

**Belmont High School
Shaker Regional School District**

RETURN-TO-SCHOOL PLAN

IN RESPONSE TO COVID-19

8.17.2020



TABLE OF CONTENTS

| | |
|--|-----------|
| INTRODUCTION | 4 |
| SECTION ONE: ACADEMICS | 5 |
| Academic Options for Students | 5 |
| In-Person Learning/Hybrid Scheduling | 6 |
| Mondays: Remote Learning Days | 6 |
| Monday Schedule with “Skinnies” | 6 |
| Monday Schedule with Single Block 2/3 Course | 7 |
| Tuesdays - Fridays; In-Person Learning Schedule | 9 |
| Student Arrival | 9 |
| Student Dismissal | 10 |
| Attendance Practices | 10 |
| Notes and Dismissals | 10 |
| Huot Career and Technical Center | 11 |
| Meals at BHS: Breakfasts and Lunches | 11 |
| Mask Breaks | 12 |
| SATs and PSATs | 12 |
| Senior Privilege | 12 |
| Special Education Services | 12 |
| SECTION TWO: HEALTH AND SAFETY | 13 |
| Social-Emotional Well-Being of Students | 13 |
| Mask Requirements | 13 |
| Failure to Comply with COVID-19 Health/Safety Protocols | 13 |
| Physical Distancing | 13 |
| Student Screening and Protocols | 14 |
| Facilities and Cleaning | 14 |
| Restroom Usage During the School Day | 14 |
| Visitor Restrictions | 14 |
| Communication Methods | 14 |
| SECTION THREE: ATHLETICS AND CO-CURRICULAR ACTIVITIES | 15 |
| Overview of Current Approach | 15 |
| APPENDIX SECTION | 16 |
| Definitions of Key Terms | 16 |

| | |
|---|-----------|
| APPENDIX SECTION ONE: ACADEMICS | 17 |
| Standard Scoring | 17 |
| Habits of Work | 17 |
| Completion Protocols | 18 |
| Online Instruction | 18 |
| Special Education | 18 |
| | |
| APPENDIX SECTION TWO: HEALTH AND SAFETY | 19 |
| Face Covering Guidelines | 19 |
| Cloth Face Coverings | 19 |
| Face Shields | 19 |
| Instructions for Wearing Masks/Face Coverings | 20 |
| When are Masks Required? | 20 |
| Helpful Resources | 20 |
| Visitor Restrictions | 20 |
| Travel Restrictions | 21 |
| Student Screening and Protocols | 21 |
| COVID-19 Symptoms | 21 |
| Health Protocols | 22 |
| Protocol for Suspected or Confirmed COVID-19 | 22 |
| Reporting and Investigating COVID-19 in the Educational Facility | 22 |
| Nurse’s Office | 23 |
| Social Emotional Learning Supports | 23 |
| Classroom Arrangements | 24 |
| Restroom Usage During the Day | 24 |
| School Bus Protocols | 24 |
| Facilities Cleaning | 24 |
| | |
| APPENDIX SECTION THREE: ATHLETICS AND CO-CURRICULARS | 26 |
| Fall Athletics - Coaches and Athletic Director Contact Information | 26 |

INTRODUCTION

Dear Belmont High School Community,

The intention of this student/parent return to school plan is to share with you the measures our professional community intends to implement in order to ensure the safety of all individuals within our school while fulfilling the responsibilities associated with teaching and learning. It is also intended to share with you the expectations we have for our learners and the guidelines by which they may be successful in these remarkable times. This document is the product of the dedicated focus committed by dozens of SRSD professionals throughout the summer months. While it is extensive by its nature, it is not exhaustive; therefore, we recognize that adjustments will need to be made as we encounter challenges associated with the evolving health crisis.

Should you have questions or wish to gain additional clarity regarding the plans and procedures herein, please contact our main office. The appropriate personnel will respond and share as much information as possible with you.

The success of this plan - and of the students of the Shaker Regional School District - lies in the hands of each of us; through collaboration and the ever-present aim of preparing our students for our ever-changing world, we will meet the needs of our learners and overcome the forthcoming challenges.

You will find that Part A, pages 5-15, serve as an overview of important points and practices. The information that follows provides supplemental information that may also prove useful to you.

As ever, thank you for your support!

BHS Return to School Planning Team

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SECTION I

ACADEMICS

The Shaker Regional School District will start the school year in a Hybrid Model of re-entry. In accordance with this plan, students will (with some exceptions) be accessing their education in both in-person and remote modes within cohort groups. This return to school plan is designed to outline what this will look like on a daily basis for our students and provide learners and their families with a description of the choices available to them.

