



Timberlane Regional School District Return to School Plan 2020-2021

Serving the Towns of Atkinson, Danville, Plaistow, and Sandown, NH

Approved by TRSB - 8/13/2020



The Mission of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.



TRSD Reopening Leadership Team

Dr. Brian Cochrane	Interim Superintendent	Geoff Dowd	CFO/Business Administrator
Nancy Louiselle	Director of Human Resources	Ken Henderson	Director of Technology
Sandra Allaire	Director of Curriculum and Professional Learning	Susan Rasicot	Director of Pupil Personnel Services/Special Education
Lucy Canotas	Director of Elementary Curriculum	Mark Pedersen	Director of Secondary Curriculum
Gary Paradis	Director of Facilities	Sarah Vaira	Facilities Supervisor
Angelo Fantasia	Athletics Director	Anthony DiBartolomeo	Music Director
Sandy Hodgkins	Transportation Coordinator	John Fratiello	Food Service Director

In addition to the TRSD Reopening Leadership Team, we want to thank the following individuals who served on the Elementary and Secondary Subcommittees and the Remote and In Person Task Forces. Participants in these groups had an opportunity to actively engage in ongoing planning discussions, advocate for their stakeholder groups, bring forward ideas and topics for questioning and concern, and inform decision-making in the overall development of the TRSD Return to School Plan.

Elementary Subcommittee

Patrice Liff	Assistant Principal
Doug Blay	Principal
Russell Marino	Principal
Nancy Stafford	Principal
Jen Marino	Principal
Dawn Roberson	Out of District Coordinator
Maria Kendall	Teacher
LeeAnn Miller	Teacher
Shana McTague	School Psychologist
Kathleen Sherman-DeRoche	District nurse
Laurie Herchenroder	Paraeducator
Jennifer Raymond	Paraeducator

Secondary Subcommittee

Maegan Koelker	Principal
Don Woodworth	Principal
Tim Brown	Assistant Principal
Scott Strainge	Associate Principal
Dawn Roberson	Out of District Coordinator
Ryan Richman	Teacher
Coral Hampe	Teacher
Myra Hogan	Teacher
Bobbi Matuszak	District nurse
Laurie Herchenroder	Paraeducator
Tracy Matterson	Paraeducator
Gabrielle Bevilacqua	Paraeducator



Remote Task Force

Patrice Liff	Assistant Principal
Russell Marino	Principal
Jen Marino	Principal
Maegan Koelker	Principal
Don Woodworth	Principal
Dawn Roberson	Out of District Coordinator
Maria Kendall	Teacher
Ryan Richman	Teacher
Myra Hogan	Teacher
LeeAnn Miller	Teacher
Shana McTague	School Psychologist
Laurie Herchenroder	Paraeducator
Sue LeBlanc	Paraeducator
Tracy Matterson	Paraeducator
Gabrielle Bevilacqua	Paraeducator
Dr. Kim Farah	School Board Chair
Cara O'Brien Labelle	Parent

In Person Task Force

Doug Blay	Principal
Nancy Stafford	Principal
Dan Woodworth	Interim Asst. Principal
Tim Brown	Asst. Principal
Scott Strainge	Associate Principal
Don Woodworth	Principal
Dawn Roberson	Out of District Coordinator
Dennise Harrocks	Health Officer, Plaistow
Jean Dodier	Lead Custodian
Kevin Bartose	District HVAC Technician
Kathleen Sherman-DeRoche	District nurse
Bobbi Matuszak	District nurse
Officer Pat Schiavone	SRO
Maria Kendall	Teacher
Coral Hampe	Teacher
Shana McTague	School Psychologist
Laurie Herchenroder	Paraeducator

Kristi Auclair	Parent
Marina Pallaria	Parent
Kathryn Cavallaro	Parent
Lucinda Quinney	Parent
Jenna Horan	Student
Grace Paradise	Student
Nick Matthews	Student
Hannah Collins	Student

Jennifer Raymond	Paraeducator
Tracy Matterson	Paraeducator
Gabrielle Bevilacqua	Paraeducator
Dr. Kim Farah	School Board Chair
Sabrina Alberg	Parent
Jessica Aprile	Parent
Jacki Freeman	Parent
Frank Cornelius	Parent
Bob Vengren	Parent
Dr. Melissa Marr	Parent
Jenna Horan	Student
Maria Heim	Student
Lindsey Cornelius	Student



Table of Contents

I. Introduction	Page 5
II. Planning Process for our Return to School ...	Page 7
III. Considerations for Instructional Models	Page 9
IV. Remote Learning Components	Page 12
V. In Person Components	Page 13
VI. Blended Learning Components	Page 15
VII. Transportation	Page 16
VIII. Facilities Sanitization and Cleaning	Page 17
IX. Technology	Page 21

Introduction

The COVID-19 pandemic has presented schools across New Hampshire with unprecedented challenges in all areas of school operations. The Timberlane Regional School District recognizes the critical role that our schools play within our four towns, as well as the impact that the closure of our buildings has had on students, families, and our community. Timberlane schools provide access for all students to a high-quality education within safe, structured, and supportive learning environments. We very much value the benefits of in-person learning for all of our students, staff, and families. Timberlane educators and support personnel possess a high level of educational expertise and training. Our schools also deliver critical social, mental health, behavioral, and physical services that contribute to the overall health and well-being of students and their families.

