

Londonderry School District 2020-21 School Year Reopening Plan

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Londonderry School District Administrators Final Recommendations for Reopening

This plan outlines the District recommendations for reopening schools in the Fall of 2020, under public health guidelines established in response to the COVID-19 Pandemic. While it does address many key issues, more specific details regarding the day-to-day operational details of each individual school will be forthcoming. This document is intended for School Board approval of key concepts and models, which will provide guidance to the development of those details.

We acknowledge:

This is not a normal school year we are heading into. We cannot offer normal school under the current public health circumstances. But we have a good plan to provide flexible options that deliver the instruction and educational benefit that the Londonderry community expects from us.

In conjunction with the updated recommendations from the CDC we recommend re-opening the buildings for in person instruction. For those families that are not comfortable sending their children to school, the District will provide an elective remote option.

Per the CDC: "Schools are an important part of the infrastructure of communities, as they provide safe, supportive learning environments for students, employ teachers and other staff, and enable parents, guardians, and caregivers to work. Schools also provide critical services that help to mitigate health disparities, such as school meal programs, and social, physical, behavioral, and mental health services. School closure disrupts the delivery of these critical services to children and families, and places additional economic and psychological stress on families, which can increase the risk for family conflict and violence. The unique and critical role that schools play makes them a priority for opening and remaining open, enabling students to receive both academic instruction and support as well as critical services."

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

This plan establishes an initial expectation for the start of the 2020-2021 School Year. We acknowledge that it is reliant upon the current status of COVID-19 infections in the State and local area remaining constant. It will be crucial for the District to remain prepared to alter these plans should these rates change in the coming months. There has been considerable work done on different models and scenarios that will allow us to adapt our programs as the situation dictates.

Our reopening plan considers:

- Public health situation as known at the time and allows for flexibility as that changes.
- Guidance from CDC, Governor's Reopening Guidance, NH Public Health, NHDoe, and American Academy of Pediatrics.
- Scientific research regarding COVID-19 including US and worldwide scientific data and studies.
- Parent survey results and community engagement from the workshop on 7/21/2020.
- A clear plan and response for when anyone infected with COVID-19 is identified in our schools including an isolation space for suspected cases.
- A Communication Plan with families.
- Flexible options for parents to elect either in person/building instruction or remote instruction Pre K to 12th grade with a two week window to make a change at the start of the school year and identified periods during the school year to make a change after that.

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- A “Hybrid model” at Londonderry High School to decrease the number of students in the building at one time given the more complex needs of scheduling at LHS as well as the emerging scientific health data around older students and rate of infection.
- Remote instructional practices that will ensure live instruction paired with analog/independent work, office hours, staff collaboration and building a sense of community.
- Mitigating factors to promote culture of health and safety including proper screening, hand washing and sanitation, mandatory masks and physical distancing.
- Safe transitions in the building which may include staggered scheduling, cohort grouping, identified entry and exits, and one way hallways.
- Procedures to support contact tracing including cohort groups when possible and assigned seating.
- Upgraded cleaning and sanitization procedures in accordance with CDC guidance.
- Upgraded ventilation procedures.
- Utilization of outdoor space for dining, classroom activities (PE & music/band).
- Transportation guidelines including mandatory masks, maximum of 2 students per bench, assigned seating, A/B runs for specialized transportation.
- Planning in the event the whole school community needs to move to remote instruction due to community spread.
- Considerations for providing access to special education services both in the building and and remotely. Alternative plans for hybrid scheduling at LHS to meet the needs of students with daily services in their Individualized Education Plans.
- Social and emotional needs of our students returning to school during a pandemic.
- Social and emotional needs of our students who remain in remote instruction.
- Financial implications of responding to the COVID-19 pandemic.
- NHIAA sport participation and after school clubs and activities.
- Field trips and school wide assemblies.
- Visitor procedures.
- Balancing COVID-19 mitigation practices with student safety in accordance with our emergency operations plans.
- Providing staff who meet the requirements and proper documentation established by the Families First Coronavirus Response Act, the flexibility to work remote or use FMLA leave.

Proposed Emergency COVID-19 Response: Temporary Policy for the Londonderry School District

School reopening general recommendation:

It is the recommendation of the administrative team that schools reopen in person and for Remote Instruction on September 8th 2020.

Pushing back the start of the school year allows staff three additional professional development days to prepare for the different options available to students this school year and for COVID-19 training that we will also need to engage in with staff. In accordance with NHDoE Guidelines, the three days originally scheduled as Student Instructional Days (Sept. 1, 2, & 3) will be counted as instructional days by the NHDoE; as such, no additional days will be required of teachers, nor will make up time be added to the

year. There is more detail later in this document on the professional development plans for the start of the school year.

For families who prefer not to send their children into the buildings, a full remote instructional environment will be available Pre-K through 12 on September 8th as well.

When parents are choosing between in person school and remote instruction there will be a different daily schedule for Pre-K to 8th grade students, and those students at Londonderry High School.

For students in Pre-K to 8th grade, we will hold in person instruction every day starting September 8th for as long as public health conditions allow to maintain the safety of staff and students in our school system.

For students in 9th to 12th grade, in person school will occur on a rotating schedule where they attend school one day in person followed by a day of remote instruction at home. This “every other day” model will continue for as long as Londonderry High School remains in this “hybrid” model of both remote and in person instruction at the same time. Later in this document we will explore the public health considerations that lead to this hybrid model. Parents of students in 9th to 12th grade can also choose to remain in remote instruction every day as well. To keep the numbers even between every other day, Londonderry High School is recommending that two Houses of students attend class on “A Days” and two Houses of students on “B Days”. Again, this “A” and “B” day approach in the schedule will occur every other day. Specific Houses will be designated once final class rosters are determined. More detail on the specifics of the schedule is shared in the Londonderry High School portion of this document.

Families attending in person school, pre-K to 12th grade, will be asked to read and sign a letter understanding the COVID-19 procedures and mitigation steps including – screening for COVID-19 symptoms prior to coming to school; mandatory masks; expectations around handwashing and hygiene; transportation guidelines if they are using school district buses; immediate arrangements to pick up any student suspected of having COVID-19 symptoms and requirements of positive, presumed positive and close contacts to return to school.

Specific Public Health Measures for in person school

A safe return to in-person school environments will require a culture of health and safety every step of the way. Specifically, we recommend creating multiple layers of safety, backed by science and public health guidelines to mitigate the risk of COVID-19:

- **It is not one mitigation strategy but a combination of all these strategies taken together that will substantially reduce the risk of transmission.** No single strategy can ever be perfect, but all strategies together will reduce risk.

(1) Screening:

- **Staff must monitor themselves for symptoms daily and self-screen.** When staff arrive at their schools, they will sign in to state that they have completed the self-screening questionnaire before they get to school.
- **Students, with the assistance of families, must also be monitored daily for symptoms and screened at home prior to boarding a bus or arriving at school.**

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

- **Staff and students must stay home if feeling unwell.** Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are feeling sick. Students will be able to continue their education remotely and staff have access to sick time and leaves outlined in the addendum to this document.

(2) **Facemasks:**

- **Masks are among the most important single measures to contain the spread of COVID-19.** We are recommending to mandate that all students (Pre K to 12th grade) and all staff wear masks in the school building. The district will provide five cloth masks for every student attending in building. The district will provide staff with masks. Times throughout the day will be identified as “mask breaks” for students. We are awaiting further clarification on how to take a mask break safely while indoors from public health experts; otherwise we will have mask breaks happen outside of the building for students and staff. Staff will work with the younger population to understand to their developmental ability how and why we wear masks. Exceptions will be made for students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. The district has purchased face shields for those situations where facial expressions/lips are needed for educational purposes (ie: phonics) and clear face masks to accommodate our deaf and hard of hearing population.
 - Per the NH Grades K-12 Back to School Guidance, the NH DPHS recommends that cloth face coverings be used when a student is:
 - Waiting to enter, or entering, the school building
 - Leaving the school building
 - Arriving to, or leaving, a classroom
 - Boarding, exiting, or seated on a school bus
 - Traveling in hallways, and transiting between classes or to a restroom
 - Engaged in classroom or other group activities where students may come closer than 6 feet of other students or staff
 - Per the guidelines, “If students are required to continually wear cloth face coverings, mask breaks should occur throughout the day when students can be six feet apart and ideally outside.”

(3) **Physical Distancing:**

- **Physical distance greatly reduces the risk of transmission.** As COVID-19 is transmitted through respiratory droplets, putting distance between yourself and others reduces risk. In classroom settings, when all parties are wearing masks, a minimum of 3 feet of separation is needed; if one or both parties are not wearing masks, 6 feet is needed. From what we know now from multiple parent surveys, we are planning on setting up our classrooms to achieve student desks at 6 feet apart from each other. In our elementary schools and middle school that would mean having class size no larger than 16 to 17 in a room, and high school classrooms having class size no larger than 18 to 19 in a room. There are many specialized classrooms that will be outside these numbers, but again the goal will be to set up student desks 6 feet apart from each other. The addendum to this document has a section that goes into the science of the 3 foot to 6 foot guideline to explain clearly why with other mitigation strategies in place such as face masks, students will be safe at both distances.

(4) **Hygiene:**

- **Hand hygiene is critical.** Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and

before dismissal. Hand sanitizer will be available in every classroom and throughout the buildings.

(5) Increased cleaning, including a focus on high touch surfaces:

- Our building and grounds department will be increasing the cleaning of our school buildings to include a thorough cleaning after every school day, as well as increased cleaning throughout the day to target high touch surfaces. Also student supplies such as library books and laptops will be wiped down in between any two students touching them, or different groups of students interacting with them. The increased cleaning will address any respiratory droplets that do make it out onto surfaces and will combine well with the efforts around hygiene to limit the exposure to the virus.

(6) Reduce students to smaller cohort groups throughout the day:

- **Limit the mixing of students to create limited cohorts of who they interact with throughout the day along with assigned seating.** At the elementary and middle school level we will share later in this document how we updated the schedule and general movement around the building to contain the students to very specific cohorts of students they interact with throughout the day. Limiting the number of students anyone is exposed to over the day limits the spread of infection if it does make it into the building. While in the classroom, Pre-K to 12th grade, there will be assigned seating (or spots) as well to effectively create even smaller groups within these cohorts which minimize transmission further. Assigned seats can also assist with contact tracing. Wherever possible, seats will be assigned (including classroom, bus, meals).

