

RE-OPENING TASKFORCE'S RESPONSIBILITIES

- Commit to meeting 1-2 times/week during the months of June and July.
- Examine the safest conditions for students to return to school.
- Analyze data and recommendations/guidelines from NH DOE STRRT, CDC, AFT, and NHSNA reopening frameworks as a guide to determine which model the district will use to re-open in the Fall - State and federal guidelines change weekly.
- Provide rationale for the selection of the reopening model for the Nashua School District.
- Select an educational models for the reopening of the Nashua School District on or before July 25, 2020.

PROPOSED RE-OPENING TASKFORCE MEMBERSHIP

1 Nashua Board of Education representative

2 Central Office administrators

2 Special Education representatives

2 Plant Operation staff

Student

Parent

2 Communication Specialists

1 Head nurse in the Nashua School District

2 ELL representatives

2 Building principals

2 Union Leadership members

3 Teachers

1 Athletic Director

1 Representative from HHS/City/Police

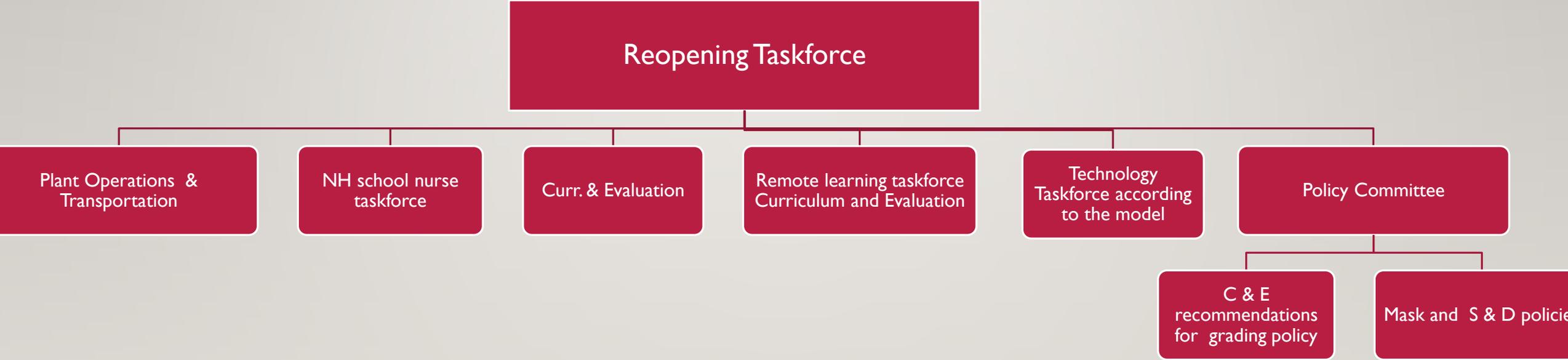


RE-OPENING COMMITTEE VS. REMOTE LEARNING COMMITTEE

RE-OPENING COMMITTEE VS. TECHNOLOGY COMMITTEE

- How is the Re-opening taskforce different than other committees, could you please give examples?

CONCEPTUAL MODEL FOR THE RE-OPENING TASK



RE-OPENING TASKFORCE VS. REMOTE LEARNING

Re-opening Taskforce (Big Picture Taskforce)

- Examine the safest conditions for students to return to school.
- Analyze data and recommendations from NH DOE STRRT, CDC, and AFT reopening frameworks, and as a guide to determine which model the district will use to re-open in the Fall.
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Policy Committee

- Policies for remote learning, engagement, and expectation
- Policies for wearing masks for school staff and students that align with the current ordinance
- Policies that align with current CDC guidelines and recommendations
- Policies that align to current city health department's recommendations

RE-OPENING TASKFORCE VS. REMOTE LEARNING

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 - Select an educational models for the reopening of the Nashua School District on or before July 25, 2020
- Remote Learning Taskforce:
 - Examine current grading policies for elementary, middle and high schools
 - Refine academic expectations throughout grade level
 - Enhance online professional development for staff, students, and parents
 - Enhance a technology helpdesk system to ensure parents have sufficient understanding of online components/remote learning aspects
 - Enrich curriculum and recommend learning platforms for expanded online engagement

RE-OPENING TASKFORCE VS. REMOTE LEARNING

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Technology Taskforce

- Identify 1:1 options
- Develop a infrastructure plan to support students and in accordance with the NEASC reports.
- Develop a technology plan to support the the new middle school project
- Develop systems to secure data throughout the district.