Option A: In-Person Learning - The Hybrid Model*

Students who choose the hybrid model will engage in in-person learning two days per week (most weeks). Mondays will be distanced-learning days for all students; students will then attend school on either Tuesday and Wednesday or Thursday and Friday, depending on the student's assigned cohort group. Accommodations regarding cohort assignments will be made for households wherein students' last names vary. On days when the student's cohort group is to work remotely, learners will have limited direct access to teachers and will be generally expected to work independently, in most cases.

Option B: BHS Remote Learning*

Students may elect to participate in classes remotely, interacting with BHS classroom teachers through digital means only. Students will learn from home and will largely be working independently. Teachers will post assignments/lessons and share classroom information; teachers will also be available to answer questions via email and Google Classroom. These students will be expected to follow the structure of Monday Remote Learning Days and submit work on a consistent basis in order to receive consistent, quality feedback from instructors.

Option C: The Virtual Learning Academy Charter School (VLACS)

Students may also choose to remain enrolled at Belmont High School while enrolling in VLACS, the Virtual Learning Academy Charter School. If you are considering selecting this option, **you must contact your school's counseling office to make appropriate arrangements. This conversation will help ensure that the selected VLACS courses align with standards associated with BHS courses and may be applied to the student's progress toward earning a diploma.**

Option D: Homeschooling

In this option, students are unenrolled from Belmont High School. Parents/Guardians are required to notify the school and write a letter to the superintendent stating their intentions to homeschool their children. The guardian then becomes responsible for all aspects of the student's education.

***Students who select either Option A or Option B will run on the Monday (Remote Learning) schedules that follow.**

Hybrid Model - Our Schedule

Families who choose to send their children back to school in the hybrid model will be placed in either Cohort A or B, most often based on their last name.

Mondays at BHS

On remote learning days, **all students (regardless of which of the two in-person cohorts the student is in or if the student has elected to be fully-remote)** will follow the following schedules. Note that there are **two unique schedules** for faculty, staff, and students due to our Block 2/3; one schedule is for those who participate in “Skinnies” (shortened, discrete course offerings in Block 2 & Block 3) and the other for those who are enrolled in a Block 2/3 course (one that is full-length, spanning the full allotment of time).

Monday, Remote Learning

BHS Students, Faculty, and Staff who have “Skinnies” Blocks 2 and 3

| Time | Faculty Staff Expectations | Student Expectations |
|---------------|--|---|
| 7:25 - 8:30 | <ul style="list-style-type: none"> Update Classroom and send out Monday/Weekly Assignments to students Open Office Hours 8 - 8:30 | <ul style="list-style-type: none"> Breakfast/morning routine Check Google Classroom; organize weekly planner and calendar |
| 8:30 - 9:10 | Block 1: <ul style="list-style-type: none"> Google Meet Direct Instruction Direct, live support of students' needs | Remotely log in with Block 1 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |
| 9:10 - 9:30 | <ul style="list-style-type: none"> Feedback on B1 assignments and students' efforts Communication with guardians of Block 1 students | <ul style="list-style-type: none"> Block 1 work Individual/group practice |
| 9:35 - 10:05 | Block 2: <ul style="list-style-type: none"> Google Meet Direct Instruction Direct, live support of students' needs | Remotely log in with Block 2 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |
| 10:05 - 10:25 | <ul style="list-style-type: none"> Feedback on B2 assignments and students' efforts Communication with parents for Block 2 students | <ul style="list-style-type: none"> Block 2 work Individual/group practice |
| 10:30 - 11:00 | Block 3: <ul style="list-style-type: none"> Google Meet Direct Instruction Direct, live support of | Remotely log in with Block 3 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |

| | | |
|---------------|--|---|
| | students' needs | |
| 11:00 - 11:20 | <ul style="list-style-type: none"> ● Feedback on B3 assignments and students' efforts ● Communication with parents for Block 3 students | <ul style="list-style-type: none"> ● Block 3 work ● Individual/group practice |
| 11:20 - 12:00 | Lunch Break for All Professionals and Students | |
| 12:00 - 12:40 | Block 5: <ul style="list-style-type: none"> ● Google Meet ● Direct Instruction ● Direct, live support of students' needs | Remotely log in with Block 5 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |
| 12:40 - 1:00 | <ul style="list-style-type: none"> ● Feedback on B5 assignments and students' efforts ● Communication with parents for Block 5 students | <ul style="list-style-type: none"> ● Block 5 work ● Individual/group practice |
| 1:05 - 1:45 | Block 6: <ul style="list-style-type: none"> ● Google Meet ● Direct Instruction ● Direct, live support of students' needs | Remotely log in with Block 6 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |
| 1:45 - 2:05 | <ul style="list-style-type: none"> ● Feedback on B6 assignments and students' efforts ● Communication with parents for Block 6 students | <ul style="list-style-type: none"> ● Block 6 work ● Individual/group practice |
| 2:05 - 2:45 | <ul style="list-style-type: none"> ● Teacher wellness ● Faculty/Staff Collaboration ● Critical friends groups | <ul style="list-style-type: none"> ● Go outside! |

