process. Regular screen/movement breaks will be incorporated. Attendance will be taken every block and parents/guardians should call the main office if a student will be out for the day or part of the day.

Students will continue to attend homeroom TASC and book themselves for the week. In the *Yellow Phase* there will be no in-person co-curricular clubs or activities, but there will be the possibility for remote meetings.

Red Phase: Remote Instruction at ConVal High School

The *Red Phase* instructional model requires all students and staff to be remote to avoid exposure and transmission risks.

Students learning in remote settings will be expected to virtually attend each class daily where attendance will be taken. Students will be using a variety of platforms, to facilitate interactions with peers and teachers throughout the learning process. In this phase there will be a remote flex day incorporated into the weekly schedule.

Students will need to have reliable internet access. The district will work to provide hotspots to students who need them to access virtual instruction. Students who cannot attend live classes for technical reasons or due to illness will develop an asynchronous plan in conjunction with their counselor, teacher, and guardian.

High School Learning Recovery Plans

- Social and Emotional Learning coach
 - a. Both the need for support in the development of executive functioning skills and explicit instruction in social and emotional skills were listed as high priority needs by parents and guardians who responded to the district's survey on SY21-22 Reopening. The inclusion of a SEL coach at each level of instruction will provide staff and faculty with additional support in responding to and addressing these needs during instruction and intervention time.
 - b. Staff will undergo professional development, beginning summer 2021 and thereafter. Some opportunities may include the following:
 - i. Collaborative for Academic, Social, and Emotional Learning (CASEL) training will allow staff to better meet the social and emotional needs of students.
 - ii. School Reform Initiative (SRI) Facilitation training will provide staff with a host of protocols for use in and outside of the classroom to better connect and engage with students and access their learning.
 - iii. Restorative Practices training will allow staff to develop skills aligned with maintaining high expectations for student success while providing the social and emotional support necessary for the students to be successful in achieving those goals.
- Summer recovery credit opportunities:
 - a. Summer programming will be offered in 2021 (Summer Academy):
 - i. July 6-August 5, 4 days a week (M-T-W-TH)

- ii. 2 daily sessions (8am-10am, 10:15am-12:15pm)
 - b. Offerings will be based on data-driven, identified recovery needs.
 - i. Semester one and quarter three grades, assessment outcomes
 - ii. Recommendations from the Student Support Team (SST) and school counselors
- High-intensity tutoring during and after school, beginning in SY21-22:
 - a. Prioritize students most in need by following a clear system of identifying students
 - b. Tutoring will be provided by highly-trained teachers and paraprofessionals
 - c. Tutoring sessions will be held at least 3 sessions/week, 30 minutes each
 - d. Tutoring will be offered at a maximum 1:4 teacher-student ratio
 - e. Tutoring will be offered during the school year
 - i. During and after the school day
 - f. Tutoring may also be offered outside the regular school year (e.g. during vacations, summer) by arrangement

Summer 2021

- Summer programming will be offered based on data-driven recovery needs.
- Summer Academy teachers will be provided time to plan and prepare for their course(s). The curriculum for summer courses will focus on priority standards, standards that incorporate the most essential concepts and skills, which if mastered will support students to successfully complete the course and to successfully move on to higher level courses.
- Phone calls to families of students who are in need of additional support and credits.

2021-2022 School Year

- Support of SEL and instructional coaches
- Opportunities for high-intensity tutoring will be offered to students during and after school.
- ELA will be providing learning recovery opportunities for students during the school day.
- Math will be providing learning recovery opportunities for students during the school day.

Summer 2022

- Summer programming will be offered, based on data-driven recovery needs.

High School Curriculum Work

- End-of-year PD days devoted to curriculum review (core maps)
 - Identify and focus on priority standards
- Use of diagnostic data to:
 - Assess existing knowledge and
 - Identify areas in need of improvement
- Summer PD devoted to vertical alignment of curriculum maps
 - Math and English top priorities
- End-of-year PD days, summer PD days, and beginning-of-year PD days
 - Vertical alignment of curriculum maps for ELA and Math following the curriculum renewal cycle. Planning and delivering engaging whole-group lessons
 - Collecting and responding to diagnostic assessment data
 - Scaffolding strategies to help students access grade-level curriculum

Moving Forward: 2021-2022 and Beyond

The 2020-2021 school year was a formidable challenge. As we shift our focus from reopening to recovery, we will need the cooperation of all students, staff, and community members. As is outlined in this plan we are committed to be in-person daily. We will achieve this by layering multiple mitigation strategies. In order to continue in-person instruction, to provide opportunities for recovery, and to build the resiliency and adaptability of our District, it will be necessary for students, staff, and parents to cooperate with the procedures and protocols outlined in the phases of our plans as well as any updates that may need to be instituted as the situation evolves.

As outlined in our Reopening Framework, it is our continued goal to work toward having students on a normal curve of learning as soon as possible. This will require the District, the School Board, and the community to look beyond the traditional school calendar and implement not only differentiated instruction for students, but recognize that some students may need additional instructional time and support through extended school days and structured year-round learning opportunities.

As we continue our planning process for the 2021-2022 school year and beyond, we will keep the community up to date on what we believe our successes are and what our challenges will be as we move beyond the COVID-19 pandemic and into a new normal for our students, our staff, and our community.