All the public health measures in place will be universal mitigation strategies that our schools use during this school year in a developmentally appropriate way with all our students, at all levels. In the high school reopening section we will discuss the issues around smaller cohort groups in their plan.

When there is a suspected case of COVID-19: (more details can be found in the addendum to this document in how to respond to suspected or positive COVID-19 cases.)

- Symptomatic persons should be instructed to contact their health care provider to self-isolate at home and/or be tested for COVID-19.
- Asymptomatic persons reporting close contact with someone suspected or confirmed with COVID-19, or who report traveled-related risk should self-quarantine for 14 days from their last exposure or return from travel.
- Person(s) with suspected or confirmed COVID-19 must quarantine and must stay out of in person education programming until symptom-based criteria are met for discontinuation of isolation or they receive a negative COVID-19 test and are asymptomatic.
- All school personnel, including school nurses, teachers and administration, should know how to respond in the face of a possible infection, including who to contact and how to make that contact. Any person with suspect or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call). All school district initiated calls to public health will be done by the Assistant Superintendent or Director of Pupil Services.

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The following chart gives guidance on how to respond if an individual is symptomatic and/or exposed to someone that is COVID-19 positive. The addendum section #6 goes into even further detail on those scenarios and others that we will respond to throughout the year.

Event	Location of Event	Testing Result	Quarantine
<p>Individual is symptomatic</p>	<p>If an individual is symptomatic <u>at home</u>, they should stay home and contact their health care provider.</p>	<p>Individual tests <u>negative</u></p>	<p>Return to school with proof of negative test and asymptomatic for 24 hours</p>
	<p>If an individual student is symptomatic <u>on the bus or at school</u>, they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the isolation room until they can go home with parent. Parents must be prepared to pick up (or have emergency contact available to pick up) their sick child immediately.</p>	<p>Individual tests <u>positive</u></p>	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist Public Health. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.</p>
	<p>If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home contact their health care provider.</p>	<p>Individual <u>is not tested</u></p>	<p>May return after 10 days from symptom onset <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.</p>
<p>Individual is exposed to COVID-19 positive individual</p>	<p>If an individual is <u>at home</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and self-quarantine for 14 days or be tested 4 or 5 days after their last exposure.</p>	<p>Individual tests <u>negative</u></p>	<p>Return to school with proof of negative test and asymptomatic for 24 hours</p>
	<p>If an individual is <u>at school</u> when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked, adhere to strict physical distancing and be dismissed as soon as possible. They should stay at home and self-quarantine for 14 days or be</p>	<p>Individual tests <u>positive</u></p>	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.</p>

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	tested 4 or 5 days after their last exposure.	Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure
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Communications Plan:

It is the intent of the School District to deploy, to the greatest degree possible, existing tools for communicating with our parents, our staff, and our community at large. Currently, we are able to send out mass emails and text messages through our School Messenger program. This will continue to be an asset as we are required to communicate with families within the District. Time sensitive information will be distributed through both text and email to reach as many recipients as possible. Should it be required, we also have the capacity to send voice messages through phone contacts, as we do for weather related cancellations. School-specific information will be generated by building level administrators in conjunction with school district administrators, and will address logistical details and student specific information. This will be communicated through building and grade level email, traditional mail, texts, and voice calls as well.

Relative to communication with the broader community, we have established a dedicated web page for all COVID-19 related information on the District website, which includes a blog that is focused on responses to Frequently Asked Questions received from members of the community. We have also formed a work group of District employees who will be sending out information to local media outlets in an effort to keep the larger community of Londonderry informed as to our efforts.

Building-Specific Information Regarding Reopening of Schools

Moose Hill reopening plans:

Schedule:

Specific to Moose Hill’s Kindergarten program in terms of reopening is how they intend to schedule students both in person and remotely throughout the school day. Below is a generalized schedule that shows the major blocks of time that will be scheduled for both children in person and remote instruction.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:42	Arrival & Exploration				
	Morning Meeting				
9:20	Math	Math	Math	Math	Math
9:45	Snack & Recess				
10:15	Literacy	Literacy	Literacy	Literacy	Literacy
10:35	Centers - Math, Reading, Writing				
11:15					
11:25	Pack Up and Dismissal				

Time Change

To limit the amount of interaction that could happen at arrival and dismissal both with parents and students of our LEEP program, as well as our Kindergarten program, we recommend shifting the start time by 5 minutes for both groups to reduce that possibility.

LEEP AM Start and End Time:	Kindergarten AM Start and End Time:
8:25 to 10:55	8:42 to 11:25
LEEP PM Start and End Time:	Kindergarten PM Start and End Time:
12:00 to 2:30	12:35 to 3:18

Cohorts

In the Moose Hill Kindergarten program we will have students in groups of 16 to 17 basically stay within their classroom throughout the half day program. When they are outside for recess each classroom will only interact with one other Kindergarten classroom to limit the overall interaction and mixing of students outside their classroom. When Kindergarten students do have Library they will have that in their classrooms as well. Some students with special education services will also have a small cohort they leave the regular classroom with for those services. We will push in special education services whenever possible to limit transitions, however, this will not always be possible.

Elementary level reopening plans:

Schedule

Specific to our elementary schools in terms of reopening is how they intend to schedule students both in person and remotely throughout the school day. Below is a generalized schedule that shows the major blocks of time that each grade level will figure out both for in person and remote instruction. *Schedule is on the next page.*

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

Sample Grades 1 to 5 Remote and In Person Schedule for 2020-21 School Year

Below is an example of how time will be used both for Remote Instruction and In Person School. The exact times will change subject to each grade level, specials, and Lunch/Recess.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:15	Math Block	Math Block	Math Block	Math Block	Math Block
9:45					i-Ready Math
10:15					
10:45					
11:15	Phonics/ Word Study Block	Phonics/ Word Study Block	Phonics/ Word Study Block	Phonics/ Word Study Block	Phonics/ Word Study Block
11:45	Lunch & Specials	Lunch & Specials	Lunch & Specials	Lunch & Specials	Lunch & Specials
12:15					
12:45					
1:15	Reading & Writing Block	Reading & Writing Block	Reading & Writing Block	Reading & Writing Block	Reading & Writing Block
1:45					
2:15					
2:45	Extention & Individualized Work	Extention & Individualized Work	i - Ready Reading	Extention & Individualized Work	Extention & Individualized Work
3:15					

The “morning meetings” will be the chance for all teachers, both in person and remote, to better meet the social and emotional needs of our students, and set the tone for a positive classroom culture. Also looking at the generalized schedule, it is our intention to start the reopening of the school year focused on a few pieces of our curriculum - Math, Phonics/Word Study, and Reading & Writing - both for in person instruction and remote instruction. We are still scheduling time for all students, both remote and in person to keep up with all our specials as well as make room for more flexible time throughout the day for teachers to better work with students on an individualized basis as well. During the “extension and individualized work” block of time teachers can use that time to best meet the needs of all their students to reinforce concepts already taught in smaller cohorts, as well as have some students go deeper into material when they have shown they already mastered the essential skills.

Cohorts

At the elementary level, we will have students in groups of 16 to 17 basically stay within their classroom throughout the school day. Keeping the cohort limited to this group of students will allow us to mitigate contact with a large number of students to keep everyone safer. Our specials such as Art and Math Enrichment will come to each classroom for their lesson. Physical education will be held outside,

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weather permitting, then will be in the gymnasium under those conditions. Music will be held outside in the tent to allow for greater physical distancing, especially when students are singing. When students are outside for recess, this will be a natural time for mask breaks, and each school is setting up a rotation where only 2 classrooms of students will be in the same area of recess with each other every day. This will ensure that for the majority of the day, students are only in cohorts of 16 to 17, and when they do mix at recess the cohort is expanded to only 32 to 34 students. We do expect to hold a more structured recess to ensure students are able to play in a developmentally appropriate way while maintaining all our mitigation strategies that we have put in place. Some students with special education services will also have a small cohort they leave the regular classroom with for those services. We will push in special education services whenever possible to limit transitions, however, this will not always be possible.

Londonderry Middle School reopening plan:

Schedule

Sample Middle School Schedule 2020-2021
Sample Student Schedule

Time	Day 1	Day 2	Day 3	Day 1	Day 2
7:40 – 7:50 (10)	Staggered arrival into The Building Students Report to Cohort for Homeroom	Staggered arrival into The Building Students Report to Cohort for Homeroom	Staggered arrival into The Building Students Report to Cohort for Homeroom	Staggered arrival into The Building Students Report to Cohort for Homeroom	Staggered arrival into The Building Students Report to Cohort for Homeroom
7:50 – 8:20 (30)	Let's "Get S.E.T"				
8:20 – 9:55 (95)	Computers/Math	Science/Math	Science/Music	Computers/Math	Science/Math
9:55 – 11:00 (65)	ELA/ S.S	ELA/Music	Computer/S.S	ELA/S.S.	ELA/Music
11:00 – 11:35 (35)	Lunch	Lunch	Lunch	Lunch	Lunch
11:35 – 12:05 (30)	ELA/Social Studies	ELA/Music	Computer/S.S.	ELA/S.S.	ELA/Music
12:05 – 2:15 (95)	Music/PE	Reading/Computers	Reading/PE	Music/PE	Reading/Computers
2:15 – 2:35 (20)	Homeroom/Dismissal "Staggered"	Homeroom/Dismissal "Staggered"	Homeroom/Dismissal "Staggered"	Homeroom/Dismissal "Staggered"	Homeroom/Dismissal "Staggered"

Three – Day rotation will equal out the number of days each content is taught over-time.

The sample schedule above was created to make sure that students could be taught in smaller groups, have the teachers rotate to different classrooms, not the students, and have them remain in a cohort where only **two classrooms** would mix and intermingle during the school day; mostly during their elective classes.

This new schedule for Londonderry Middle School will have students in three - 95 minute instructional blocks of time throughout the day, that also allows for a 35 minute lunch break and a staggered arrival and dismissal of students to limit the total number of students passing in the hallways. An additional

block of time will be to have an advisory period to start the day, “Get S.E.T.” to help teachers better meet the social and emotional needs of students throughout the year.