Monday, Remote Learning

BHS Students, Faculty, and Staff who have a Single Block 2/3 Class

| Time | Faculty Staff Expectations | Student Expectations |
|-------------|---|---|
| 7:25 - 8:30 | <ul style="list-style-type: none"> ● Update Classroom and send out Monday/Weekly Assignments to students ● Open Office Hours 8 - 8:30 | <ul style="list-style-type: none"> ● Breakfast/morning routine ● Check Google Classroom ● Organize weekly planner and calendar |

| | | |
|---------------|---|--|
| 8:30 - 9:10 | Block 1: <ul style="list-style-type: none"> ● Google Meet ● Direct Instruction ● Direct, live support of students' needs | Remotely log in with Block 1 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |
| 9:10 - 9:30 | <ul style="list-style-type: none"> ● Feedback on B1 assignments and students' efforts ● Communication with parents for Block 1 students | <ul style="list-style-type: none"> ● Block 1 work ● Individual/group practice |
| 9:35 - 10:15 | Block 2/3: <ul style="list-style-type: none"> ● Google Meet ● Direct Instruction ● Direct, live support of students' needs | Remotely log in with Block 2/3 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |
| 10:15 - 10:35 | <ul style="list-style-type: none"> ● Feedback on B2/3 assignments and students' efforts ● Communication with parents for Block 2/3 students | <ul style="list-style-type: none"> ● Block 2/3 work ● Individual/group practice |
| 10:35 - 11:20 | <ul style="list-style-type: none"> ● Mid-day Open Office Hours to meet (remotely) with individual or groups of students ● Update Classroom Pages ● Faculty/Staff Collaboration | <ul style="list-style-type: none"> ● Continue the work assigned from the morning sessions ● Log on to teachers' Classroom Sites to check for new announcements and/or materials ● Request Google Meet(s) with available teachers to receive additional assistance |
| 11:20 - 12:00 | Lunch Break for All Professionals and Students | |
| 12:00 - 12:40 | Block 5: <ul style="list-style-type: none"> ● Google Meet ● Direct Instruction ● Direct, live support of students' needs | Remotely log in with Block 5 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |
| 12:40 - 1:00 | <ul style="list-style-type: none"> ● Feedback on B5 assignments and students' efforts ● Communication with parents for Block 5 students | <ul style="list-style-type: none"> ● Block 5 work ● Individual/group practice |
| 1:05 - 1:45 | Block 6: <ul style="list-style-type: none"> ● Google Meet ● Direct Instruction ● Direct, live support of students' | Remotely log in with Block 6 teacher for attendance and participate in Remote Instruction, as prepared and presented by the classroom teacher. |

| | | |
|-------------|---|---|
| | needs | |
| 1:45 - 2:05 | <ul style="list-style-type: none"> Feedback on B6 assignments and students' efforts Communication with parents for Block 6 students | <ul style="list-style-type: none"> Block 6 work Individual/group practice |
| 2:05 - 2:45 | <ul style="list-style-type: none"> Teacher wellness Faculty/Staff Collaboration Critical friends groups | <ul style="list-style-type: none"> Go outside! |

Tuesdays - Fridays at BHS

On in-person days, the primary focus of teachers will be on the students they have in their classrooms. This enables educators to provide the highest-quality instruction throughout the school day. As noted, the focus of faculty/staff will shift to remote learners at the end of the school day.

Student Arrival

No student should arrive prior to 7:10 AM. THE DOORS WILL REMAIN LOCKED, AND NO STUDENTS WILL BE ALLOWED TO ENTER UNTIL 7:10 AM. Students being dropped off at school are to maintain physical distancing and wear a district-approved mask while entering the building. Upon entering, students will go directly to their Block 1 classroom, unless they are purchasing breakfast in the cafeteria that day. Those students are to enter the cafeteria door, purchase their meal, and be seated to eat prior to entering the rest of the building.

Students arriving via bus will continue to wear their masks while entering BHS. Students will disembark the bus in an organized and appropriately-distanced manner, following the driver's instructions at all times.

In-person learning will follow this schedule:

| Time | Classes | Mask Breaks/Lunches |
|---------------|---|---|
| 7:25-8:35 | Block 1 | <ul style="list-style-type: none"> Mask Breaks and Lunches will be scheduled and assigned to specific classes once class cohort sizes are finalized. |
| 8:40 - 9:25 | Block 2 | Mask Break A: 8:45 - 9:00 Mask Break B: 9:10 - 9:25 |
| 9:30 - 10:00 | Block 3 | Mask Break C: 9:40 - 9:55 |
| 10:05 - 11:55 | Block 5 / Homeroom Time / Lunch <ul style="list-style-type: none"> Homeroom scheduled in Block 5 classroom | Lunch A: 10:05 - 10:25 Lunch B: 10:35 - 10:55 Lunch C: 11:05 - 11:25 |

| | | |
|---|--|---|
| | | Lunch D: 11:35 - 11:55 |
| 12:00 - 1:05 Final Dismissal: 1:15 | Block 6 | <ul style="list-style-type: none"> • Students will remain with their Block 6 teachers until their dismissal. |
| 1:15 - 2:15 | Faculty/Staff transition their focus to students who were remote on this day. | |