Our district remains committed to our mission of engaging all students in challenging and relevant learning opportunities in a manner that prioritizes the health and safety of our students, staff, and greater community. We recognize that there is no single solution that will meet the needs and expectations of all members of our community. The Timberlane Return to School Plan has been designed with the input of stakeholders across our district to provide flexible options in conjunction with the needs of families and staff and the changing health conditions in our greater community. The Return to School Plan encompasses three primary instructional delivery modalities that provide TRSD the opportunity to pivot between models fluidly in response to COVID-19 data:

- **Full Remote Learning,**
- **Blended Learning, and**
- **Full In-School Learning with Restrictions**

The district will abide by the most current [Guidelines published by Centers for Disease Control and Prevention \(CDC\)](#) with regard to the reopening of schools during the COVID-19 pandemic. The district will also work closely with local and state health officials to monitor the level of community spread in our district and surrounding communities. Due to the changing nature of health conditions in our community and across the state, our district may need to rapidly pivot our primary instructional model throughout the year to maintain safe and healthy environments for all students and staff.

Regardless of the district model, families will have an opportunity to request 100% Remote Learning for their child(ren). Families who request remote learning will be asked to commit to this model for a predetermined length of time, which will be identified by the school district.



2020-2021 Return to School Plan Goal

To ensure robust learning in all courses and content, through effective instructional practices that are reflective of the delivery model at the time, while personalizing instruction to meet the needs of all students in the Timberlane Regional School District.

Guiding Principles for the Return to School Plan

- ***The health and safety of all students, staff and their families is paramount.***
- ***Decisions on returning to buildings must be predicated on data and based on health and safety guidelines.***
- ***The voices of parents, students and staff need to be included in our consideration.***
- ***We need a fluid plan, one that allows for ongoing transitions between models and potential phases.***

The TRSD Return to School Plan was developed with an aim to reduce the risk of contracting COVID-19 in our schools. It is equally, if not more important, that staff, parents, students, and families implement risk mitigation strategies such as social distancing and mask wearing, when appropriate.

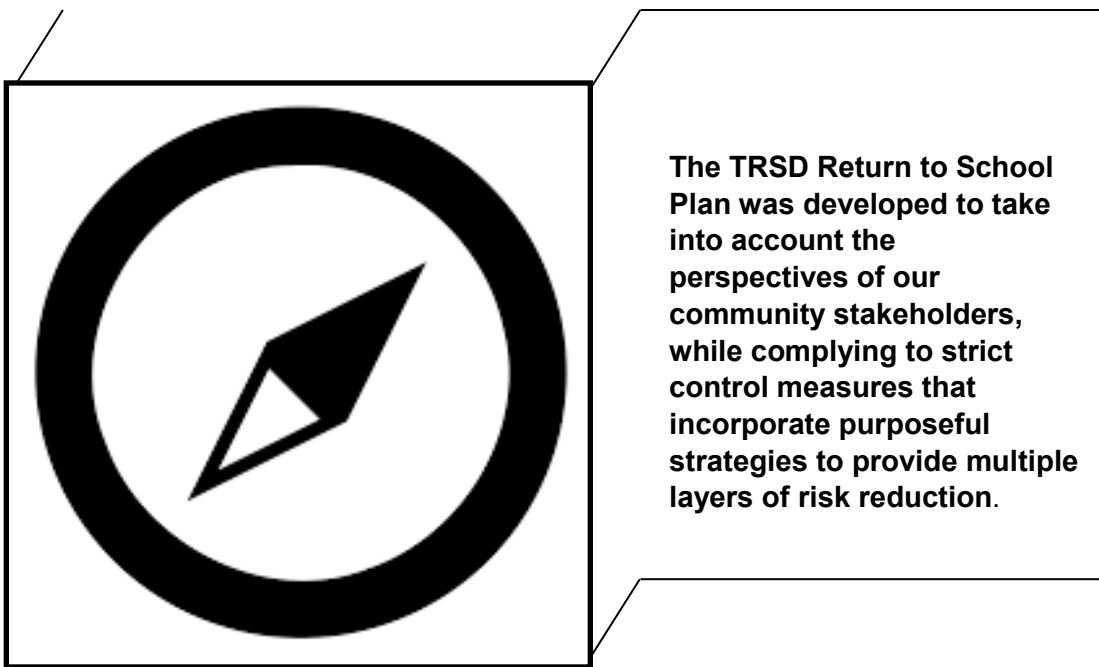
Planning Process for our Return to School