Students will rotate through this new block schedule every three days and meet in every one of their classes twice over those three days. This schedule will be the same one used for students that choose remote instruction.

Cohorts

Unlike a normal year, students at Londonderry Middle School will be in their homeroom, and only interact with the students in that homeroom for the majority of the day. The current schedule allows for class size to be 16 to 17 in a group at the largest. Looking at the sample schedule, in an “ELA/SS” block, students would have an approximate 45 minute English Language Arts lesson, then the teacher from the Social Studies class would switch with their teacher, then they would have an approximate 45 minute social studies lesson. Looking at the sample schedule, when students go to Computers or Music or P.E. or other electives they would only intermingle outside of their homeroom with students from just one other homeroom. This schedule then allows for us to keep LMS students in a cohort bubble of about 30 to 35 students throughout the school day, which is a dramatic change in how much they would normally mix with other students. While they are at lunch, they will be physically distanced and will continue to eat with students in their cohort bubble. Some students with special education services will also have a small cohort they leave the regular classroom with for those services. We will push in special education services whenever possible to limit transitions, however, this will not always be possible.

Time Change

Due to the change in our normal busing plan, with combining middle and high school students on the same bus runs, the Londonderry Middle School Bell schedule can now start at 7:40 in the morning and go until 2:35 for the end of the day.

During arrival, the middle school is building in time to not have a normal entrance to the building but stagger that time so that students are physically distanced. Students will start the drop off process at 7:40 with students being let out of cars to enter the building in smaller groups as well as allowing buses into the building at one time.

Londonderry High School reopening plan:

Schedule for in person school:

As part of our reopening plans, Londonderry High School will keep their normal schedule for in person school listed below:

Students have their 8 Period schedule they selected that includes a lunch. Classes are 47 minutes each period with 5-minute passing time.

Per A: 7:30 – 8:17

Per B: 8:22 – 9:09

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Per C: 9:14 – 10:04

Per D: 10:09 – 10:56

Per E: 11:01 – 11:48

Per F: 11:53 – 12:40

Per G: 12:45 – 1:32

Per H: 1:37 – 2:24

Teachers report 7:10. Student drop-off between 7:10 – 7:25 and students will go directly to their A period class.

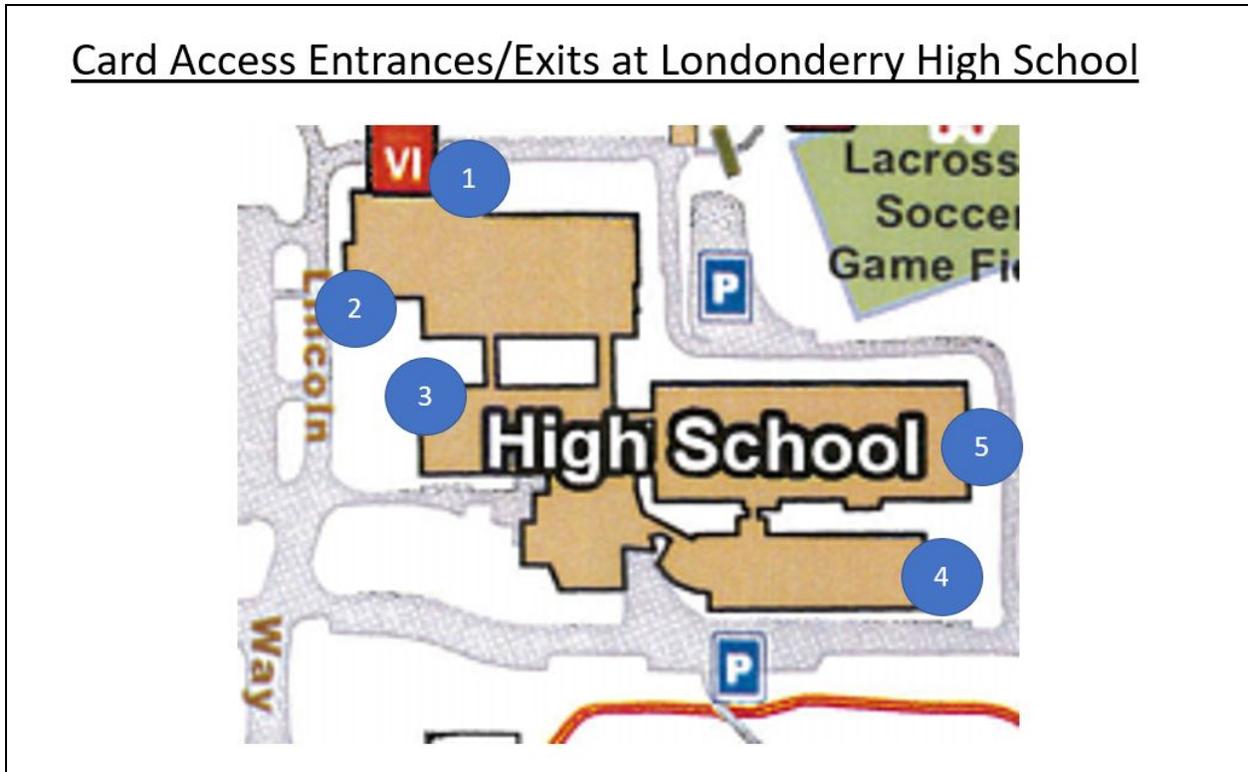
The difference in the schedule for the reopening plan is that Londonderry High School Students will not attend classes every day (reasoning will be discussed later in the document), but attend classes every other day on an “A Day” , “B Day” rotation. Students in two Houses will attend LHS on “A Days”, and students in two other Houses will attend LHS on “B Days”. We are describing this schedule as a “Hybrid Schedule” because when students are not attending class in person, they are still attending school on the off days, but in remote instruction. We will use the concept of a flipped learning model when students are remote. They will use these days to complete independent work at home, and then apply that learning to activities that happen during in person school. Days at home, may also be spent zooming in when collaboration is possible, or other times watching a video, or completing an independent activity/working on a lab so when they return to school the next day they have the knowledge and skills needed for the activity of that day.

Why was a Hybrid Schedule recommended for Londonderry High School?

Looking at all our mitigation strategies for the school year, no matter what schedule we chose the (1) screening (2) face masks (4) hygiene and (5) increased cleaning would be the same for Londonderry High School. However, coming up with a plan for Londonderry High School forced us to make a choice between more potential physical distancing for students while they were in class versus more overall mixing of students throughout the day. Our reasoning was that if half the students attended school every day we could easily achieve physical distancing of more than 6 feet in our classrooms. By our calculations, 18 to 19 students could fit in a typical LHS classroom at 6 feet apart. In our Hybrid Schedule we will have between 10 to 12 students in any class which will allow for more than 6 feet of physical distancing. Unlike the middle school, we could not create a schedule that satisfies 23,200 course requests for 1450 students while at the same time limiting them to smaller cohorts of students that interact with each other. With this design flaw, we chose to start the school year with more physical distancing in place. As will be shared in the addendum, more emerging science on COVID-19 has shown that older students (above 10 years of age) potentially act more like adults with the disease. Knowing this emerging science as well, allowed us to start the school year with more physical distancing in place to mitigate the risk knowing they would interact more with their peers and the adults in the building.

Further mitigation strategies during class changes in the Hybrid schedule

Even though only half the student population will be in LHS, those students will still be making 7 class changes throughout the day. Knowing that type of movement, the LHS team will work on addressing as many classroom placements as possible to limit the extent of how students move around the building as well as allow them to enter and exit all classes from the 5 outside doors between classes, during these passing periods to limit the overall number of students in the main foyer, as well as make time for student mask breaks outside. In general, all movement will be directed towards movement in a rotary fashion in the main foyer to limit the amount of interactions that take place, as well as maximize physical distance in the hallways.



The map above highlights the 5 card access entrances/exits that LHS will utilize this school year to push traffic flow both outside for mask breaks as well as limit the amount of students and staff in the hallways to make physical distancing easier to achieve during the 7 different period changes.

Educational drawbacks of the Hybrid Model for LHS

The hybrid model presents challenges for both students and staff, but it was chosen as a public health strategy to mitigate risk within the building. For students, they will be on a remote instruction model every other day and will not benefit from daily in person instruction. For staff, they will need to plan every day, for each one of their classes, for the students in front of them for that day, and the students who will be at home in remote instruction. We are proposing professional development on the “flipped classroom” model to help staff plan their curriculum and learning experiences to maximize the independent work that will be done at home, as well as maximizing the rigor of the in person learning that will happen every other day. We are not proposing that students just “tune in” to the lesson while

they are at home, but have staff plan more appropriate independent work that will compliment the lessons that happen every other day in person.

We are proposing the Hybrid Model for LHS to reopen school and start the year. As will be discussed later in this document, another model we looked at for all students to attend class every day, was a “Block Schedule” model for LHS. If overall health conditions improve in Londonderry and New Hampshire from the time we reopen, we could transition to this model and have all students back on campus at LHS, (that are not in full remote instruction) perhaps at the start of the 2nd Quarter or 2nd Semester.

Time Change

Due to the change in our normal busing plan, with combining middle and high school students on the same bus runs, the Londonderry High School Bell schedule can now start at 7:30 in the morning and go until 2:24 for the end of the day.

Schedule for students that choose full remote instruction at LHS to reopen

For our students and families that will choose the full remote instruction option to start the school year, they will have a different schedule, and one that will be more manageable in a remote environment.

Londonderry High School Block Schedule for Remote Instruction 2020 – 2021

Students have their 8 Period schedule they selected in a rotating block format. 4 Classes / 97 minutes each period with 7-minute passing time (break), every other day.

Per: A	7:30 am – 9:07 am	Per: B (Alt Day)
Per: C	9:14 am – 10:56 am	Per: D (Alt Day) (with 5 minutes of announcements)
Per: E	11:03 am – 12:40 pm	Per: F (Alt Day)
Per: G	12:47 pm – 2:24 pm	Per: H (Alt Day)

As you can see from our K to 8 plans for remote instruction, we are choosing to have longer blocks of time for students to be able to engage with their classes which makes the experience more manageable, and more flexible for both teacher and students to learn together in this different environment. We are choosing to do the same for Londonderry High School students in remote instruction. What we learned from the Spring, was making time work in short periods, such as 47 minutes, may work in person, but does not work effectively in the remote environment. In this Block Schedule approach, both students and teachers would understand that we would rotate responsibilities from periods A-C-E-G on one day, followed by Periods B - D - F - H on the next day, and keep that every other day rotation going.