Student Dismissals

At the end of the school day (again, please note that school days are abbreviated to allow teachers to meet remote learners’ needs), students will be released in groups. This allows a smaller number of students to be in the hallways/exiting the building at any one time. The three dismissal groups will include:

- Students who drive, walk, or receive a ride home from guardians/family members
- Students who ride the bus to their home in Canterbury
- Students who ride the bus to their home in Belmont

Attendance

Belmont High School values consistent student engagement in the learning process. A measure of a student’s engagement is his/her attendance both for in-person and remote learning experiences.

- **Mondays:** All students are expected to log in and participate with their scheduled classes during the allotted times. Teachers will take class attendance during those assigned sessions, marking students as “Present”, “Absent”, or “Tardy.”
- **In-person Days** (Cohort A Tues/Wed and Cohort B Thurs/Fri): Teachers will be taking attendance in school for the students expected to be physically present on that particular day. If a student is scheduled to be in school for their assigned cohort day, he/she is expected to attend and we will follow our routine attendance procedures as outlined in the Student/Parent Handbook.
- **Remote Learning:** On the remaining days when students are remotely learning (Tuesday-Friday), students are expected to complete a class check-in form for each class in which they are scheduled. This brief form will ask the student to self-assess the degree to which they are comfortable with the current course material and their progress on their assigned work for the week. Completion of this self-assessment will help serve as a communication tool for students and teachers, promoting timely intervention and assistance. Students who complete their class check-ins prior to 1pm will be marked present for that particular remote day. Students who do not check in with their self-assessment by 1pm will be marked absent for that class.
- **Overall Daily Attendance** is dependent on the student’s engagement with all their teachers on a given day in the manner(s) outlined above.

Notes and Dismissals

We ask that no hard copies of notes be sent in with students regarding dismissals. However, as has been our practice, to excuse a dismissal or absence that was the result of a documented appointment, notes should be submitted to the main office staff who will update our attendance records. We ask that such

excusal documents from appointments be emailed (lpriidham@sau80.org or aconway@sau80.org) or faxed (603-267-5962) directly from those caregivers' offices, whenever possible.

The Huot Career and Technical Education Center

Belmont High School will continue our relationship with the Huot Center, and we will work to allow students to access CTE programs with as little disruption to their BHS schedule/courses as possible. Please note that students enrolled in Huot courses will only travel to the CTE Center on days when their assigned cohort would be participating in in-person learning; in other words, a student in Cohort A will physically attend the Huot on Tuesdays and Wednesdays.

| Time | Classes | Mask Breaks/Lunches |
|---------------|--|--|
| 8:40-10:35 | Huot Run 1 (scheduled in Alma for Block 2/3) | <ul style="list-style-type: none"> ● Mask Break prior to leaving BHS. ● Report to Lunch B upon return. ● Attend scheduled Block 5 class after Lunch B. |
| 10:15 - 12:05 | Huot Run 2 (scheduled in Alma for HR/TLT and Block 5) | <ul style="list-style-type: none"> ● Dismiss from Block 2/3 at 9:55 (5 minutes early) and report to the cafe for lunch. ● Go directly to Block 6 class upon return. |
| 12:30 - 1:40 | Huot Run 3 (scheduled in Alma for Block 5 and 6) | <ul style="list-style-type: none"> ● Report to Cafe for Lunch A at the start of Block 5. ● Dismiss from school for the remainder of Block 5. ● Attend the Huot at the scheduled time. |

Breakfasts and Lunches

All meals at BHS will be eaten in the cafeteria. That location will be organized in a manner that allows for appropriate 6-ft physical distancing.

- **Students who choose to purchase breakfast** at BHS will go straight to the cafeteria upon arrival to school, using the cafe-specific entrance. They will follow all signage to appropriately get in line, purchase the meal, and then be seated. When they are finished eating, students will exit the cafeteria into the remainder of the main building and follow signage that indicates the appropriate traffic patterns into the academic wing.
- **At lunch time**, students will be released from class in lunch groups. Students who have brought their own lunch will take their assigned seats and may begin to eat. Students who are purchasing their meal will follow the signage that delineates proper distancing and will be seated to eat once they have their food. Please note that students should not remove their masks until they are seated at their assigned seat. Also note that **shared devices such as microwaves or vending machines will not be available.**

Mask Breaks

A mask break will be scheduled into students' day; Block Two teachers will accompany them to their designated Mask Break locations. Whenever possible, these breaks will be taken outside. Students and staff will keep their masks on until they have entered the approved break location and are to maintain 6-ft physical distancing throughout the break, especially after having removed their masks. When students remove their masks, they will use a BHS-provided lanyard to keep it with them.