PROPOSED TIMELINE FOR THE REOPENING TASKFORCE (DRAFT)

- May 27, 2020: the BoE members hear a presentation on the re-opening of school taskforces roles and responsibilities
- June 5: The Re-opening taskforce membership is finalized
- June 8-12 Taskforce meets to examine different models
 - Review the proposed models
 - Capture the current reopening guidelines according to the CDC, state guidelines, city ordinance and health department
 - Clarify purpose and directions
- June 15-19 Taskforce meets to examine the different models
 - Begin drafting recommendations according to identified categories (e.g remote learning, technology, policy, and budget)
 - Document/Coordinate a resource/staff recommendations for reopening
 - Align Taskforce's recommendations/guidelines with the current CDC, guidelines, city and health department's recommendations
- June 22-26
 - Begin draft recommendations according to identified categories (e.g remote learning, technology, policies, curriculum, and budget etc.)
 - Document/Coordinate a resource/staff recommendations for reopening in accordance with the selected model(s)
 - Align Taskforce's recommendations/guidelines with the current CDC, guidelines, city and health department's recommendations
- July 8-19 : The taskforce edits/ drafts recommendations and finalizes all documents
- July 24: The taskforce will present their recommendations/information with a plan to the BoE members.

MODEL I

NORMAL RETURN TO SCHOOL (NRS)

MODEL I: RETURNING TO SCHOOL OPERATION CONSIDERATIONS

- Working environment at the schools
- Transportation of students what factors to consider
- Cleaning/Maintenance of schools
- Serving of lunches: Do we serve lunches or modified versions: Grab and go?
- Accommodations for immunocompromised students/teachers/families

WORKING SCHEDULE



WORKING ENVIRONMENT IN SCHOOLS

- Students would need to wear masks for the duration of the day (mandatory) and in accordance with the city's ordinance
- Staff would be required to wear masks in accordance with the city's ordinance
- The majority of workflow in the building would move to remote to eliminate paper work.
- Administration would need to enforce social distancing among students
- Administration/District would require COVID-19 testing for staff and students
- Administration/District would provide temperature checks for students

CLASSROOM ENVIRONMENT

- Enrollment in each classroom would need to be examined closely as implementing social distancing practice with class size of 17-22 per-student can be problematic.
- Each student would be required to possess their own device to eliminate paper exchanges.
- Classroom schedules would need modification for custodians to clean the chairs, desks, and tables after each classroom.

TRANSPORTATION CONSIDERATIONS

- Students would congregate at the the bus stop and the school district can not monitor social districting at the bus stop.
- The ridership for buses at the elementary schools and middle schools are usually high and the district might need to make adjustment to the busing schedule so that buses are at half capacity. Limited ridership at the high school because students drive.
- There is a financial costs to providing multiple busses for one route in keeping with social distancing (e.g. additional drivers, more gas consumption).
- After the completion of each route, the bus seats would need to be cleaned.
- The buses would need to be reconfigured to provide a protected shield for the driver and perhaps student seating would need some modification.



COORDINATION OF COMMUNICATION

- Elementary School:
 - Student arrival time
 - Staff arrival time
 - Student schedules
 - End of day schedule
 - Extra- curricular activities/clubs
 - Middle School:
 - Student arrival time
 - Staff arrival time
 - Student schedules
 - End of day schedule
 - Extra- curricular activities
 - High School
 - Student arrival time
 - Staff arrival time
 - Student schedules
 - End of day schedule
 - Extra- curricular activities
-



CONCEPTUAL MODEL FOR NRS

CHALLENGES

POSITIVES

AREAS OF GROWTH

RISKS OF EXPOSURE

Risk of spread COVID-19 High

Areas of Development

Screening of students

Screening of staff

Athletic schedule/participation

Extracurricular (clubs)