Specific Special Education Pre-K to 12th Grade reopening plan:

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

For all the students that have an IEP in our schools, the following will be guidelines for the school year.

- Students will receive their special education services in the buildings per their IEP
- Some students with special education services will also have a small cohort they leave the regular classroom with for those services. We will push in special education services whenever possible to limit transitions, however, this will not always be possible.
- If a family chooses remote instruction they can elect to receive services in the building during the time those services would be provided. Parents would be required to transport students.
- Services can also be delivered remotely; schedules to be determined.
- IEP meetings will be held remotely throughout the year.
- Evaluations will commence using personal protective equipment and mitigation strategies; it is understood that these may impact some results as these assessment tools are not normed in that environment and that would be reflected in the final evaluation report.
- Should the public health situation dictate all remote instruction special education will switch to remote. In person services in the building will be determined case by case based on public health.

Specific Transportation reopening plan:

For all students that choose to use transportation, the following will be guidelines for the school year.

- All drivers and students will be required to wear masks during operation.
- The bus capacity will be two students per bench.
- Students will be assigned seating.
 - Siblings will be assigned to the same bench whenever possible.
- Maximum ventilation will be provided.
- All buses will be cleaned between runs; and sanitized when return to bus terminal.
- High School and Middle School students will be riding the same bus routes.
- Parents are encouraged to supervise social distancing at bus stops while waiting for the bus.
- Specialized transportation will be provided using A and B routes to allow for physical distancing as needed.

Specific Enhanced Facility Operations reopening plan:

- The school buildings will have 300+ hand sanitizer dispensers in service
- Tents for outdoor space options - especially cafeteria.
- Inside after school activities until Columbus Day will be approved on an individual basis with priority for school sponsored / related events
- Increased amounts of fresh air will be used to flush the buildings throughout the day to improve ventilation
- Air filters for HVAC equipment will be replaced on an accelerated schedule

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

- Computer and other shopstyle classrooms will have additional cleaning and sanitation daily [computer labs, shops, common areas, bathrooms]
- Training will be provided to all custodians for enhanced cleaning operations

Specific Dining Operations reopening plan

Dining Services is committed to serving our students as they return to our schools. We will be practicing social distancing, utilizing to go containers, pre-packaging products, and increasing our already strict adherence to sanitizing our space between lines. Meal options will be limited to optimize line efficiency and streamline production.

Breakfast at all levels will be grab and go in individual bags. Dining will be set up at designated areas where students enter the building. Students will eat in the classroom.

Lunch at elementary schools will be preordered with teachers in the morning as normal. Lunches will be distributed from the cafeteria and students will either eat in the classroom or the lunchroom.

There will be six lunch blocks at the middle school (double last year's number). Students will proceed through the lunch line and then eat in the cafeteria or tent (weather permitting).

At our high school location, students may continue to use our vending on the go option (vending machines). We will be adding a sanitizer wipes dispenser to each unit for students to wipe before and after use. Lunches in the cafeteria will be limited to two hot lunch options. Students will also have the ability to pre-order and customize a salad or sub entrée through our online ordering system.

All students who participate in remote learning will have access to meal service. Curbside pickup will be available at the high school.

More Detailed Specifics for Families choosing Remote Instruction for reopening:

Schedule

As detailed earlier, for grades K to 8, students that choose remote instruction will have a similar daily schedule as those students in person in terms of the start and end of the day, as well as how time is used for curriculum areas. Our high school students will have a Block Schedule where they only take ½ of their schedule daily, but will cover the same amount of curriculum as those students in person over a 2 day period because of the longer blocks of time they will spend in their classes daily. All students in remote will begin and end their day at similar times as the students in person.

Instructional Priorities in Remote

With the ability to plan for remote instruction for the 2020-21 school year, we will set the expectation for staff that within these larger blocks of time they have students, they will need to use a mix of live

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

video lessons, taped lessons, live small group lessons, office hours, and independent work that can and should make up any given week of remote instruction for students. Below is an example of how an elementary teacher could use their week of Math Block in remote instruction as an example.

Below is a sample of how time could be used in Remote Instruction for a Math Block that balances taped lessons, live lessons, Small group video lessons, Office Hours, and Independent Work.

	<i>Math Block Day 1</i>	<i>Math Block Day 2</i>	<i>Math Block Day 3</i>	<i>Math Block Day 4</i>	<i>Math Block Day 5</i>
9:00	Taped Lesson	Small Group 1	Live Lesson	Small Group 1	Taped Lesson
9:30	Independent Work based on Taped Lesson	Small Group 2	Independent Work based on Taped Lesson	Small Group 2	Independent Work based on Taped Lesson
10:00		Small Group 3		Small Group 3	
10:30	Office Hours for any Questions or Math Puzzle Game	Indepent Work based on Small Group Work	Live Q & A for Whole Class	Indepent Work based on Small Group Work	i-Ready Math

A focus on relationships and social-emotional needs

Much like the emphasis and time being devoted for in person school, in remote instruction staff will focus their time to ensure they are building a strong culture within their classrooms. The schedule K to 8 automatically allows staff to either work through a morning meeting, or advisory time to focus on relationships and a student’s social-emotional needs. With the large blocks of time within the LHS schedule, the same opportunity will exist for students 9 to 12 as well. Staff will also make sure they make time for students to build relationships with other students during remote instruction as well. Building relationships in school is a normal and healthy part of growing up that we want to make sure we make time and effort for. Parents and students will be provided information as to how to access and reach out to our guidance counselors, psychologists and other talented staff that do great work support our students' social and emotional needs as well - even if those staff are working within our school buildings.

An aligned curriculum between remote instruction and in person school

The main curriculum goals the school district will have for the year will be to ensure that teachers in remote instruction and teachers in person that teach the same subjects/grade levels (1) maintain the same curriculum content from each week to week and (2) use the same summative assessments throughout the school year. Maintaining the content week to week, and having the same summative assessments will allow teachers to mimic the same level of rigor in the curriculum as best can be matched in a remote environment. These goals will be accomplished by enabling our remote staff and in person staff common time to collaborate over the week and school year.

In terms of the curriculum that will be covered over the year, depending on the mix of students in person and remote, will determine how much flexibility and capacity we will have when it comes to specials in the elementary schools and electives in middle and high school. At the elementary level we will focus our curriculum on Reading - Writing and Math. In grades 6 to 12 we will focus on English

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

Language Arts, Math, Science, and Social Studies. Reaching beyond those core pieces of the curriculum will depend on capacity and availability of staff for all students that choose remote instruction.

Extracurricular activities

Students participating in remote learning will be able to access extra curricular activities. They must however follow all guidelines in terms of tryouts, sing ups, COVID-19 safety.

Specifics on Professional Development for Reopening - August 26th to September 4th

In a normal school year, our reopening would have included professional development days from August 26th to August 31st; 4 days total for training and contractually required room set up. Knowing that we have many more challenges to prepare for in the coming school year in the course of reopening, we are recommending that we take the Department of Education’s offer to extend our professional development days by 3 more days total to make sure our staff is prepared for the complexities of our reopening this year.

With seven total days to reopen the school year, we intend to focus on:

1. Training for COVID-19 protocol in the schools around public safety and mitigation strategies.
2. Training all staff to be ready for expectations and skills necessary for Remote Instruction 2.0
3. Training all staff to better meet the needs of all students, remote or in person, in terms of their social-emotional needs during this ongoing pandemic.
4. Creating time for staff that are in remote and in person that teach the same classes to begin to coordinate and agree upon an aligned and focused curriculum for the 2020-21 school year.

In a normal school year we also make time for orientation for 1st, 6th, and 9th graders on the last day before school starts. We have not yet decided how and when we will work orientation into the mix of the seven days we are proposing for the reopening of the school year.

With this professional development recommendation, we would move the 1st day of School to September 8th.

The IT Department is currently working on a professional development plan that starts during these seven days and allows for staff to continue with their training over the first few months of the school year. The plan will focus on ensuring that staff first reinforce the “basic” skills, “intermediate” skills, and “advanced” skills necessary to meet the expectations of Remote Instruction 2.0. Staff will be able to self-select which level they will start at during our first seven days of professional development. In terms of a timeline, all staff will have to complete their professional development before November 1st. The table below is a general outline of how we will set up and complete our professional development plan:

Remote Instruction 2.0 Focus Areas	Basic Requirements	Intermediate Requirements	Advanced Requirements
<i>Examples:</i> Google Classroom Google Meet	Details TBD	Details TBD	Details TBD
	Completed by Sept. 4th	Completed by Oct. 1st	Completed by Nov. 1st

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

Tools: EdPuzzle			
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For the staff that start the year in remote, we do expect to provide enough training in our reopening for them to complete the intermediate requirements by September 4th, and the advanced requirements by October 1st, if not sooner.

We know from the staff survey from June of 2020, that staff want training in the instructional strategies for remote instruction - such as the the best way to do live lessons, live small group lessons, taped lessons etc. that we are putting in place for our expectations for Remote Instruction. We also know they want more training in terms of how to provide feedback, conduct assessments, and better differentiate in remote instruction. What the IT department is working on now is linking those skills to the specific tools we will continue to use in remote instruction, and aligning them to the basic, intermediate, and advanced requirements. They are also in the process of creating professional development modules for staff so that they will have a mixture of live in person training, as well as on demand training they move at their own pace on.

Specifics dates on reopening timeline

- August 4th School Board Meeting - Reopening Plan Approval
- August 7th - Parents choose their reopening plan for their families
- August 21st - Staff placements and assignments finalized
- August 26th to September 3rd - 7 workshop days to prepare for the reopening of school
- September 8th - First day of classes for students in person and in remote instruction

Specifics on a timeline for families to switch their reopening choice

Again, built into our reopening plan will be for parents and their students to use the first two weeks of the school year to let their administration know that they did not make the right choice and would like to switch. Once we gather that information from families we are hopeful we can make that adjustment in a timely manner, but that will all depend on the size of those requests and our staffing levels. As we look over the whole year, we think we will be adaptable enough to be able to accommodate parents and students requesting changes after those two weeks around our quarters at the high school and trimesters in our middle and elementary schools. We would send a message to parents that if they are interested in a change, we will ask that they inform us about a month away from those changes so we have enough time to adapt to those requests.