Students will only be allowed to take their regularly-scheduled bus. If you have a change in a pick up scheduled for the end of day or for an appointment, please call the main office at 603-267-6525.

SATs and PSATs

In response to the state's mandate, all incoming 12th grade students, who would have taken the SAT in March, will be assessed this fall as part of the state assessment protocol. BHS will administer the SAT on September 23rd to those students. BHS also plans to offer the PSAT to juniors on October 14th as preparation for their SAT assessment in the Spring of 2021.

Senior Privilege

Seniors with a first or sixth block free period do not need to attend that academic block, assuming they receive a guardian's permission to not be on campus during those hours. Seniors with first block free are to report to their Block Two teacher by 8:40am on their in-person learning days.

Special Education Services

The Director of Student Services will be offering IEP meetings for all students with IEPs in the first month of school to discuss student progress and determine an appropriate plan for moving forward. The district will provide Special Education and related services to students with disabilities according to the Individuals with Disabilities Act (IDEA) along with the New Hampshire Rules for the Education of Children with Disabilities. The district will consider both health and safety, as well as academic considerations, for all learners. The district will clearly define how staff will honor physical distancing recommendations when in school and meet students' medical, personal, or support needs and ensure safety for students who need assistance with activities of daily living, as well as their service providers. Further, it will determine how adequate space and facilities will be utilized to maintain the health and safety of students and staff. The district will provide students with specialized instruction including reading and math programs, speech and language services, occupational and physical therapy, student counseling, behavioral therapy and intervention, along with other special services.

SECTION II

HEALTH AND SAFETY

Social-Emotional Well-Being Of Students

The district will provide families with an "Opt Out" Form for students to not participate in a screening to access additional supports. School counselors will provide support and facilitate implementation of the "Choose Love Brave New World" program for all students, K-12 (the lessons are aligned with the American School Counselor Association Standards). School counselors will ensure that all lessons will be completed by December, 2020. The screening tool will help to identify students who are in need of support, evaluate the social/emotional learning progress of students, and provide data to see if programs are effective in meeting the needs of our students.

School counselors will provide resources to families and district professionals will help address the social and emotional learning and mental and behavioral health needs of all students and staff. Upon returning to school, school counselors will meet with students to establish a sense of safety, both physically and psychologically. A survey will be conducted for students and staff so that a multitiered system of support is provided to best meet the needs of our school community.

Mask Requirements

Per the Shaker Regional School District (SRSD) 2020-2021 Return to School Plan, all staff and students are required to wear masks at all times. Mask breaks will be provided. Any staff member or student with a documented medical condition that prevents full-time mask wear will contact their building principal to discuss the procedure prior to the beginning of the school year. Please see the [SRSD Mask Requirement Accommodation Form](#) for more information.

Failure to Comply with COVID-19 Health/Safety Protocols

- This includes, but is not limited to, the wearing of masks, observance of established traffic flow patterns, physical distancing, and personal sanitation protocols.
- Infractions of this nature will result in one verbal warning and one office referral; in response to subsequent offenses, the student will be isolated in the health office and sent home. Willful or chronic failure to comply with mask-wearing or safety/distancing practices may result in the student's being shifted to our fully remote enrollment option.

Physical Distancing

A minimum of 3 feet, with a goal of 6 feet, will be required. The district will add floor markers, establish traffic patterns, and minimize opportunities for groups to mix. Classrooms will be configured to ensure a minimum of 3 feet with a goal of 6 feet between individuals.

Student Screening and Protocols

People with COVID-19 have reported a wide range of symptoms – from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.

Students shall be screened daily by their Parent/Guardian prior to the student's travelling to school. Screenings will include measuring of temperature and for symptoms and risk factors of/for COVID-19. Students will be screened through one of the following methods:

- The electronic COVID-19 screening tool provided by SRSD. Responses shall be entered into the screening tool prior to the child's traveling to school to determine if the individual is able to attend school. This is the preferred screening method. *This screening tool is in development and will be distributed by SRSD School Nurses.*
- SRSD screening tool document. This checklist (in development) may be used when the parent/guardian is unable to utilize the electronic screening tool. Students screened at home by this method may be subject to an additional screening upon arrival to the school building.
- Any student who appears unwell or reports feeling unwell will be referred to the school nurse who will follow established protocols.

Facilities and Cleaning

The safety of our employees and students is our first priority. Over the summer months, our schools have been completely cleaned and disinfected, and we will continue to adhere to all necessary safety precautions. A cleaning schedule to disinfect workplace surfaces, chairs, tables, bathrooms, etc. will be adhered to in order to protect employees and students and to reduce the risk of spread of infection. We will require employees to maintain this safety standard by cleaning and disinfecting throughout the school day. For more details, please see the SRSD Cleaning Schedule later in this document.