Appendix A. Glossary of Terms and Acronyms

Advisory	A “critical component of middle school [that] connects a teacher (the advisor) with a group of students (the advisees) to provide academic and social emotional support and to strengthen the community of the school” (Benson, Clemente, Doner, Holenko, Januszka, & Searles, 2018). Each schedule at the middle school level includes a daily block of time for Advisory. The time available for Advisory focuses on building relationships, nurturing a growth mindset, and creating a prosocial environment. Advisory curriculum prioritizes strengthening students’ executive functioning (definition below) and 21st Century Skills (critical thinking, communication, collaboration, and creativity).
AES	Antrim Elementary School
asynchronous	Refers to something not happening at the same time, as in asynchronous instruction where learning occurs through online channels, without real-time interaction
ATC	Applied Technology Center, located at ConVal Regional High School
CDC	Centers for Disease Control
Closing Circle	A component of Responsive Classroom that brings the school day to a peaceful end, enhancing learning, and reaffirming community.
Core	Refers to the category of classes that includes English Language Arts, Mathematics, Science, and Social Studies.
coronavirus	Coronavirus is a virus named for the crown-like spikes on its surface. There are four main sub-groupings of coronavirus, known as alpha, beta, gamma, and delta. The novel virus causes coronavirus disease 2019 (COVID-19).
COVID-19	COVID-19 is the disease caused by the novel coronavirus which was first identified in 2019.
CTE	Career and Technical Education, courses offered by the ATC
CVHS	ConVal Regional High School
DCS	Dublin Consolidated School
EHP	Expanded Horizon Program, enrichment program at SMS
ELP	Extended Learning Program, enrichment program at GBS
ES	Elementary schools, refers to AES, DCS, FES, GES, HES, PES, Pierce School, and TES
FES	Francestown Elementary School
flipped classroom	A flipped classroom is an instructional strategy and a type of blended learning that is focused on student engagement and active learning. The essential feature of a flipped classroom is that teachers provide

	pre-recorded instruction before they meet with students either in person or remotely so they can maximize student discussions and engagement.
Frontline	Administrative software for absence management
GES	Greenfield Elementary School
GBS	Great Brook School (middle school)
Google Classroom	Learning platform, part of ConVal's G Suite for Education
Google Meet	Video-communication service, part of ConVal's G Suite for Education
Habits of Work	Teachers at the middle school level identified specific habits of work which focus on helping students to understand and hold themselves accountable for their work and social behavior. The <u>Habits of Work Rubric</u> , which was adopted and used by all middle school students and teachers during the 2020-2021 school year, includes criteria associated with meeting deadlines, participation, meeting quality standards, behavior, and social/civic expectations.
HES	Hancock Elementary School
HS	High school, refers to ConVal Regional High School
IAT	Integrated Art and Technology
Itinerant staff	Staff members who provide services at different ConVal locations, depending on their weekly schedule
LA	Language Arts
Learning Progression	The purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels.
MCH	Monadnock Community Hospital
Morning Meeting	A component of Responsive Classroom, morning meeting is held at the beginning of each day and focuses on building and enhancing the connections among students and between students and teachers. The design of morning meeting also works to establish a foundation for respectful and engaged learning, setting students up to experience success, both socially and academically, each and every day.
MS	Middle schools, refers to GBS and SMS
NH DHHS	New Hampshire Department of Health and Human Services
NH DOE	New Hampshire Department of Education
NHIAA	New Hampshire Interscholastic Athletic Association
PCP	Primary Care Physician
PES	Peterborough Elementary School
Pierce School	Bennington's elementary school
PLC	Professional Learning Community, a collaborative team of teachers who meet regularly to engage in "recurring cycles of collective inquiry and action research to achieve better results for the students they serve"

(DuFour, DuFour, Eaker, & Many, 2010). Topics of teacher inquiry connect these essential questions: What does each student need to know and be able to do? How will we know if a student is learning? How will we respond when a student does not learn? How will we enrich and extend the learning for a student who is proficient?

Plus Block	The block of time devoted to providing South Meadow School students with extension, enrichment, or intervention opportunities; at Great Brook School, this time is called Target Block.
PowerSchool	Student Information System (SIS), used in the ConVal School District
PPE	Personal Protective Equipment
PSAT	Preliminary SAT/National Merit Scholarship Qualifying Test
Responsive Classroom	A student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe and engaging classrooms and school communities for both students and teachers.
SAT	Scholastic Aptitude Test
SAU	School Administrative Unit
SEL	social-emotional learning
SKIP	School Kids in Peterborough, after-school program located at PES
SMS	South Meadow School (middle school)
Special	A term used to refer to the category of classes that includes Art, Band, Chorus, Extended Learning Program, Family and Consumer Science (FACS), Health, Integrated Art and Technology, and Physical Education. The term “specialist” is sometimes used to refer to the teachers of these classes.
SSP	Supplemental Service Providers
STA	Student Transportation of America
synchronous	Refers to something that is happening at the same time, as in synchronous instruction where learning occurs with real-time interactions, either in person or via a remote connection
Target Block	The block of time devoted to providing Great Brook School students with extension, enrichment, or intervention opportunities; at South Meadow School, this block is called Plus Block.
TASC	Teachers in Academic Support Centers, high school intervention block
TES	Temple Elementary School
UA	Unified Arts
WIN	What I Need, elementary-level intervention block
Zoom	Video-communication service used for remote instruction

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