Specifics on NHIAA Participation:

At this point, we are awaiting specific guidance from the NHIAA regarding the fall sports season, and ways in which we can offer athletic competition in a manner that is safe and consistent with appropriate public health measures. The NHIAA has not cancelled the fall sports season at this point, though further guidance is expected in the coming days. The NHIAA Executive Board met on Thursday, July 30th to consider this matter. As an outcome of that meeting, they announced a delay in the start of the season, with the first day for practices as Tuesday, September 8th. They have not announced a start date or a format for competition between schools at this time. As has been the case, school districts retain the final decision regarding their participation in the season.

Specifics on Extra-curricular activities:

The District continues to recognize the importance of clubs and activities to the learning of our students. As such, we will continue to operate our offering of co- and extra- curricular activities this fall. During the opening weeks of school, those activities will operate remotely at first, until we are able to establish operational procedures that will consider social distancing and safety measures that are consistent with public health guidelines. As with the other programs within our schools, we will continue to evaluate the status of these activities as the public health guidelines evolve, and make adjustments as needed.

Specifics on Human Resource Considerations - The safety of the staff is the utmost priority during this difficult time. The District will follow the interactive ADA accommodations process for employees with disabilities. Under the Governor's guidelines and the relevant portions of the Family Medical Leave Act (FMLA) as expanded by the Families First Coronavirus Response Act (FFCRA), the Human Resource Department will work with each individual employee to ensure that they have provided the evidence required for documentation of any relevant conditions applicable to the items listed above. Details regarding specific requirements under each category are currently being developed, and will be provided to employees upon request. Addendum items from HR will include CDC Employee Rights, FFCRA guidelines.

Specifics on Visitor Procedures for Pre - K to 12th Grade

- Outside visitors will be limited.
- All visitors will be asked to screen for COVID-19 including having their temperature taken, answering the three screening questions and washing their hands upon entering the building.
- All visitors must wear a face mask in the building.
- All visitors must sign in and out to help with contact tracing.
- IEP team meetings will continue to be remote/virtual meetings.

Specifics on Field Trips and Assemblies for the 2020-21 School Year

We do not plan to hold any normal assemblies during the school year that ask large groups of students to collect in an indoor setting. We also do not plan on taking many field trips this year that take students outside of our community. Much like our larger reopening plan, if conditions for COVID-19 improve we can look to including assemblies and field trips into our plans for the school year, but at this time we recommend we do not have them.

Specifics on our COVID-19 reopening plan and our Emergency Operations Planning requirements

Our district wide Emergency Operations Plan (EOP) Committee will continue to meet, as will the building based committees. Unique to the challenges this year will be how the EOP Committee adapts our current plans to our reopening plan that acknowledges that students will be outside the building more when weather permits for specific classes and cafeteria time. Fire Drills and other emergency planning drills will still take place during the 2020-21 school year that the EOP Committee will also provide guidance to schools on how they will take place with all our public health guidelines also in place.

Conclusion:

As has been stated previously, this plan establishes an initial expectation for the start of the 2020-2021 School Year. We acknowledge that it is reliant upon the current status of COVID-19 infections in the State and local area remaining constant. It will be crucial for the District to remain prepared to alter these plans should these rates change in the coming months. There has been considerable work done on different models and scenarios that will allow us to adapt our programs as the situation dictates. Should the circumstances improve to a point where restrictions are loosened further, we are prepared to make a transition toward a more traditional model of schooling as well.

Addendum Documents and Information

- 1) The Science on COVID-19 and reopening of Schools
 - a) Understanding the difference between 6ft and 3ft of physical distance combined with other mitigation strategies
 - i) Summary and Estimation of building capacity at 3ft and 6ft of physical distancing for all six school buildings.
 - b) Understanding the science behind the recommendation for 2 students per bench on the school bus
 - c) Brief summary on effectiveness of facemasks with COVID-19
 - d) Brief summary of general findings and updates on COVID-19 and School Age Children
 - e) Current Active Cases of COVID-19 in Londonderry and New Hampshire compared to other hotspots in the USA

- 2) Daily Screening Questions and Form for Staff
- 3) Daily Screening Question for Parents and Students
- 4) Employees Rights for Paid Sick Leave and Expanded Family and Medical Leave under the CARES Act
- 5) Londonderry Requests for Leave Form
- 6) Protocols for responding to COVID-19 scenarios in school

Addendum #1

The Science on COVID-19 and reopening of Schools

Why is there a range now of 3 feet to 6 feet of physical distancing guidelines for NH Schools?

Over the last six weeks, the emerging science on COVID-19 has been updated by the scientific community to reflect that fact that physical distancing at 3 feet and 6 feet can both be effective mitigation approaches, especially when combined with other strategies such as wearing face masks. It is important to note, that we are messaging as a school district that it is the combination of our mitigation strategies working together that will increase the safety and lower the risk of infection for both staff and students, such as wearing face masks AND focusing on physical distancing in class.

As part of our reopening plans, our goal is be at or above 6 feet of physical distancing for students while they are seated and working in class. From analyzing our typical classroom spaces we believe we can safely place 16 to 17 students in a classroom in our elementary schools and middle school and maintain 6 feet of social distancing. In our high school, we believe we can safely place 18 to 19 students in a classroom and maintain 6 feet of social distancing. Based on our current parent responses from our July 2020 reopening survey to parents, we can place the students that want to come to in person school this year in classrooms and be able to meet that 6 feet of physical distancing in nearly all settings. However, we also realize that school is a dynamic place, and it is our combination of seeking these class sizes, along with our other mitigation strategies such as face masks specifically that will keep students and staff safe when they are under 6 feet from each other. *We do not currently project we will have classroom settings where students and staff will be required to be less than 3 feet of physical distance from each other in our general education settings for extended periods of time.* Further personal protective gear (such as face shields etc.) will be provided for staff and students if they will be closer to each other than these guidelines for extended periods of time.

The specific science on the 3 foot to 6 foot physical distancing guideline:

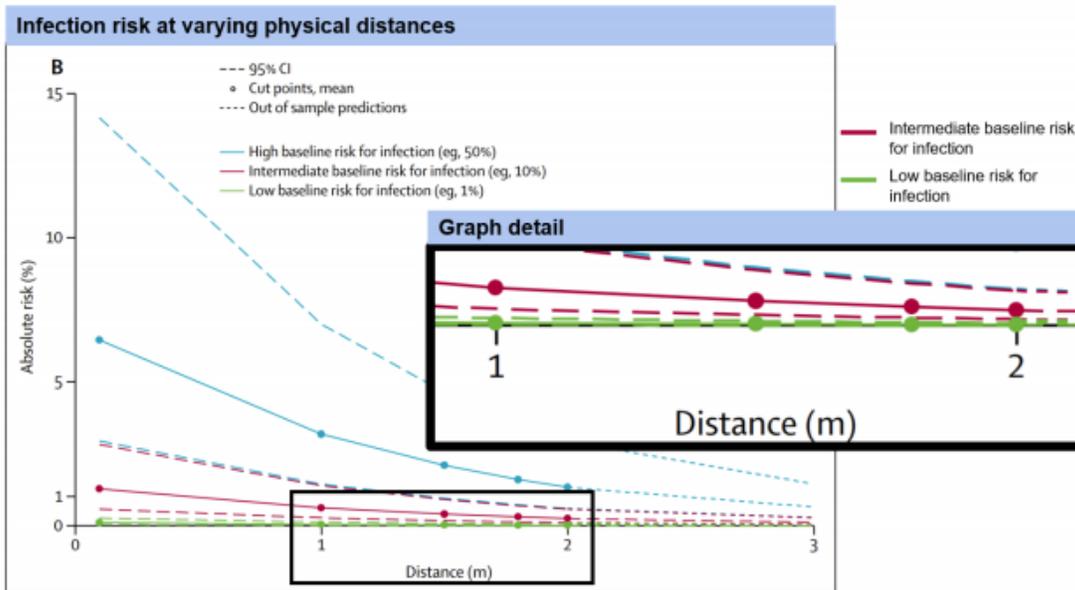
[A June 1st 2020 study published in The Lancet](#) looked at 172 different observational studies from 16 countries and 6 continents of the coronavirus and other similar viruses to find that that transmission rate of the virus was low at both the 3 foot and 6 foot physical distance range in both health care and community settings, such as schools. Other countries in Europe and Asia have been updating their physical distancing guidelines to this 3 foot to 6 foot range as a results of these findings especially as they moved away from their initial school reopening plans and found that combining multiple mitigation strategies, which is what the Londonderry School District is proposing, is what will keep students and staff safe.

Below is a chart that shows the findings from The Lancet study referenced above that shows the findings around 3 feet and 6 feet of physical distancing. The study considers a school where students also wear face masks a setting that has a “low baseline for risk.”

Risk of infection at varying physical distances

Key finding: in intermediate- and low-risk settings, the risk of infection is similar at one meter (approximately three feet) and two meters (approximately six feet) distances. Experts suggest schools would be considered low to intermediate risk, especially with additional protections (e.g., masks), and that the risk of infection in these settings at both one meter and two meters is low.

Note: the risk of infection at various physical distances was modeled based on a meta-analysis of data from a group of coronaviruses (COVID-19, MERS, SARS). These are estimates of the risk by type of setting, not the risk to different types of individuals.



Source: Chu, D.K., Akl, E.A., Duda S., Solo K., Yaacoub S., Schunemann H.J. et al. (2020) Physical distancing, face masks, and eye protection to prevent person-to-person transmission of SARS-CoV-2 and COVID-19: a systematic review and meta-analysis. *The Lancet*.

How many students can we fit into our school buildings this year when we are at 3 feet and 6 feet of physical distancing?

The chart below summarizes the boundaries we know of right now in terms of the number of students we can safely fit in a classroom between 3ft and 6ft apart with face masks.