- Planning for the 2020-2021 return to school has been intentionally conservative in order to prioritize the safety and well-being of all students and staff.
- A Steering Committee, as an extension of the Superintendent's Leadership Team, began meeting in the Spring.
 - Members conducted research and gathered information pertinent to conditions necessary for a safe return to school in accordance with CDC health and safety guidelines.
 - Departments outlined considerations, their impact, and unbudgeted impact costs including, but not limited to:
 - ◇ Curriculum & Instruction (Remote learning enhancements)
 - ◇ Student & Staff Services (Special Education, School Counseling, Health Offices, PPE, Health Screening)
 - ◇ Human Resources (Staffing considerations, Workplace/space considerations)
 - ◇ Facilities (Classroom/building capacity, Furniture considerations, HVAC, Cleaning, Student flow)
 - ◇ Technology (One-to-one Devices, Learning systems)
 - ◇ Transportation (Bussing capacity, Routing, Cleaning/disinfection capabilities)
 - ◇ Cafeteria Services (Serving options/scenarios, Physical preparation, Remote Learning options)
 - ◇ Athletics (Team workout/practice options, Health/hygiene considerations, Game requirements)
- In early July, the TTA and TSSU appointed representatives to serve on the Steering Committee.
- Elementary and Secondary Subcommittees were also created in July.
- Representatives of these subcommittees include building and district administrators, teachers, paraeducators, and school nurses.
 - ◇ Committee members advocated for the adoption of and adherence to CDC guidelines, as an initial plan is put in place.
- Subcommittees reviewed the work of the Steering Committee to give feedback and input to questions and considerations for each of the three phases / scenarios for instruction.
- Three potential phases, or scenarios for instruction, were discussed and are in ongoing development as primary components of a flexible plan.
- Each scenario is associated with a different level of risk, based on CDC guidance.
- Details regarding the implementation of each phase of the plan continue to be discussed, developed, and finalized.
- Task Forces were formed in late July to address needs and changes for Remote and In Person delivery modes.
- Representatives of these Task Forces included building and district administrators, teachers, paraeducators, school nurses, local health officials, parents and students.



- The multi-phased plan stresses a need for ongoing flexibility throughout the year.
 - ◊ At any point in time, the district must be prepared to shift to any one of the three scenarios, as information evolves, guidelines change, and health conditions / risk factors in the surrounding area change.

We recognize that each family has their own perspectives on what the best decision for return to school is, and it will be very difficult to create a plan that satisfies all members of our community. Our top priority for all involved is to ensure the health and safety of our students, staff, and families through adherence to the [CDC guidelines](#). Reducing risk is different than providing total control on outbreaks. During a pandemic, we know there is no such thing as zero risk. We recognize that some of our students and staff return home to family with underlying conditions that increase the risk associated with contracting COVID-19. We also realize that our staff live in communities outside of our district and that during non school hours, staff and students may engage in different communities and groups outside our district.



Considerations for Instructional Models

The CDC has provided the following guiding principles for schools with regard to the risk of COVID-19 spread increases in school settings:



Lowest Risk: Students and teachers engage in virtual-only classes, activities, and events.



More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).



Highest Risk: Full size, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

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

CDC categories of risk relative to TRSD Instructional Models:

- Fully Remote Learning with the Potential for a Synchronous Learning Schedule
 - ◊ Lowest Risk
- Reduced Capacity/Rotating Cohorts (Blended)
 - ◊ More Risk
- Full Return to School Buildings
 - ◊ Highest Risk

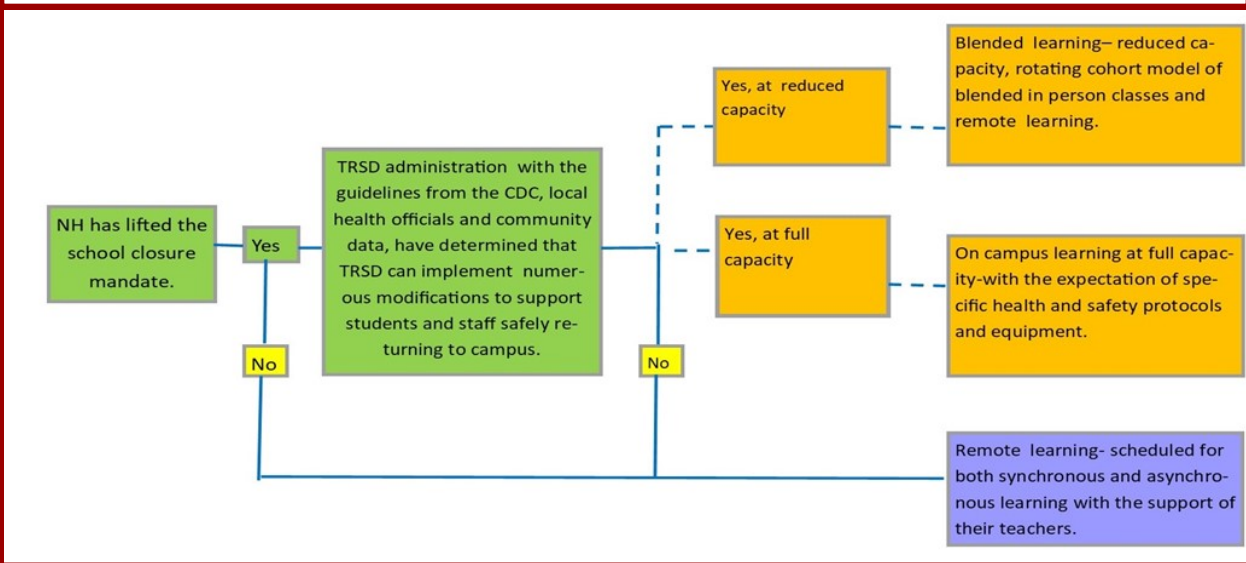
Decision-Making Factors with Regard to Phases of the Plan

