

TIMBERLANE REGIONAL SCHOOL DISTRICT



PLAISTOW, ATKINSON, DANVILLE, and SANDOWN, NEW HAMPSHIRE

TLC AT SANDOWN
CENTRAL



PLAISTOW, ATKINSON, DANVILLE, and SANDOWN, NEW HAMPSHIRE

ATKINSON ACADEMY
ATKINSON, NEW HAMPSHIRE



DANVILLE SCHOOL
DANVILLE, NEW HAMPSHIRE



POLLARD SCHOOL
PLAISTOW, NEW HAMPSHIRE



SANDOWN NORTH
SANDOWN, NEW HAMPSHIRE



TIMBERLANE REGIONAL
MIDDLE SCHOOL



PLAISTOW, ATKINSON, DANVILLE, and SANDOWN, NEW HAMPSHIRE

TIMBERLANE REGIONAL HIGH SCHOOL



PLAISTOW, ATKINSON, DANVILLE, and SANDOWN, NEW HAMPSHIRE

Opening of
School
2020-2021
Planning
Update

TIMBERLANE REGIONAL SCHOOL DISTRICT



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Our 2020-2021 Opening 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.

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Planning for the 2020-2021 reopening has been intentionally conservative in order to prioritize the safety and well-being of all students and staff.

- 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](#).
- We recognize that each family has their own perspectives on what the best decision is and it will be very difficult to create a plan that satisfies all members of our community.
- We very much value the benefits of in-person learning for our students.
- 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.
- It is essential that we take into account the perspectives of our community stakeholders as a return to school plan takes shape.



Planning Process for our Return to School

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 (Busing capacity, Routing and cleaning considerations)
 - Cafeteria Services (Serving options and Physical preparation scenarios)
 - Athletics (Team and Practice Options, Health and Hygenic Options)

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Planning for our Return to School

- 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.

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Planning Process for our Return to School

- 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 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.

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Planning Process for our Return to School

- 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.
- TRSD will outline checkpoint dates throughout the year to decide if we are able to transition to a new phase of the plan
 - Decisions will be made in collaboration with local health officials to evaluate COVID-19 community data and identify risk factors against CDC guidelines with a goal to mitigate community spread

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Phases of Plan and Associated Levels of Risk

- **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 sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

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Scenarios for Instruction include:

- 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

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Reduced Capacity/Rotating Cohorts (Blended)

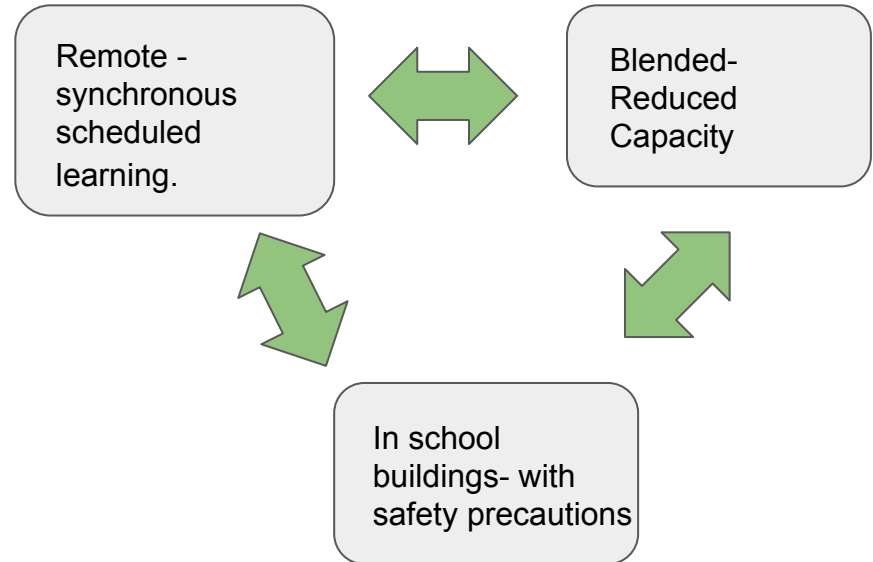
- More Risk
- At both levels, Elementary and Secondary, the blended model will provide a decrease in total number of individuals in the building.
- Students are divided into attendance cohorts in accordance with social distancing guidelines

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At any point in time we need to be prepared for a shift to any one of the three phases, as information evolves and guidelines change.