School	3 feet of physical distance	6 feet of physical distance
Moose Hill	100% Enrollment	80% Enrollment or Less
South School	100% Enrollment	80% Enrollment or Less

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Matthew Thornton	100% Enrollment	80% Enrollment or Less
North School	100% Enrollment	80% Enrollment or Less
LMS	100% Enrollment	70% to 80% Enrollment or less depending on the grade
LHS	100% Enrollment	70% to 80% or Enrollment or Less depending on the specific class

Based on our June 2020 survey results from parents, we do project that between 65% to 80% of our students will choose in person schooling to start the year. Knowing those facts, combined with our seating and enrollment estimates we project that the majority of our classrooms will have that physical distancing of 6 feet for students. Clearly, if a larger percentage of students decide to come back for in person instruction, we can accommodate all of them at the 3 foot range as well.

What is the thinking and science behind allowing 2 students to sit in each seat on a school bus?

Much like the discussion around 3 feet versus 6 feet of physical distance in the classroom, we are proposing 2 students on a bench because it includes a collection of mitigation strategies working together to keep the students and bus drivers safe while they are on the bus. With students wearing masks while they are on the bus, and making sure the buses are cleaned in between runs, and before runs happen every day, we are making the buses a safe environment. The added difference for our bus runs will be the increased ventilation that will happen on the buses with the windows and hatches open that we cannot benefit from in a classroom. The increased cleaning, face masks, and increased ventilation will mitigate risk along with having assigned seats for students while they are on the bus.

The spacing of students is central to the process of planning for capacity. Two students per seat allows for 52 students per standard sized bus. Under this model, we would have adequate space to transport all students (given some route alterations) in a single bus run. We would have students with siblings sit together, and that single seats would be issued to the greatest degree possible. Assigned seating is a part of any plan under consideration.

Should we choose instead to implement a standard of one student per seat, this would reduce the capacity of a standard bus to 26 students. While exact details would depend on the number of students to be transported, we can reasonably predict that a significant number of the busses would need to carry out two runs for each school in order to transport all students to school. The result would be that any students picked up on the second run would arrive at school approximately 30-40 minutes after the first run. This means that the start time of school would have to be staggered or delayed in order for all students to arrive and likewise to depart in the afternoons. It would also result in increased need for students from the first runs having to queue and to move around the school, as well as add to

non-instructional time requiring supervision. We would have to either bring on more contracted staff to supervise students for this prolonged arrival, or embed the arrival time in the instructional day, which would result in a decrease of instructional time by 60-80 minutes per day.

We did look into adding busses to the fleet in order to accommodate this, but have learned that school bus procurement has been delayed significantly by pandemic-related plant closures and a dramatic increase in demand resulting from other districts exploring similar plans. Additionally, STA has indicated that there is a significant shortage of licensed school bus drivers, and that they anticipate difficulty in even staffing our existing routes. So, even if STA were able to find busses, it will be very difficult to find people to drive them.

Ultimately, we want to be sure to keep our students as safe as possible. Our position is that two masked students per seat is safe, which means that many of the logistics issues are resolved.

What does the science say about the importance of wearing face masks for COVID-19?

The [Centers for Disease Control](#) recommends wearing a face mask because they create a “simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice.”

Looking more deeply into the studies behind this recommendation show that face masks, along with the other mitigation strategies we are recommending, help create multiple layers of safety for students and staff while they are in school. Here is a [link](#) to one of the earliest studies on facemasks from April 2020.

A recent study in [Health Affairs](#) compared the COVID-19 growth rate before and after mask mandates in 15 states and the District of Columbia. It found that mask mandates led to a slowdown in daily COVID-19 growth rate, which became more apparent over time.

Another [study](#) completed in the last month looked at coronavirus deaths across 198 countries and found that those with cultural norms or government policies favoring mask-wearing had lower death rates.

Two compelling case reports also suggest that masks can prevent transmission in high-risk scenarios, as well. In one case, [a man flew from China to Toronto](#) and subsequently tested positive for COVID-19. He had a dry cough and wore a mask on the flight, and all 25 people closest to him on the flight tested negative for COVID-19. In another case, in late May, [two hair stylists in Missouri](#) had close contact with 140 clients while sick with COVID-19. Everyone wore a mask and none of the clients tested positive.

What does the science say about COVID-19 and School Age Children?

At the July 14th School Board presentation, we shared the following four conclusions up to that point that the scientific community was starting to share as the emerging science of COVID-19 and School Age Children:

- 1) Schools do not appear to have played a major role in COVID-19 transmission.
- 2) In general, rates of COVID-19 infection are lower for children than for adults.
- 3) If exposed, children may be less likely to become infected with COVID-19.

- 4) If infected, it appears children may be less likely to infect others with COVID-19.

On the preceding pages we will show the medical research behind these conclusions. However, since our July 14th presentation in the journal Emerging Infectious Diseases, researchers from the Korea Centers for Disease Control and Prevention published [the results of tracing more than 59,000 contacts](#) of 5,706 coronavirus patients. Children younger than 10 were found to have transmitted the virus much less than did those between 10 and 19, whose transmission rate was equivalent to that of adults. But only 3 percent of patients in that initial cohort were 19 and younger, and their having been tested probably means they presented symptoms. It's still unclear how asymptomatic children, who are hard to identify, might spread the virus; it's also unclear if there are differences in transmission between the ages of 10 and 19.

This study from Korea has not changed the overall consensus of the scientific community on the fourth conclusion we shared around transmission, but it has made us realize we need to constantly keep up with the emerging science and adapt when the scientific community adapts. This Korean study reinforced our approach to making sure there are multiple mitigation strategies in place, especially for students 5th grade and above if more conclusive evidence does arrive that they do potentially transmit the disease at rates similar to adults.

The following pages highlight the different studies behind the four conclusions from the scientific community around COVID-19:

Conclusion #1: Schools do not appear to have played a major role in COVID-19 transmission.

- In a review of COVID-19 clusters, only 4% (8 of 210) involved school transmission.

Leclerc, Q. J., Fuller, N. M., Knight, L. E., Funk, S., Knight, G. M., & CMMID COVID-19 Working Group. (2020). What settings have been linked to SARS-CoV-2 transmission clusters?. Wellcome Open Research, 5(83), 83. Available at <https://wellcomeopenresearch.org/articles/5-83/v2>

- In a case study from Ireland, after six school cases involving three students ages 10-15 and three adults, there were no confirmed transmissions despite there being over 1,000 school contacts of these individuals (students and staff).

Heavey, L., Casey, G., Kelly, C., Kelly, D., & McDarby, G. (2020). No evidence of secondary transmission of COVID-19 from children attending school in Ireland, 2020. Eurosurveillance, 25(21), 2000903. Available at <https://www.eurosurveillance.org/content/10.2807/1560-7917.ES.2020.25.21.2000903>

- In a case study from New South Wales Australia, after 18 cases were found in schools (12 in high schools and 6 in primary schools), only 0.3% of student contacts were infected (1 in 695

individuals in 10 high schools and 1 in 168 individuals in primary schools). No teachers or staff were infected.

National Centre for Immunisation Research and Surveillance (NCIRS) (2020). COVID-19 in schools – the experience in NSW. Available at http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID_Summary_FINAL%20public_26%20April%202020.pdf

- One infected student (9 years old) in the French Alps attended three schools while symptomatic; none of 112 contacts became infected.

Danis, K., Epaulard, O., Bénet, T., Gaymard, A., Campoy, S., Bothelo-Nevers, E., ... & Boudalaa, Z. (2020). Cluster of coronavirus disease 2019 (Covid-19) in the French Alps, 2020. *Clinical Infectious Diseases*. Available at <https://academic.oup.com/cid/advance-article/doi/10.1093/cid/ciaa424/5819060>

Conclusion #2 - In general, rates of COVID-19 infection are lower for children than for adults.

- Based on an analysis of data from six countries, children under 20 are half as susceptible to COVID-19 infection than adults.

Davies, N.G., Klepac, P., Liu, Y. et al. Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>

- Furthermore, although children under the age of 18 make up 22% of the U.S. population, they account for less than 2% of all cases of COVID-19.

Coronavirus Disease 2019 in Children — United States, February 12–April 2, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:422–426. DOI: <http://dx.doi.org/10.15585/mmwr.mm6914e4>

- In Massachusetts, children under the age of 19 were about four times less likely than the population at large to be diagnosed with COVID-19.

<https://www.mass.gov/info-details/covid-19-response-reporting>

- Children are more likely to be asymptomatic, however, which underscores the importance of health behaviors for everyone (masks/face coverings, distancing, handwashing, surface cleaning).

Davies, N.G., Klepac, P., Liu, Y. et al. Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>

Conclusion #3 - If exposed, children may be less likely to become infected with COVID-19.

- A metaanalysis of studies from several countries found that children were only 44% as likely as adults to become infected after exposure (note: pre-print study).

Viner, R. M., Mytton, O. T., Bonell, C., Melendez-Torres, G. J., Ward, J. L., Hudson, L., ... & Panovska-Griffiths, J. (2020). Susceptibility to and transmission of COVID-19 amongst children and adolescents compared with adults: a systematic review and meta-analysis. medRxiv. Available at <https://www.medrxiv.org/content/10.1101/2020.05.20.20108126v1>

- In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.

Wei Li, Bo Zhang, Jianhua Lu, Shihua Liu, Zhiqiang Chang, Cao Peng, Xinghua Liu, Peng Zhang, Yan Ling, Kaixiong Tao, Jianying Chen, Characteristics of Household Transmission of COVID-19, Clinical Infectious Diseases, , ciaa450, <https://doi.org/10.1093/cid/ciaa450>

Conclusion #4 - If infected, it appears children may be less likely to infect others with COVID-19.

- Most transmissions are from adults to children, rather than vice versa; this is different from some other respiratory viruses (note: pre-print study).

Zhu, Y., Bloxham, C. J., Hulme, K. D., Sinclair, J. E., Tong, Z. W. M., Steele, L. E., ... & Gilks, C. (2020). Children are unlikely to have been the primary source of household SARS-CoV-2 infections. Available at <https://www.medrxiv.org/content/10.1101/2020.03.26.20044826v1>

- In a U.S. study of 15 households, 73% of transmissions were from adult to child (the remaining were child-to child or child-to adult).