Decisions to transition to another instructional modality / phase of the plan will be made in collaboration with local health officials through the evaluation of COVID-19 community data, the identification of risk factors, and adherence to CDC guidelines, with a goal to mitigate community spread. Considerations for the instructional model may also be due to other environmental factors such as the heat index, as students and staff are required to wear masks.

The New Hampshire Department of Health and Human Services, Division of Public Health Services, is currently working to identify metrics for identifying times when schools need to move from one scenario to another. This same work is being reviewed and researched by the State Epidemiologist.

TRSD recognizes the possibility of changing conditions in the community, or within buildings, and is prepared for fluid movement between instructional models that incorporate varying levels of both remote and/or in-person learning for some or all students.

The flowchart below illustrates the decision making process the district will use to determine the delivery model at the time.



TRSD Flexible Plan for the Return to School 2020-2021

	In Person, with Restrictions	Blended Learning	Remote Learning
Plan Summary	All students return to in person school learning with health and safety guidelines. Students will follow their class schedule.	Half of the students participating in the blended model attend school 2 days a week, while the other students are remote. Groups rotate between in person and remote sessions.	100% remote on a set schedule with synchronous and asynchronous learning.
Extended Block: A / B Rotation (At Middle school and High School)	'Normal' A/B rotation	Cohort 1: Mon: A- in school Tues: B - in school Wed: Flex day remote (deep cleaning) Thurs: A- remote Fri: B remote	'Normal' A/B rotation
		Cohort 2: Mon: A - remote Tues: B - remote Wed: Flex day remote (deep cleaning) Thurs: A in School Fri: B in school	



	In Person, with Restrictions	Blended Learning	Remote Learning
Elementary	'Normal' schedule	Cohort 1: Mon: in school Tues: in school Wed: remote (deep cleaning) Thurs: remote Fri: remote	Daily Set Schedule
		Cohort 2: Mon: remote Tues: remote Wed: remote (deep cleaning) Thurs: in school Fri: in school	
Daily Time Schedule	'Normal' daily time schedule is followed	'Normal' daily time schedule is followed.	'Normal' daily time schedule is followed.
Student Transportation	Students riding buses will practice social distancing and wear masks. Students are encouraged not to carpool with non family members.	Reduced capacity of students riding buses, will practice social distancing and wear masks. Students encouraged not to carpool with non family members.	N/A
Student and Staff Health Procedures	Masks required at all times in a building. At home screening will be required prior to school each day.	Masks required at all times in a building. At home screening will be required prior to school each day.	N/A
Health and Safety Plans	Enhanced cleaning and sanitizing procedures.	Enhanced cleaning and sanitizing procedures. Deep cleaning will occur on Wednesdays and Fridays (in between the two cohorts).	N/A
Communication	District and school to produce regular communication to staff students and families.	District and school to produce regular communication to staff students and families.	District and school to produce regular communication to staff students and families.
Student and Family Social- Emotional Needs	Appropriate content, programming and services will be provided to students in person by the school counseling team, or remotely for families.	Appropriate content, programming and services will be provided to students and families both in person and remotely by the school counseling team.	Appropriate content, programming and services will be provided to students and families remotely by the school counseling team.

Remote Learning Components

The district is actively pursuing options to deliver specialized educational services remotely in a manner that is IDEA and HIPPA compliant. More information will be provided as details are finalized.

Elementary

Students will be provided a daily schedule that is based on the 'normal' school day. Each content/course/class will provide instruction and follow up for practice and support. Where appropriate, teachers are encouraged to incorporate short and long projects for students to demonstrate competence, and present learning through personal choice.