Restroom Usage During the School Day

A maximum capacity for each bathroom will be established that allows for physical distancing. Signs will be posted with the maximum capacity on the door. Marked areas outside of restrooms will indicate where students should stand if they are waiting for the restroom.

Visitor Restrictions

Belmont High School will not allow visitation to our building. Only BHS students, staff, and approved contracted service providers are allowed in the building when students are present. The building will remain locked at all times.

Communication Methods

To stay updated on the most current information:

1. Teachers and parents need to check their email often as this will be the primary mode of communication.
2. District-level communication will come from the Superintendent of Schools.
3. Building-level communication will come from the building principal.
4. Class-specific communication will come from the student's teachers.

SECTION III

ATHLETICS AND CO-CURRICULAR ACTIVITIES

The Shaker Regional School District recognizes the value of athletics and co-curricular activities and will provide opportunities for students to participate in a safe manner that meets physical distancing protocols. At this time, only outdoor athletic activities will take place after the school day as well as only cocurricular activities that can meet the physical distancing protocols appropriately. At this time, there will be no after care or open library for students. At the end-of-day dismissal time, students will be required to leave school campus and find a way to get back to the activity or participate in those that will be held virtually.

Please contact Athletic Director Cayman Belyea (cbelyea@sau80.org) with questions or for more information.

APPENDIX SECTION

Definitions of Key Terms:

Close Contact

In accordance with NH DPHS, “Close Contact” will be defined as two or more individuals within six feet or less of each other for a cumulative duration of 10 minutes or more.

Exposure

A potential exposure means having household contact or close contact with an individual with confirmed or suspected COVID-19.

Face Coverings

Acceptable face coverings must meet the following criteria established by the CDC:

- fits snugly but comfortably against the side of the face
- bottom of the mask completely covers the nose and mouth (we recommend a rigid nose strip to ensure the mask will remain in place while talking)
- is secured with ties or ear loops (students must be able to tie their own mask)
- includes multiple layers of fabric (does not allow light to pass through)
- allows for breathing without restriction
- can be laundered and machine dried without damage or change to shape
- masks with exhalation valves are not allowed
- neck gaiters or similar styles are not allowed

It is recommended that students and staff have extra face masks available each day to replace wet, torn, or soiled face coverings.

Personal Protective Equipment (PPE)

Personal protective equipment (PPE) is generally worn by healthcare professionals. PPE includes face masks, face shield/goggles, gloves, gowns, and respirators. In the school setting, there may be situations that warrant PPE to be worn by educational staff. Staff training will be provided regarding instructions for and proper use of PPE.

Quarantine

Keeps someone who was in close contact with a person who has COVID-19 away from others.

Isolation

Keeps someone who is sick or who has tested positive for COVID-19 without symptoms away from others.

Section I:

ACADEMICS

As part of our return to school plan for the fall, we are looking at the following areas to address as appropriate for students in their course assignments.

Social Emotional Wellness: A focus upon return will be the social-emotional wellness of students. We understand that all individuals have had different experiences and related emotions over the past several months. We will spend time engaging students, building relationships, and working through understanding individual circumstances. Our school counselors will work closely with our teachers, providing training that supports the work staff are doing in the classrooms.

Instructional Gaps: In regards to academics, we will gather data through baseline assessments to be scheduled after a period of settling in; we expect the timelines for assessment to vary by grade level and potentially by classroom groupings.

Our learning management system, Empower, helps indicate students' progress in the academic standards. Based on data from last year and the baseline assessments at the beginning of 2020-21, we will be able to address specific gaps in students' learning. For information on students' earning course credit, please refer to the 2020-21 Student/Parent Handbook.

Academic Progress

Standard Scoring

Shaker Regional School District measures progress according to essential learning standards. These standards describe what students need to know and be able to do in each content area and grade level. All learners are expected to reach "Proficiency" in all standards. We also recognize that students learn in different ways and different timeframes. Students demonstrate their learning throughout the year, and standard scores are based on the body of work produced as they progress toward mastery of the SRSD standards. Learners are encouraged to seek ways to continue their progress until they reach proficiency.

Students' progress is recorded and monitored using our district's Learning Management System, Empower. This enables flexibility and personalization; when learners in the same group are ready for different standards, educators have the ability to meet various learning needs. Schools will work to support learners and families in navigating and understanding Empower to take an active role in the learning journey.

Habits of Work

In addition to academic content standards, BHS teaches and reports progress in critical learning and study skills called Habits of Work. These include Meeting Deadlines, Participation, and Quality-of-Work and Effort Standards. These areas are essential for student success, especially in a new and evolving format for instruction. Therefore, teachers will communicate with all learners the specific expectations for Habits of Work in remote, in-person, and hybrid models. Habits of Work are scored and monitored in Empower, just as academic content standards are.