Mannheim, J., Gretsch, S., Layden, J. E., & Fricchione, M. J. (2020). Characteristics of Hospitalized Pediatric COVID-19 Cases—Chicago, Illinois, March–April 2020. Journal of the Pediatric Infectious Diseases Society. Available at <https://academic.oup.com/jpids/advance-article/doi/10.1093/jpids/piaa070/5849922>

- In Switzerland, a study of household clusters found that only 8% had a child as the index case. In nearly 80% of the cases, the child got COVID-19 from an adult family member.

Posfay Barbe, C., Wagner, N., Gauthey, M., Moussaoui, D., Loevy, N., Diana, A., & L'Huillier, A. (2020). COVID-19 in Children and the Dynamics of Infection in Families. Pediatrics, e20201576. Available at <https://pediatrics.aappublications.org/content/early/2020/05/22/peds.2020-1576>

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

What are the number of current active cases in Londonderry and New Hampshire and how does that compare to areas around the United States?

The data below is as of July 30th 2020

Place	Current Active Cases	Percent of Population	Active Cases Per 100,000 People
Londonderry NH	12	0.05% of 24,129	~48 per 100,000
New Hampshire	392	0.02% of 1.36 million	~ 29 per 100,000
Miami-Dade County Florida	114,401	4.2% of 2.72 million	~4211 per 100,00
Los Angeles County CA	178,867	1.8% of 10.04 million	~1782 per 100,000
Queens County NY	61,948	2.7% of 2.27 million	~2727 per 100,000

Addendum Item #2

**Londonderry School District
SELF-MONITORING CHECKLIST**

Name: _____

School/Department: _____

This screening form shall be completed, prior to entering the building. If you answer NO to any of these questions, do not enter the building. Employees should contact their supervisor or notify the building administrator.

1. I feel well, and **I do not** have any of the following symptoms of illness consistent with COVID-19: Symptoms may include, but are not limited to, runny nose, sore throat, cough, fever, shortness of breath, recent change of taste and smell, muscle aches, or chills.

Yes

2. To the best of my knowledge, I **have NOT** had contact with any individuals who have tested positive for, or who have had symptoms consistent with COVID-19, within the last 14 calendar days.

Yes

I attest that the answers to the above statements are true to the best of my knowledge, and if any of my answers change, I will notify my supervisor or the building administrator immediately.

Yes

Signature: _____

Date: _____
6/30/2020

Addendum Item #3

Londonderry School District

AT HOME COVID-19 SCREENING TOOL CHILDREN

To protect everyone, including staff, we are asking that all parents or guardians review the following questionnaire for your child and have child's temperature taken prior to leaving for school.

If yes to any question, you child should stay home and follow contact your health care provider and/or follow COVID-19 quarantine guidelines.

1. Does your child have signs of anyone of the symptoms of COVID-19 including:
 - Fever (100.4° Fahrenheit or higher), chills, or shaking chills
 - Cough (not due to other known cause, such as chronic cough)
 - Difficulty breathing or shortness of breath
 - New loss of taste or smell
 - Sore throat
 - Headache *when in combination with other symptoms*
 - Muscle aches or body aches
 - Nausea, vomiting, or diarrhea
 - Fatigue, when in combination with other symptoms
 - Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*
2. In the last 14 days, have you had contact with someone with a confirmed diagnosis of COVID-19, or who is under investigation for COVID-19, or is ill with a respiratory illness?
3. In the past 14 days, my child has NOT traveled outside of the six New England states.
internationally OR U.S. community with community-based spread of COVID19?

Addendum Item #4



The Families First Coronavirus Response Act (FFCRA or Act) requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

► **PAID LEAVE ENTITLEMENTS**

Generally, employers covered under the Act must provide employees:

Up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total;
- ⅔ for qualifying reasons #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at ⅓ for qualifying reason #5 below for up to \$200 daily and \$12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

► **ELIGIBLE EMPLOYEES**

In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). Employees who have been employed for at least 30 days prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.

► **QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19**

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

<ol style="list-style-type: none">1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;2. has been advised by a health care provider to self-quarantine related to COVID-19;3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);	<ol style="list-style-type: none">5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or6. is experiencing any other substantially-similar condition specified by the U.S. Department of Health and Human Services.
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► **ENFORCEMENT**

The U.S. Department of Labor's Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

For additional information
or to file a complaint:
1-866-487-9243
TTY: 1-877-889-5627
dol.gov/agencies/whd



WH1402 REV 03/20

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

Addendum Item #5

Londonderry School District
 6A Kitty Hawk Landing
 Londonderry, NH 03053
 Human Resource Dept- Suzie Swenson
 603-432-6920x1104 sswenson@londonderry.org

**Request for Leave of Absence
 Families First Coronavirus Response Act**

Employee Name:	Phone Number:
Address:	Email Address:
Emergency Contact:	Phone Number:

TYPE OF LEAVE REQUESTED

Emergency Paid Sick Leave Act	Emergency FMLA Expansion Act
Time Permitted: Two weeks (10 days) maximum	Time Permitted: Twelve weeks total
Type of Leave: Paid Leave	Type of Leave: Two weeks unpaid. Ten weeks paid.
I am unable to work (or telework) for the following reason:	I am unable to work (or telework):
<input type="checkbox"/> I am subject to a federal, state or legal quarantine or isolation order related to COVID-19. <input type="checkbox"/> I have been advised by a health care provider to self-quarantine due to concerns related to COVID. <input type="checkbox"/> I am experiencing symptoms of COVID and am seeking diagnosis. <input type="checkbox"/> I am caring for an individual who is subject to self-quarantine by a federal, state, or local order or was advised by a health care provider to self-quarantine.* <input type="checkbox"/> I am caring for my son or daughter (under the age of 18) because school or place of care has been closed due to COVID precautions. <input type="checkbox"/> I am experiencing other conditions substantially similar to COVID as specified by the Secretary of HHS.	<input type="checkbox"/> I am caring for my son or daughter (under the age of 18) because school or place of care has been closed due to COVID precautions, and <input type="checkbox"/> I have been employed by this employer for at least 30 calendar days.
Date Leave Will Begin:	Date Leave Will Begin:
Date You Will Return:	Date You Will Return:
<input type="checkbox"/> Continuous <input type="checkbox"/> Intermittent*	<input type="checkbox"/> Continuous <input type="checkbox"/> Intermittent*
Explain proposed schedule for intermittent leave:	Explain proposed schedule for intermittent leave:
*Intermittent leave is only permitted for child care leave. Employer and employee must agree to intermittent leave.	*Employer and employee must agree to intermittent leave.
Please indicate the following:	
<input type="checkbox"/> I wish to continue my health insurance benefits while on leave. I understand that I am responsible for making timely payments for my portion of the premiums. <input type="checkbox"/> I wish to substitute accrued PTO or sick time to supplement my paid time off as follows: _____ PTO Hours _____ Sick Time Hours (Employee may not earn more than 100% of their salary.)	<input type="checkbox"/> I wish to continue my health insurance benefits while on leave. I understand that I am responsible for making timely payments for my portion of the premiums. <input type="checkbox"/> I wish to substitute accrued PTO or sick time to supplement my paid time off as follows: _____ PTO Hours _____ Sick Time Hours (Employee may not earn more than 100% of their salary.)

Job Protected Leave: Employers with 25 or more employees are required to hold the employee's position while an employee is taking leave under the Emergency Family and Medical Leave Expansion Act. If the position does not exist upon the employee's return due to economic circumstances or operating conditions, the employer is obligated to make a reasonable effort to find an equivalent position.

Maximum Leave of Absence Rights: An employee is entitled to a combined maximum of 12 weeks, including any additional federal FMLA the employee may have taken during a 12 month period as defined by the employer.

Provide Documentation Supporting Eligibility: Please include documentation supporting eligibility for this leave. The employer reserves the right to tentatively approve your request for leave pending receipt of doctor's confirmation that you qualify. A letter from your doctor, the health care provider's name, or evidence that the daycare is closed will help expedite approval of your request. The employer is responsible for substantiation and tax credit submissions.

I certify that the above information is accurate and complete. I understand if I fail to report to work on or before the scheduled return date or fail to contact Human Resources at # _____, my employer may take corrective action.

Employee Signature: _____ Date: _____ Employer Signature: _____ Approved Denied Date: _____

Addendum Item #6

Protocols for responding to COVID-19 scenarios in school

(adapted from CDC Guidance, NH K-12 Back to School Guidance, NHDHHS/Public Health and MADESE)

(This is subject to change if new information/guidance is released from CDC or public health)

This guidance provides more information and protocols to answer the following questions:

- What should a district do if there is a symptomatic individual – at home or at school?
- What should a district do if someone in the school tests or is presumed positive for COVID-19 – be it a student or staff member?
- What should a district do if someone in the school has a close contact that tests or is presumed positive for COVID 19?
- In what circumstances would someone need to quarantine (when they have been exposed but are not sick) or isolate (when they are sick)?

When students must stay home for quarantine the district will provide remote learning for students who for any extended period of time.

Please STAY HOME if you have any of the symptoms listed.

Below is the full list of symptoms for which caregivers should monitor their children, and staff should monitor themselves:

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache *when in combination with other symptoms*
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms

- Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*

Screening:

COVID-19 symptom and risk factor screening should involve asking if the individual:

Has any symptoms of COVID-19 (list/call-out individual symptoms for screening process)?

Has had close contact with someone who is suspected or confirmed to have COVID-19 in the prior 14 days?

Traveled in the prior 14 days outside of New England (outside of NH, VT, ME, MA, CT, RI)?

Reporting and Investigating COVID-19 in the Educational Facility:

1. Any person with suspected or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call).
2. Public health will conduct a detailed investigation to identify people who may have been in “close contact” with a student or staff member diagnosed with COVID-19 during their infectious period. As part of the public health investigation, investigators seek to identify close contacts starting two days before the person became symptomatic or tested positive for COVID-19 (if asymptomatic).
3. “Close contact” for the purposes of the public health investigation in New Hampshire is defined as a person being within six feet of the individual diagnosed with COVID-19 during their infectious period for 10 minutes or longer. Depending on individual circumstances, and on a case-by-case basis, public health may identify other individuals considered at risk for exposure.
4. Any person who is identified as a close contact or at risk for exposure to COVID-19 based on the public health investigation will be required to quarantine for 14 days from their last day of exposure. Depending on the specific circumstances, this may involve quarantine of only specific individuals (e.g., those sitting next to a person with COVID-19 in a classroom), but could include whole classes (depending on degree or likelihood of close contact, classroom size, age of students, etc.); this will be assessed on a case-by-case basis by public health.
5. NH public health will work with schools to collect the necessary information (through the schools point-of-contact), interview the person diagnosed with COVID19, and potentially other staff involved to gather information to make an informed decision about risk and need for people to quarantine. 6. Public health will also assist with school and student/family communication.