Students will engage in a Morning Meeting with teachers and peers daily. Additionally, lessons will be delivered in both synchronous and asynchronous learning environments (either recorded or live) in Math, Reading, and Writing. There will be dedicated time after each mini lesson to include small group (online) and independent work (on or offline depending on the level of support required). Students may engage with their teacher and other students during some of this time. Science and Social Studies content, as well as Work Study Practices, will be integrated into the Math and ELA lessons. Teachers will provide movement breaks, focus on social and emotional learning, and work to incorporate time to learn offline.

Each grade level will have a Unified Art lesson daily, with time to follow up with the teacher. Unified Arts will not change daily, rather students will engage in the same Unified Art for a two week period in order to support more project based learning in these courses.

Daily attendance will be taken and sent to the main office at the end of each day. Parents are asked to use PickUp Patrol if your child will be late and miss morning sessions or be dismissed and miss afternoon sessions. This will keep daily attendance the same in all models.

Secondary

Students will follow their daily A/B class schedule using the 'normal' daily schedule. Students will engage in both synchronous and asynchronous instruction, academic work and assessment for all of their classes. Teachers are encouraged to incorporate short and long projects for students to demonstrate competence, and present learning through personal choice.

Teachers will be encouraged to provide movement breaks, focus on social and emotional learning, and work to incorporate time to learn offline, while still providing opportunities to engage in meaningful interactive lessons. Although students may not be required to be online the entire class period, they will be expected to log on during the class period to receive direct instruction, contribute to class discussions, or simply receive guidance on the work that is assigned.

Attendance will be taken per class and will be recorded via Powerschool, therefore it is the expectation for all students to 'report' to class as instructed by their teacher each day and every period that they are scheduled. Students are asked to communicate directly with their teacher and check Google Classroom if they miss a scheduled class. This will keep daily attendance the same in all models.

In Person Components

We learn more about COVID-19 every day, and as more information becomes available, the CDC will continue to update and share information. As our knowledge and understanding of COVID-19 evolves, this guidance may change. However, based on the best available evidence at this time:

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.

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

Students who are attending school in person (all students in or blended to provide a reduced capacity model) will follow their normal course schedule with risk mitigation factors in place. Students will be required to wear masks at all times, and practice both frequent hand washing and social distancing. Risk mitigation strategies will be implemented to reduce the risk factors of infection spread. Please refer to the Facilities Sanitization and Cleaning section for additional information.

The health and safety of students and staff is a priority in any return to in person school. Attendance at school (full return or reduced capacity) will require a screening process by parents each morning for each child. TRSD is asking parents to use the following CDC guidelines each day as reasons to keep your child(ren) home. These symptoms are indicators of communicable diseases (including COVID-19) and increases risk of illness in school communities.

- A fever (Greater than 100 F), do NOT send them to school.
 - ◊ If your child does have a fever, please do not use fever reducing medicine in order to send your child to school. Your child must be fever free (without the use of fever reducing medicine) for 24 hours prior to returning to school.
- Respiratory symptoms (cough, runny nose, or sore throat), especially associated with a fever.
- Appearing ill, is not responsive, irritable, persistently crying, having difficulty breathing, or having a quickly spreading rash.
- Diarrhea
- Vomiting 2 or more times in the previous 24 hours.
- Abdominal pain associated with fever or other signs or symptoms.
- Mouth sores, skin sores or rashes, with other signs or symptoms of illness.

Please also consider:

- If your child(ren) has been exposed to a confirmed case of COVID-19, please consider keeping them home from school for 10-14 calendar days and monitor them for signs and symptoms.



- If your child(ren) has traveled to a part of the country/ world where there is a high prevalence of COVID-19 cases, please consider keeping them home from school for 10- 14 calendar days since your return and monitor them for signs and symptoms.

TRSD nursing staff will be implementing procedures for students who become sick at school and/or exhibit or report any COVID-19 symptoms. Teachers will be provided guidance for addressing a child who appears to have symptoms of COVID-19. Nursing staff will assess the symptoms and communicate with families. If students are deemed sick with any illness, they will be isolated from other students and staff by a nurse. Isolation areas allow for sick students to rest while they await pickup, be dismissed from a location close to an external door, and cared for by a medical professional. The nurse will communicate with families as to whether testing should be conducted and how long the student will need to remain at home.

The importance of keeping your child home from school is for their benefit and the health and safety of the school community. Please consider that when your sick child goes to school:

- Your sick child is prevented from participating comfortably in school activities.
- Your sick child may need care that is greater than staff members can provide without compromising the health and safety of other children and staff.
- Your sick child poses the risk of spreading harmful diseases to others.

Several actions to take and thoughts to consider are found [here](#) when evaluating student wellness each day. If your child(ren) is out sick, we ask that you notify the school as normal procedure both calling the office/attendance secretary and following up with teachers for missed work. Please refer to [this link](#) for preparing for back to school in your family.

Blended Learning Components

Elementary

Students will be grouped into two cohorts – Cohort 1 attends school in person on Monday and Tuesday while remote Wednesday through Friday, Cohort 2 is remote Monday through Wednesday and attends school in person on Thursday and Friday. This model allows for Wednesday to be a deep cleaning day in each building between the in school attendance days of the two cohort groups. Cohort groups will be coordinated so that families across all buildings are placed in the same cohort, to the best of our ability.