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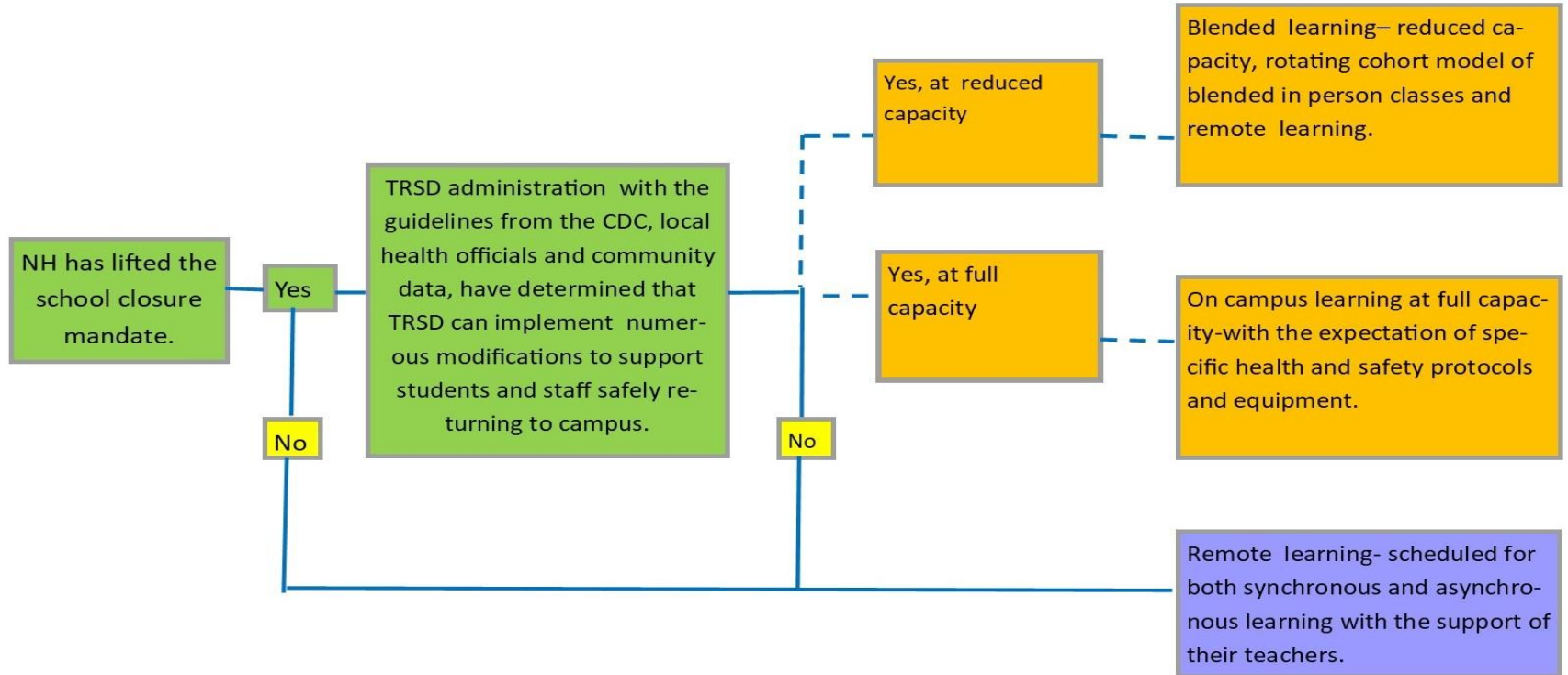
Guiding Principles in our Ongoing Work

- 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.

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Next Steps

- Creation of two Task Force groups to include members of the Elementary and Secondary Subcommittees, with additional stakeholder groups (students and parents), for the purpose of identifying conditions necessary for implementation of Remote Instruction and any variation of In-Person Instruction (full or reduced- capacity groupings).
- Surveys will be sent to students, parents, and staff in multiple iterations to gather data on a return to school.
- Continued communication with School Board and Community for further plans, with a goal to provide update on August 6th.

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Checkpoint dates:

- August 6th - re-evaluation of beginning of school plan
- August 20th - planning for model
- August 31st - first day of scheduled 2 week remote start with students
- September 10th - re-evaluation and planning for moving into October

These checkpoints are for TRSD to review CDC guidelines and work with local health officials to evaluate local spread and community data to determine any shift in the plan.