Positives

Students socialization (sense of normalcy)

Teacher can participate in normal PD and school activities

Implementation of specialization services for students

Track monitor students SEL, wellness, food consumption

Challenges

Enforcing social distancing and masks

Cleaning/Maintenance

Transportation (cleaning busses after each completed route)

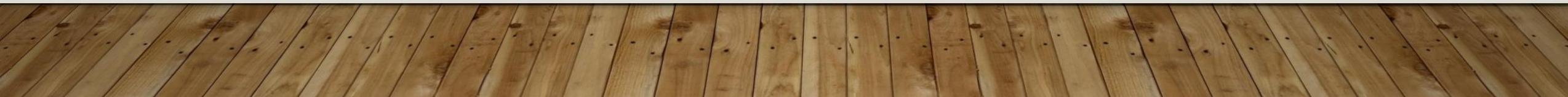
FINANCIAL CONSIDERATIONS



FINANCIAL COSTS HUMAN CAPITAL

- Additional cleaning staff to help with the increase in cleaning before, during, and after school hours.
- Create a Health and Human service department in the district. This is necessary as the district needs to track and monitor COVID-19 cases
 - Hiring a director of Human health services central office to help monitor COVID-19 cases and testing for 14,000 staff and employees in the students
 - Assistant director of human health services (Elementary)
 - Assistant director of human health services (Secondary)
 - Assistant director of human health services (Athletic /Brentwood and staff)
 - 14-15 nurses to ensure that there is one COVID-19 nurse in our schools.

This is the equivalent of monitoring a small city, comprised of the majority young people



COVID-19 FINANCIAL MATERIALS

- 15,000-20,000 masks for all faculty and students.
- Converting Nashua High School South back to a regular high school.
- Additional laptops to ensure each student had a device and work toward paperless workflow.
- Ventilation systems (checks and updates)
- Testing materials (kits) and resources to conduct COVID-19 testing and antibodies testing on site testing at schools.

ATHLETICS

- Student athletes will follow the NIHAA directions and recommendations.
- May involve splitting practices and using different fields in the city to keep with the practice of social distancing.
- Modified schedule and/or season.
- *Special note: Whatever plan is decided, I am optimistic that Nashua School District can have a Fall sports in some form*

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 - Staff arrival time
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 - End of day schedule
 - Extra- curricular activities
 - High School
 - Student arrival time
 - Staff arrival time
 - Student schedules
 - End of day schedule
 - Extra- curricular activities
-



MODEL II

HYBRID OF REMOTE LEARNING AND RETURN (HORR)

Agenda

- ▶ Student schedules
- ▶ Staff schedules
- ▶ Para-Educators
- ▶ School Environment
- ▶ Model Design
- ▶ Cleaning

Students in the classrooms

- ▶ Students would attend classes in person ½ day (morning or afternoon session).
- ▶ Students would complete the rest of their day remotely at home.
- ▶ In school, students would enroll in classes at ½ enrollment per classroom.
- ▶ Students' schedules: Monday-Thursday for in-person and remote learning. On Friday, all remote learning for staff/students.
- ▶ Fridays: buildings will closed for thorough cleanings.

Teacher's work schedules



- ▶ Teachers would provide a (½ day) of in person teaching to ½ of their classes.
- ▶ Teachers would work the remainder of the day remotely with the other half their classroom (morning/evening).
- ▶ Teachers work schedule: Monday-Thursday.
- ▶ NSD teachers work remotely on Fridays while the building are being cleaned.

Para-Educators



- ▶ Para-Educators would provide support for $\frac{1}{2}$ of the in-person school day according to model I or II.
- ▶ Para-Educators would work the remainder of the day remotely according to model I or II.