Students will be assigned a grade level teacher who will move from in person to remote or remote to in person instruction with the class. While in person, students will experience a normally scheduled school day. Within each classroom, students will be spread to a 6 foot distance. Depending on the number of students in the class that opt for in person learning, students may be spread between two classrooms with additional staff to support the groups. One teacher will work with all of his/her students for each day they are together (remote or in person). During the remote days, students will follow the schedule outline in Remote 2.0 with their teacher.

Each grade level will have a Unified Art lesson daily, with time to follow up with the teacher. Unified Arts will not change daily, rather students will engage in the same Unified Art for a two week period in order to support more project based learning in these courses, as well as transition from remote to in person easily. When students are in person, they will meet with their UA in class. When students are remote, the teacher will deliver instruction remotely.

Secondary

Students will be grouped into two cohorts – Cohort 1 attends school in person on Monday and Tuesday while remote Wednesday through Friday, Cohort 2 is remote Monday through Wednesday and attends school in person on Thursday and Friday. This model allows for Wednesday to be a deep cleaning day in each building between the in school attendance days of the two cohort groups; as well as a flexible day for teachers to use as a whole group direct (remote) instruction, office hours or extra help. Cohort groups will be coordinated so that families across all buildings are placed in the same cohort, to the best of our ability.

Students will follow their A/B class schedule, attending all of their classes in the building once a week, yet with a reduced number of students in the building and in each of their classes. Cohort 1, will attend their A day classes in the building on Monday, and their B day classes in the building on Tuesday. Cohort 2 will attend their A day classes in the building on Thursday and their B day classes in the building on Friday. When students are not in the building (therefore, they are remote) students will still be expected to be participating either synchronously or asynchronously in their classes as directed by the teacher. For example on a Monday, a teacher might ask the students who are remote in Cohort 2 to still log on and participate in a class discussion with their Cohort 1 peers. Or conversely, a teacher may choose to do a hands on lab with the Cohort 1 students on a Tuesday, then repeat that lab on Friday with the Cohort 2 students, while those in the opposite cohort are working independently.

The Salem CTE program is running on the same schedule as last year. Timberlane intends to provide transportation from the high school to Salem to accommodate students five days a week in Salem's "in-school" delivery regardless of the schedule that the Timberlane district decides to follow. Individual conflicts will be worked out through school counselors and students ahead of the start of school. Timberlane students attending Pinkerton's CTE program will either attend remotely or drive to Pinkerton as they have in the past. Similarly, students will work with their counselors to make any necessary schedule changes in their Timberlane course schedules.



Transportation

School Bus Protocols for Drivers, Parents and Students

- Limited school bus capacity.
 - ◊ CDC recommends students sit alone with staggered seating which allows for only approximately 13 students per bus. Siblings may sit together, increasing capacity on the bus.
 - ◊ Parents will need to transport students if at all possible.
 - ◊ Students needing bus service will need to sign up in advance so routing can be determined by the number of students who need to be transported.
- Screening of drivers and students (temperature checks, overall health).
 - ◊ Drivers will be screened at the bus terminal daily before entering the bus.
 - ◊ Parents will need to screen their students before sending them to the bus stop.
- Enhanced cleaning procedures and bus sanitization procedures.
 - ◊ Buses will be equipped with disinfectant spray which meets CDC guidelines.
 - ◊ Drivers will use PPE (safety glasses, disposable mask and gloves).
 - ◊ After each bus run, drivers will disinfect buses with all surfaces being sprayed (seats tops, front and back; handrails; windows and latches).
- Masks will be required.
 - ◊ Students will wear masks when waiting for and at all times on the bus.
 - ◊ Drivers will not wear a mask while driving as this may restrict their vision and ability to drive safely.
 - ◊ Drivers will wear a mask when students are unloading and loading in a school zone.
- Boarding the School Bus
 - ◊ Students will enter the bus with a mask on and go directly to their assigned seat.
 - ◊ Buses will be loaded from back to front as much as possible.
 - ◊ Students will be assigned a seat and siblings will sit together whenever possible.
- Unloading at School
 - ◊ Students will be directed by the driver to exit from front to back.
 - ◊ Students will remain seated until it is their turn to exit the bus, with the seats in front of them being vacated first.

It is important for parents to review these guidelines with their children and review bus conduct and safety practices while on the bus (sitting quietly, facing the front, not touching others, and remaining seated while the bus is moving). Any student who cannot follow these guidelines may have bus privileges suspended.



Facilities Sanitization and Cleaning

CDC suggests that all school reopening plans address adherence to behaviors that prevent the spread of COVID-19. Full guidance and information (as of July 23, 2020) regarding communities, schools, workplaces and events can be referenced online:

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

TRSD and the Facilities Department (Custodial, Maintenance, and Grounds) intend to follow and enforce CDC Guidelines in preparing for reopening our schools and buildings, and to work towards maintaining a healthy and safe environment for all to work and learn once buildings are open.