Completion Protocols

Students not making progress, not completing academic assignments, or opting not to participate during hybrid/remote learning risk being retained in their current grade level/current course for the next academic semester/year. For promotion to the next grade level/vertically-aligned course, students will need to have demonstrated adequate level(s) of proficiency in course standards.

Online Instruction

Google Classroom is our online platform to deliver live and pre-recorded instruction from the classroom teacher. Teachers will provide instruction for the lesson and then follow-up with tutorials.

Special Education

Regular education teachers, service providers, and special educators will collaboratively plan learning tasks in order to consistently provide specialized instruction aligned to curriculum standards and competencies across all settings and provide accommodations for students who may be unable to independently follow school health and safety protocols.

- Classroom teachers, special educators, and related service providers will collaboratively plan for instruction and services to more efficiently integrate IEP service delivery into the general education curriculum, in some cases decreasing the need for extensive service hours outside the general education classroom.
- IEP teams will determine how special education services are delivered based on a review of the evidence of student growth/success related to the approaches used prior to, during, and after distance learning to make these decisions.
- For students who are unable to wear PPE, the Special Education Team will determine alternative seating, instructional spaces, and/or materials needed.
 - Teams may consider a flexible student schedule so that transitions through hallways are scheduled at times when hallways are less populated.
 - Specialized protocols for health and hygiene, toileting (diapering), and feeding will be established by the Team to provide for individual student needs.
- For students who are unable to wear a mask or require more significant physical support, the IEP team, including the school nurse, will meet to develop individualized protocols.
 - Consideration of documented student needs based on sensory issues, social-emotional, hearing and language will be reviewed.
 - In these cases, students and staff may have access to additional PPE as needed (e.g. goggles, clear face shields, masks, gloves, and/or gowns) and alternative learning spaces may be considered to limit person-to-person contact.
- For families who choose to keep students at home during this period, Special Education Teams, including parents, will meet to consider the unique needs of the student and mutually agree on a plan for special education service delivery.
- It may be necessary to consider flexibility in staffing to support student services in a remote setting. For example, a case manager who provides remote instruction may be assigned students

from multiple schools or at multiple grade levels based on the number of students in this learning environment.

- IEP teams will review data collected via distance learning within 30 days of the start of school to determine the need for compensatory services.
- All IEP Team meetings will be held with access to the Google Hangout remote platform. When possible, both the case manager and regular education teacher will attend in person, allowing for social distancing; however, family members, itinerant/support staff, and the LEA will participate remotely.

SECTION II:

HEALTH AND SAFETY

Face Covering Guidelines

The CDC affirms that cloth face coverings are a critical tool in the fight against COVID-19 that could reduce the spread of the disease, particularly when used universally within communities. There is increasing evidence that cloth face coverings help prevent people who have COVID-19 from spreading the virus to others. The CDC recommends all people 2 years of age and older wear a mask in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain.

Cloth Face Coverings

Students and staff shall wear a cloth face covering or disposable mask. Acceptable face coverings shall meet the following CDC recommendations:

- fits snugly but comfortably against the top of the nose and cheeks, side of the face, and bottom of the mask
- completely covers the nose and mouth (we recommend a rigid nose strip to ensure the mask will remain in place while talking)
- is secured with ties or ear loops (students must be able to tie their own mask)
- includes multiple layers of fabric (does not allow light to pass through)
- allows for breathing without restriction
- can be laundered and machine dried without damage or change to shape
- masks with exhalation valves are not allowed
- neck gaiters or similar styles are not allowed

It is recommended that students and staff have extra masks or face coverings available each day to replace wet, torn, or soiled face coverings.

Face Shields

It is not known if face shields provide any benefit as source control to protect others from the spray of respiratory particles. The CDC does not recommend use of face shields for normal everyday activities or as a substitute for masks. Some people may choose to use a face shield when sustained close contact with other people is expected. If face shields are used without a mask, they should wrap around the sides of the

wearer's face and extend to below the chin. Disposable face shields should only be worn for a single use. Reusable face shields should be cleaned and disinfected after each use.

Instructions for Wearing Masks/Face Coverings

1. Clean hands with soap and water or an alcohol-based hand sanitizer prior to putting on your mask.
2. Inspect the mask and do not use it if it is damaged, wet, or dirty. Handle the mask by the ear loops or straps.
3. Apply the mask over the mouth and nose. Adjust the mask to the face, leaving no gaps at the sides.
4. Avoid touching the mask while wearing it. Change the mask if it gets dirty or wet.
5. To remove the mask, clean hands first. Remove the mask by the straps or ear loops, and pull it away from the face.
6. Wash your hands after removing the mask.
7. If you need to remove your mask, store it in a clean personal place. When removing the mask, handle it by the straps or loops. Do not reuse the mask if it is wet or dirty.
8. Fabric masks should be washed daily, preferably in hot water.

