

Newfound Re-opening Task Force

1. Technology
 - a. Deploying technology
 - i. If closed
 - ii. If hybrid
 - iii. Expand BYOD if needed
 - iv. How can we deploy technology in a quick manner (ie: same day)
 - b. Connectivity
 - i. Look at hot spot options if closed or hybrid- some families need a more permanent solution
 - ii. Look at both students and staff
 - c. Review parameters and establish best practices for technology software
 - i. Ensure that it meets all safety protocols
 - ii. Establish or re-establish budgets for software
 - d. In school protocols to be developed for:
 - i. Phones
 - ii. Copy machines
 - iii. Chromebook carts
 - iv. Shared computer classrooms
 - v. Printers
 - vi. Intercoms
 - e. Replacement cycle for technology
 - i. Will we need to replace some due to high usage

2. Health Management:
 - a. Identify high risk individuals (both faculty, staff, and students)
 - i. Develop best practice protocols for each
 - b. Establish protocols for being in school for both staff and students
 - i. Temps?
 - ii. Questionnaire?
 - iii. Family illness?
 - iv. Develop system for isolating and sending home sick students
 1. How do you reach parents to inform the if they are unreachable?
 - a. Consistency throughout the district
 - v. Tracking and tracing of contact with sick individuals
 1. Who?
 2. How?
 - vi. How will this all be communicated and coordinated with parents, local physician, afterschool programs
 - vii. Will students be eligible for any type of special services in out for extended period of time (such as a 504)
 - c. Tracking absences
 - i. Follow up with parents and tracking of illness

- ii. Analysis of trends to be proactive
 - d. Planning for any breakout or cluster of illness
 - i. Close individual school for short period of time?
 - ii. Isolate those with contact?
 - e. Handwashing/sanitizing stations throughout schools
 - f. Close traditional water fountains
 - g. Establish protocols and plans for
 - i. Wearing of masks
 - ii. Handwashing
 - h. Monitor public health guidance and update plans as needed
 - i. Nurse needs for protection- masks, shields, gowns?
 - i. Will others need the same protection (such as paras)
3. Social Emotional:
- a. Identify at risk students
 - b. Supports in place by:
 - i. Behavior specialist
 - ii. Social worker
 - iii. Guidance counselors (some are part time- elementary schools)
 - iv. Student Assistant Program Coordinator
 - v. Nurses
 - vi. School Psychologists
 - c. Coordinated effort to support parents in need
 - i. Social worker
 - ii. Community Services
 - iii. Town offices
 - iv. Guidance Counselors
 - v. Nurse
4. Teaching and Learning
- a. What will instruction look like?
 - i. In person
 - ii. Hybrid
 - iii. Remote
 - iv. What about if we have a breakout mid-year?
 - v. Can you do multiple options for students?
 - vi. Can you do live stream of a class for those needing to stay home
 - vii. How would any of this impact multiple grade level classrooms (DES)
 - b. Flexibility between and among different schools?

- i. Can each school operate independently of each other depending upon their situation?
 - ii. Develop criteria for closing a school independent of each other
 - c. How will expectations be communicated to all stakeholders
 - i. Faculty
 - ii. Support Staff (paras, secretaries, custodians)
 - iii. Project Promise
 - iv. TTCC
 - v. Bus company (including special education transportation and special transports)
 - vi. Out of district programs
 - d. If hybrid or remote
 - i. Limit courses available to students- focus on doing some very well
 - e. Develop expectations around:
 - i. Expectations on teaching/learning
 - ii. Expectations on time
 - iii. Assessment
 - iv. Grading (continue with Competencies?)
 - v. Sports eligibility
 - vi. Habits of learning
 - vii. Expectations for adults and students during remote learning- (proper protocols for this- such as dress, location, requirements to attend sessions)
 - viii. Coordinator of zoom meetings district wide taking into consideration:
 - 1. Multiple meetings
 - 2. Number of devices
 - 3. Teachers schedules
 - 4. Wifi capacity for multiple students on the same time
 - 5. Related services coordination
 - f. Staffing
 - i. Coverage during potential extended leaves (up to or over 10 days each)
 - ii. What would happen if we had a death
 - iii. Planning for lack of substitutes
 - iv. Project Promise and use of program to ensure that all requirements are met as outlined in this document
 - v. Continue to update regarding leave allocations
 - vi. FMLA- communication with Human Resources
 - vii. Sick leave bank use and management of days
 - viii. Absences- monitor absences and look for trends
 - ix. What happens if a staff member says that they won't come in
 - g. Coordinate/communicate all plans with AFT (Deirdre) to gain support
 - i. Develop MOU's if needed
 - h. Professional development
 - i. Teachers
 - ii. Support staff
 - iii. How will we do required training