This document will review the procedures, policies and guidelines to be enforced by the TRSD Facilities Department in regards to:

- Building Ventilation
- PPE (masks, shields, gloves, gowns, plexiglass)
- Cleaning and sanitization (products used, dispensers/access, scheduling and procedures)
- Information (signage, stickers and other public notices on campuses)
- Space (storage, isolation rooms, hallways and other group gathering restrictions regarding use of facilities)

Building Ventilation

All TRSD buildings are equipped with rooftop ventilation units that exchange air in rooms. The units bring in 100% outside fresh air and exhaust stale air into the atmosphere at an air flow rate of 1500 to 3500 cubic feet per minute. These air handling units work most efficiently when windows remain closed.

All air handling units (AHUs) are continuously being evaluated for the best possible option to combat COVID-19. We currently replace filters every quarter. However, we are developing a more aggressive schedule for filter replacement. All nurses offices have a dedicated exhaust system to remove contaminated air.

We will continue to monitor our Building Management System (BMS) to ensure our AHUs are running at full capacity.

PPE (Personal Protective Equipment)

Masks and other Face Coverings

Masks must be worn:

- by all staff and students (Preschool-12)
- at all times, in all places, inside school facilities (including hallways with two-way traffic or one-way traffic)
- at all times outdoors when 6' social distancing cannot be followed
- by all staff, volunteers, and athletes during training sessions when around others and not actively engaged in athletics and when social distancing is not possible.

In regards to the CDC's [Guidance for K-12 School Administrators on the Use of Cloth Face Coverings in Schools](#), we are prepared to respond in the following manners for all TRSD Facilities:

- When used consistently and correctly, cloth face coverings are important to help slow the spread of COVID-19. TRSD Faculty, Staff, Students and visitors including families and vendors should be prepared to arrive on campuses with their own cloth or disposable face coverings. Face coverings must cover both nose and mouth with no openings to be considered a face covering. Face shields are not considered a full face covering unless special approval is granted by Administration and is on file with HR and the school Nurse's office.
- The Facilities Department will maintain an inventory of at least 2,000 disposable (surgical-type) masks at the Facilities Office located on the main campus at Timberlane Regional High School, 36 Greenough Road, Plaistow, NH 03865.
- Disposable masks will be distributed or delivered to Administration or Custodians as requested to provide ample inventory for all custodial staff and also for faculty and teaching staff that may require or cannot provide their own mask before entering buildings. While students are expected to provide their own masks, adult-sized masks (and children's-sized masks, when they become available) can be available if a student does not arrive with a personal face covering.

TRSD Facilities will follow the CDC guidelines provided in this CDC fact sheet: https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/CFC_Guide_for_School_Administrators.pdf

Gloves

Gloves are available in each school's facilities/custodial office as well as each school's health office. The Facilities Department will provide gloves for custodial staff and will provide instructional staff and administrators as requested by Administration. Powder-free nitrile gloves are available in multiple sizes.

Gowns

The Health Office maintains inventory of cloth gowns for their staff only. These are inventoried and cleaned through a garment rental contract. Facilities and Health Office staff will keep disposable gowns on hand for cleanups and other uses should the need arise.

Plexiglass

Plexiglass may be necessary/beneficial for specific areas/tasks. Facilities will construct or order plexiglass customized to specific needs as approved by Administration.



Cleaning and Sanitizing

Products Used

TRSD is required to utilize cleaning products approved for use in schools and will utilize cleaning products known to eliminate the risk of the COVID virus where possible.

The Facilities Department has access to Safety Data Sheets (SDS) and Material Safety Data Sheets (MSDS) for all known products used in district buildings.

The Safety and Materials Data Sheets include all known cleaning and sanitization products purchased and used by the facilities staff, kitchen staff, administrative staff and other offices in the schools that persons may come in contact with. These sheets can be requested by Administrators to distribute if needed.

Dispensers and Access to Products

Sanitizer dispensers are mounted on the wall throughout all facilities in the district. They can be found along hallway interior walls, inside classrooms, around cafeterias and other high traffic areas including building entrances/exits, and offices. Dispensers are in high demand from suppliers. TRSD currently has wall-mounted hand-pump units. Touchless units have been ordered however, it may take over 6 months to get these in stock. In addition to wall-mounted units, TRSD Facilities will provide one desktop pump sanitizer for each classroom to be placed in a place at the classroom entryway. Teachers and staff should encourage students to use as often as possible.

Scheduling and Procedures

The Facilities Director works closely with the custodial team to ensure coverage at all times during school hours. All staff will be trained by vendors on the proper cleaning procedures specific to any new materials and equipment used by TRSD related to day-to-day cleaning and sanitization prior to school day start and closing procedures.