Testing, tracing, and isolation:

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

It is important to note that testing, combined with contact tracing and isolation, helps control the spread of COVID. When a person has a positive COVID-19 test, it is the NH Public Health Dept that will reach out to provide support so that these individuals can remain safely in medical isolation. They will also ask for help to identify close contacts. They will then reach out to the individual's close contacts to provide important information that is aimed to stop the spread of the virus, including who should and how to safely isolate/quarantine.

Self-isolation for COVID-19 positive cases is a minimum of 10 days

Any person with COVID-19 symptoms who is not tested and can be managed at home should self-isolate until:

- At least 10 days have passed since symptoms first appeared, *and*
- At least 72 hours (3 days) have passed since recovery – which is defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms.
- Return to school should be based on time and symptom resolution.

Protocol: Student or staff tests positive for COVID-19

1. The student or staff member must remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts and assist Public Health in contact tracing efforts. For most people who have relatively mild illness, they will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

2. The student's parent/caregiver or the staff member informs the proper school official (for students that is the School Nurse; for staff that is the Human Resource Director) that the individual has tested positive for COVID-19. The designated COVID-19 school leader in turn notifies others based on HIPPA regulations, as pre-determined by the school (e.g., Superintendent, Assistant Superintendent, Director of Pupil Services, Principals, Director of Building and Grounds).

3. Determine whether the student or staff member was on the premises during the time frame that started two days prior to symptom onset (or testing positive if not symptomatic) until the time of isolation.

1. If so, promptly close off areas visited by the COVID-19 positive individual until such areas can be cleaned and disinfected, if they have not been cleaned and disinfected already.
2. Promptly clean and disinfect the student's or staff member's classroom and any other facilities (e.g., extracurricular facilities) visited by the individual, if that has not been done already.

3. Promptly clean and disinfect the bus(es) the student or staff member was on, if any, and if not already done.

4. In conjunction with working with Public Health:
 1. Send a communication to the other families in the student's class (e.g., cohort) that there has been a positive test without naming the individual student or staff member who tested positive.
 2. Communications sent to families/staff should:
 1. Inform them there was a positive test or presumed positive case (not the specific individual) in the classroom.
 2. Explain that since they were within this cohort and may have been within 6 feet of the person with a COVID case, they are considered a "close contact" and therefore should contact their health care provider and self-quarantine for 14 days. (In cases where the student may have been in close contact with others outside their cohort, having assigned seating and keeping up-to-date seating charts will help identify who should be instructed to be quarantine: specifically, those who were sitting next to the student, plus any others who also had close contact with the student.)
 3. Remind families and/or staff of the importance of not having contact with higher-risk individuals (e.g., grandparents and those with underlying medical conditions).
 4. Remind families and/or staff of the list of COVID-19 symptoms for which to monitor.
 3. If the school finds out about the original COVID-19 positive test in the middle of a school day when the rest of the cohort is in class; in conjunction with working with Public Health (NH DPHS at 603-271-4496)
 1. Make sure these students are wearing masks, including in pre-kindergarten through first grade. Extra masks as may be needed and should be provided by the school. Enforce strict physical distancing. Require students to wash their hands.
 2. The school should quickly identify the individuals who may be "close contacts" of the student and notify public health and in conjunction with public health notify families.
 3. Caregivers of students in the class or other close contacts may pick students up prior to the end of the day. Caregivers must wear a mask/face covering when picking up their student. Students who are close contacts and students with any symptoms should not ride the school bus to get home. Caregivers and students, as well as staff, should wash their hands upon arriving at home and change their clothes as a precaution.

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

4. Close contacts should not come back to school until they quarantine for 14 days or have a negative COVID-19 test (4-5 days after exposure) and are asymptotic.
5. Any area of the school visited by the COVID-19 positive individual must be closed off and/or cleaned and disinfected 24 hours after the last contact to allow any aerosol droplets to fall. The area can be used 12 hours after cleaning/disinfecting has occurred.

Protocol: Staff is symptomatic at home

1. Staff should monitor themselves at home each morning for the most common symptoms of COVID-19 (see list above: "Most common symptoms of COVID-19").
 1. IF NO SYMPTOMS:
 1. Come to work.
 2. IF ANY SYMPTOM:
 1. Do not come to work.
 2. Contact HR Director and other absence reporting established by the school.
 3. District will contact Public Health for further guidance. (NH DPHS at 603-271-4496)
 4. The staff member should call their health care provider and/or Public Health and follow their recommendations.
 5. Proceed as follows according to test results or medical recommendation:
 1. IF NEGATIVE: If the staff member does not have COVID-19, they may return to school based upon guidance from their health care provider and necessary management of another diagnosis. Staff member stays home until asymptomatic for 24 hours. Evidence of negative test or written clearance from health care provider must be provided.
 2. IF POSITIVE: Staff member should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist Public Health in contact tracing efforts. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

Protocol: Student is symptomatic at home

1. Family should monitor students at home each morning for the most common symptoms of COVID-19 (see list above).
 1. IF NO SYMPTOMS:
 1. Send student to school.

2. IF ANY SYMPTOM:
 1. Do not send the student to school.
 2. Call the school's COVID-19 point of contact (school nurse) and inform them student is staying home due to symptoms. Also call the school absentee line so that school staff is aware the student will not be in school.
 3. School will contact Public Health for further guidance. (NH DPHS at 603-271-4496).
 4. The family should call their health care provider and or Public Health and follow their recommendations.
 5. Proceed as follows according to test results or medical recommendation:
 1. IF NEGATIVE: If the student does not have COVID-19, they may return to school based upon guidance from their health care provider and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours. Evidence of negative test or written clearance from health care provider must be provided.
 2. IF POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist Public Health in contact tracing efforts. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

[Protocol: Staff is symptomatic at school](#)

1. Staff should not to come to school if they are experiencing any symptoms of COVID-19.
2. If a staff member suspects any symptoms during the day, they should follow the school's protocols for getting another adult to cover their class mid-day, if needed, and see the school nurse to be evaluated for symptoms.

1. IF ANY SYMPTOM:
 1. Leave school for home.
 2. Contact HR Director
 3. District will contact Public Health for further guidance. (NH DPHS at 603-271-4496)
 4. The staff member should call their health care provider and or Public Health and follow their recommendations.
 5. Proceed as follows according to test results or medical recommendation

1. IF NEGATIVE: If the student does not have COVID-19, they may return to school based upon guidance from their health care provider and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours. Evidence of negative test or written clearance from health care provider must be provided.
2. IF POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist Public Health in contact tracing efforts. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

Protocol: Student is symptomatic at school

1. Although families are the most important first line of defense for monitoring symptoms, teachers will play an important role in referring possible symptomatic students to the school nurse. Staff will be trained on symptoms and what to look for in their classroom.
2. Teacher calls the nurse to inform them that they have a possible case. Student is escorted (with physical distancing and PPE) to the nurse's office to be triaged. Student will be assessed outside nurse's office by the school nurse and if needed brought to the isolation room. Student will be monitored by a staff member in PPE in the isolation room.

3. IF THE STUDENT IS SHOWING ANY SYMPTOM:

1. Place the student in the designated medical waiting room. There is no specific capacity limit for the medical waiting room, but all students in the COVID-19 waiting room must be as far apart as possible, and no less than 6 feet. Strict mask wearing covering the nose and mouth at all times for every person in the room must be enforced.
2. Contact caregiver for immediate pick-up.
 - Family will be advised to contact their doctor and follow medical recommendations. Student may not return to school until cleared by medical doctor in writing, produce a negative COVID test and/or have self-isolated and meet criteria for resuming public activities. Proceed as follows according to test results or medical recommendation:

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

1. IF NEGATIVE: If the student does not have COVID-19, they may return to school based upon guidance from their health care provider and necessary management of another diagnosis. Student stays home until asymptomatic for 24 hours. Evidence of negative test or written clearance from health care provider must be provided.
2. IF POSITIVE: Student should remain at home (except to get medical care), monitor their symptoms, notify the school, notify personal close contacts, assist Public Health in contact tracing efforts. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.
 - District will contact NH Public Health for further guidance (NH DPHS at 603-271-4496)

Protocol: Close contact of student or staff tests positive for COVID-19

1. The student or staff member who was in close contact with someone who tested positive for COVID-19 should self-quarantine for 14 days.
2. In order to return to school, close contacts need to have self-quarantined for 14 days and then be asymptomatic. If they choose to be tested, they must show evidence of a negative test before returning to school earlier than 14 days. Because tests performed too early can be falsely negative, the test should be performed no sooner than 4 or 5 days after the last contact with the person who tested positive.

Additional Cleaning Protocols in the Event of Confirmed COVID-19

We will clean and restore the learning environment so that in-person learning can continue. Cleaning protocols are further defined below. We will follow CDC guidance on how to disinfect the building or facility.

If COVID-19 is confirmed in a child or staff member:

Plan Approved by Londonderry School Board at August 4th 2020 Meeting

- a. Close off areas used by the person who is sick. If possible, move the children remaining in the classroom to another environment until cleaning protocols can be implemented.
- b. Open outside doors and windows to increase air circulation in the areas.
- c. Wait up to 24-hours before you clean or disinfect to allow respiratory droplets to settle to reduce the risk to individuals cleaning.
- d. Clean and disinfect all areas used by the person who is sick, such as classrooms, offices, bathrooms, and common areas.
- e. If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Resources

<https://www.covidguidance.nh.gov/sites/g/files/ehbemt381/files/inline-documents/sonh/k-12-back-to-school.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/community/community-mitigation.html>

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-05/cdc-school-decision-tree.pdf>

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

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

<http://www.doe.mass.edu/covid19/on-desktop.html>