1. Restraint
 2. Suicide prevention
 3. Etc...
 4. New teacher orientation/opening days of school
- i. State and Local assessments
 - i. When
 - ii. How
 - iii. What if in hybrid?
 - j. Purchasing supplies and orders for next year
 - i. Hold off on orders for next year- what you might want now could change
 - k. Athletics
 - i. Protocols for practices, games, etc..
 - l. Preschool
 - i. Typical students?
 - m. Vocational Programs
 - i. Huot
 - ii. Plymouth
 - iii. 18-21 year old
 - iv. ELO's
 - v. Senior Project
 - n. Transition programs
 - i. Bridge Academy (scheduled for week before school starts)
 - ii. Mid step for NMMS
 - o. Co-curriculars
 - i. What , when, who

5. Special Education:

- a. Compensatory education
 - i. Who?
 - ii. How?
 - iii. Funding?
 - iv. Timeline for establishing who is eligible
 - v. Timeline for providing make up services
 - vi. Documentation for services
 - vii. Documentation as we return to evidence services provided
 - viii. If remote or hybrid- documentation of services provided
 - ix. Scheduling of meetings in 1st 30 days
- b. High risk students and protocols for safety
- c. Behavioral students and protocols for safety (any student who requires hands on or close contact)
- d. What would safety expectations be for students (such as masks)
- e. How do we do services with a mask on(such as speech)
- f. Perspective from parents wanting services that don't have them

- g. Need to do referrals and evaluations that have been put off
- h. Should protocols be different for out more disabled students

6. Logistics:

- a. Status of campuses- secure campus?
 - i. Limit access for:
 - 1. Volunteers
 - 2. Parents during the day (ie: no dropping off of forgotten materials)
 - 3. Delivery drivers (including daily mail)
- b. Communication with fire and police
 - i. Regularly update on status
 - ii. Develop protocols for fire drills
- c. Communication of new protocols for parents, community members, volunteers, etc..
- d. Add additional information to handbooks?
- e. Transportation
 - i. Need to establish protocols for regular education and special education buses for social distancing
 - ii. Work with First Student
 - iii. Assess bus stops with multiple families of children
- f. Movement within the school setting- need to consider:
 - i. Opening of the day
 - ii. Exiting the school at the end of the day
 - iii. Passing in hallways
 - iv. Bathroom use
 - v. Main office pattern for social distancing
 - vi. Nurses office management for social distancing
 - vii. Classroom space
 - viii. Library space
 - ix. Locker rooms
 - x. Gym
 - xi. Cafeterias (breakfast and lunch protocols)
 - xii. Small group spaces
- g. Need for signage that makes sense and is easily identifiable
- h. Classroom considerations
 - i. Students moving from class to class
 - ii. Students moving within a classroom
 - iii. Students mixing within each classroom (ie: HS schedule has students mixing differently for each classroom)
 - iv. Supplies, materials, textbooks for each classroom protocols
- i. Continuation of expanded free/reduced lunch program?
- j. Will need to assess breakfast/lunch program and how it is run
 - i. Distancing

- ii. Single use plates/silverware/trays
 - iii. How to avoid the serving lines
- k. Recess
 - i. What and how?

7. Facilities:

- a. Planning for extensive and daily thorough cleaning of all schools
- b. Air handling at maximum capacity possible
- c. Point of Dispensing Protocol review- NRHS is a POD site (Angel Eckstrom, lead)
- d. Management of absences of custodial staff
- e. Limiting use of outside vendors in our schools during the day
- f. Ensure hand sanitizer is readily available and in multiple locations
- g. Bathroom cleaning protocols