Each building has Facilities staff assigned from open to close, with a majority of staff assigned during the second half of the day (from the end of the school day to the closing of the building). Under the schedules and procedures outlined below, the Facilities Dept. recognizes additional staffing may be required when classes are in session.

Cleaning schedules during the day will be dependent upon each school's daily classroom schedule as well as the use of rooms and if/when students move from room to room.

Special attention will be provided for bathrooms and other areas shared among cohorts of students, with cleaning schedules dependent on each school's use. TRSD High School and Middle School do not have in-classroom bathroom facilities and therefore will be cleaned/sprayed every two hours.

The CDC has provided specific guidelines and procedures for situations where an active COVID case is identified in a building. These guidelines include leaving the space ventilated and vacant where possible. Specific PPE, materials, and procedures are recommended to be used to sanitize such areas before re-occupying.

Information

Signage, Stickers and other Postings

The TRSD Facilities Department will provide proper signage and floor stickers throughout the schools as reminders for hallway directional flow, social distancing, hand washing, and regular cleaning and disinfection of frequently touched surfaces in and around the schools. This information can also be referenced on the CDC website: [social distancing](#), [washing hands](#), [regular cleaning and disinfecting](#).

Signage for elementary schools will be age appropriate and playful to attract attention and provide visual guidance.

All entrances will have signage relating to PPE rules clearly stating the requirements and criteria to enter.

Space

Storage

The CDC recommends repurposing unused or underutilized indoor and outdoor space to facilitate social distancing where feasible. In response to this, the TRSD Facilities Department will provide additional outside storage units to house furniture not required for learning including desks, shelves, chairs etc. All furniture and equipment will be labeled for future return to proper rooms.

Administration for each school will work with the facilities department to determine traffic flow in hallways and timing for movement from room to room as well as procedures for students to move about the halls for bathroom visits and reporting to offices as needed.

Group gatherings in halls are not encouraged and will be reported to the Building Administration.

Staff who wish to utilize spaces other than their scheduled classroom location, must submit a facilities request, that will be approved by the Building Administration and the Director of Facilities. This will ensure the rooms are properly cleaned and set for their next use. Building use by outside groups will not be allowed at this time.

Furniture will be set in each room and should not be moved by students or teachers without approval by Administration.

Each school will have a designated "isolation room" for sick students and staff. Instances where this space is used will be reported to facilities immediately and coordinated with school health offices for deep cleaning after dismissal. Please refer to the Health Office coordinator for more information on protocols and response to suspected or confirmed cases of Covid-19.

Overall the Facilities department is committed to the goals of education and promotion of positive and supportive relationships. These remain the primary focus of our school administrators, teachers, and staff.

Technology

In keeping with CDC guidelines on reducing the amount of shared objects, TRSD is moving to a district wide dedicated device for every student, i.e. 1:1 model.

- Preschool and Pre-K will use dedicated rugged tablets.
- Kindergarten will use dedicated touch screen Chromebooks.
- Grades 1-12 will use dedicated standard Chromebooks.
- Special Education will use appropriate dedicated technology as needed.

Areas where shared devices have normally been distributed from (Libraries, Learning Centers, etc.) will have their devices collected and kept with the technology department at each school who will clean and disinfect them after each use. The expectation will be that all students only use their own dedicated devices assigned to them but disinfected loaner devices will be distributed as needed. Middle and High School students already carry their devices with them. Elementary classrooms will be set up so that each student will have a designated shelf or area in a Chromebook cart or other storage device to keep their Chromebook in the classroom when needed.

Other Technology considerations:

- Removing all shared clock in/out stations for staff - All staff beginning this year will have dedicated devices and can clock in and out using them within the schools networks only.
- Copiers, Printers, and Phones - Cleaning protocols will be posted and communicated out to staff on the need to disinfect after each use.
- Computer Labs - Keyboards and mice will be disinfected before and after each use.
- Headphones - Parents will be encouraged to send in headphones for their student's use for sanitary purposes.
- We will be moving as many applications as possible into a SSO (Single Sign On) provider named Clever. This will help keep down the number of accounts and passwords that students will need to keep track of and use.
- Preschool and Pre-K will be using a more age appropriate and parent friendly Learning Management System named SeeSaw. These students will have SeeSaw available on their individually assigned rugged tablet devices.
- Grades K-12 will use Google Classroom as their Learning Management System which teachers have much experience with and provides seamless integration into students' Chromebooks.
- Both staff and parent/student online resources for training on TRSD utilized applications and systems that were developed over the remote period during the past few months will be refined and added to.
- The district will continue to utilize its many communication resources to communicate out any updates and changes during opening and beyond. Platforms utilized include:
 - ◊ School Messenger (texts, emails, and phone calls)
 - ◊ District and school websites
 - ◊ Timberlane application used on Smartphones (iPhone and Android)
 - ◊ Social media (Facebook and Twitter)