SCHOOL ENVIRONMENT



- ▶ Students would be required to wear masks for the duration of the school day (mandatory)
- ▶ Staff would be required to wear masks (mandatory)
- ▶ Administration would need to enforce social distancing among students
- ▶ Administration/District would require COVID-19 testing for staff and students (mandatory)
- ▶ Administration/District would provide temperature checks for students and staff
- ▶ Ventilation in each of our buildings would need to be assessed— The COVID-19 can be spread through poor air circulation

Cleaning schedule

- ▶ Each school would have its cleaning schedule.
- ▶ Ventilation systems in all buildings would need to be re-evaluated and checked for appropriate/safe air circulation.
- ▶ Special note: The emergency care facilities at the South would need to be transformed back to a school for kids.



IN-PERSON AND REMOTE ENVIRONMENT

Model II: Hybrid of in-person and remote learning “Conceptual Schedule”

Monday	Tuesday	Wednesday	Thursday	Friday
<p>North and South High Schools 7:00-2:00 (9th - 10th graders) Full day in person 7:00-2:00 (11th and 12th graders) remote learning schedule as it is currently structured.</p>	<p>North and South High Schools 7:00 AM-2:00 PM (11th and 12th graders) Full day in person 7:00AM-2:00 PM (9th and 10th graders) remote learning scheduled as it is currently structured.</p>	<p>North and South High Schools 7:00-2:00 (9th and 10th graders) Full day in person 7:00-2:00 (11 and 12) remote learning schedule as it is currently structured.</p>	<p>North and South High Schools 7:00 AM-2:00 PM (11th and 12th graders) Full day in person 7:00AM-2:00 PM (9th and 10th graders) remote learning scheduled as it is currently structured.</p>	<p>All remote learning for the district . Schools would undergo a deep cleaning 9-12 remote 12-3 teacher support</p>
<p>Middle Schools 7:00 AM-2:00 PM (6 and 7th (1/2) graders) Full day in person 7:00 AM-2:00PM (7th (1/2) graders and 8th graders) remote learning schedule as it is currently structured.</p>	<p>Middle Schools 7:00 AM-2:00 PM(7th (1/2) graders and 8th graders Full day in person 7:00 AM-2:00PM) (6th and half of 7th graders) remote learning schedule as it is currently structured.</p>	<p>Middle Schools 7:00 AM-2:00 PM (6 and 7th (1/2) graders) Full day in person 7:00 AM-2:00PM (half of the 7th graders and all 8th graders) remote learning schedule as it is currently structured.</p>	<p>Middle Schools 7:00 AM-2:00 PM(7th (1/2) graders and 8th graders Full day in person 7:00 AM-2:00PM) (6th and half of 7th graders) remote learning schedule as it is currently structured.</p>	
<p>Elementary Schools 9:00 AM-3:30 PM (grades K-3) full day in person</p>	<p>Elementary Schools 9:00 AM-3:30 PM (grades 4-5) full day in person</p>	<p>Elementary Schools 9:00 AM-3:30 PM (grades K-3) full day in person</p>	<p>Elementary Schools 9:00 AM-3:30 PM (grades 4-5) full day in person</p>	

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Risk of spread COVID-19 High

Areas of Development

Screening of students

Screening of staff

Athletic schedule/participation

Extracurricular (clubs)

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Cleaning/Maintenance

Transportation (cleaning)

Financial Costs human Capital

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- ▶ Create a Health and Human service department in the district. This is necessary as the district needs to track and monitor COVID-19 cases
 - ▶ Hiring a director of Human health services central office to help monitor COVID-19 cases and testing for 14,000 staff and employees in the students
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Remote Learning Continues

MODEL III

REMOTE LEARNING CONTINUATION

Remote Learning Continuation

- ▶ Students would continue the current structure for remote learning for the next 4-6 months then reassess.
- ▶ Students/teachers would continue with the established format for instruction and supports.
- ▶ Students would not access the building or extracurricular activities.
- ▶ Essential the district would continue the remote learning platform as it exists
- ▶ Remote Learning Committee would offer information from results of their taskforce.

Risk of spread COVID-19 Low

Areas of Development

PD for teachers to enhance their online learning platform

Laptops for all students

Special education/ELL/504 service delivery

Positives

Low costs of transportation

School system is able to control social distancing and students wearing masks

Challenges

Student screen fatigue

- Parents who need daycare
- Access to reliable internet
- Getting to new students remotely