When Are Masks Required?

Per the Shaker Regional School District (SRSD) 2020-2021 Return to School Plan, all staff and students are required to wear masks at all times. Mask breaks will be provided. Any staff member or student with a documented medical condition that prevents full-time mask wear will contact their building principal to discuss the procedure prior to the beginning of the school year. Please see the [SRSD Mask Requirement Accommodation Form](#) for further information.

Helpful Resources

Video from the World Health Organization (WHO) on proper mask use:

- https://www.youtube.com/watch?v=9Tv2BVN_WTk

Why do we wear a mask? For younger children:

- <https://www.pbs.org/video/what-it-important-wear-mask-right-now-17gvqh/>

How to help your child adapt to wearing a mask:

- <https://biasbehavioral.com/how-to-help-your-child-adapt-to-wearing-a-mask/>

Visitor Restrictions

Belmont High School will not allow normal visitation to our building. Only BHS students, staff, and approved contracted service providers are allowed in the building when students are present. The building will remain locked at all times.

Travel Restrictions

In general, students and staff who have traveled outside of New England are expected to self-quarantine for 14 days before reentering the building.

Student Screening and Protocols

Students shall be screened daily by their Parent/Guardian prior to allowing the student to travel to school. Screenings will include measuring of temperature and screening for symptoms and risk factors for COVID-19. Students will be screened through one of the following methods:

- The electronic COVID-19 screening tool provided by SRSD. Responses shall be entered into the screening tool prior to the child's traveling to school to determine if the student is able to attend school. This is the preferred screening method. This screening tool is in development and will be coordinated by SRSD School Nurses.
- SRSD screening tool document. This checklist (in development) may be used when the parent/guardian is unable to utilize the electronic screening tool. Students screened at home by this method may be subject to a screening upon arrival to the school building.
- Any student who appears unwell or reports feeling unwell will be referred to the school nurse who will follow established protocols.

COVID-19 Symptoms

People with COVID-19 have reported a wide range of symptoms, ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. **If you answer "yes" to any of the following questions, the student should not come into the building. After following the normal call-in procedure to inform the school that the student will be absent, you will be contacted by the school nurse to follow up.**

- Do you/Does your student have any of the following new or unexplained symptoms?
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Have you had close contact with someone who is suspected or confirmed to have COVID-19 in the prior 14 days? Close contact is defined as any individual who was within 6 feet of an infected person for at least 10 minutes, starting from 2 days before illness onset.
- Have you traveled in the prior 14 days outside of New England (outside of NH, VT, ME, MA, CT, RI)? *If you answer yes to this question, please contact the building nurse for additional screening criteria.

Health Protocols

Staff and students should practice frequent hand hygiene:

- a. Wash hands often with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.

- b. Always wash hands with soap and water when your hands are visibly dirty.
- c. For younger children, when soap and water are not readily available, alcohol-based hand sanitizer should be used under the direct supervision of staff.
- d. Teachers and staff should have an alcohol-based hand sanitizer available in all classrooms. When not in use, hand sanitizer should be kept out of reach of younger students (on a high shelf, cabinet, or in a backpack worn by staff outside).
- e. Supervise and help students needing assistance to ensure they are washing/sanitizing hands correctly and to prevent swallowing of alcohol-based hand sanitizer.
- f. Hand hygiene should be practiced when arriving at the facility, before and after meals or snacks, before and during meal preparation or service as necessary to prevent cross contamination, after outside time, before and after going to the bathroom, after handling any bodily fluid, before and after medication administration, after cleaning up and handling any garbage, before and after touching a person's face covering or face, and prior to leaving for home.

Protocol for Suspected or Confirmed COVID-19

Monitoring student absenteeism to identify illness patterns

Outside of school hours, any person with suspected or confirmed COVID-19, or exposure to an individual with suspected or confirmed COVID-19, should contact his/her Healthcare Provider (HCP). These individuals may not enter the educational facility and must contact the school nurse.

Any student absence due to illness shall require the Parent/Guardian report the illness symptoms to the school nurse by:

1. Completing the electronic COVID-19 screening tool, or
2. Reporting illness symptoms **directly to the school nurse**. This may be done via telephone, email, or voicemail. Illness symptoms should be reported to the school nurse as soon as possible. The school nurse will follow up with any additional questions related to symptoms and contact tracing.

Reporting and Investigating COVID-19 in the Educational Facility

Students Exhibiting Symptoms at the Educational Facility:

When a student exhibits new or unexplained symptoms on the CDC list of possible symptoms of COVID-19 while at school, the student will notify a staff member. The school staff member will:

1. Ensure that the student is properly wearing a cloth face covering or mask.
2. Notify the building nurse and follow her instructions.
3. Under the direction of the school nurse, the student will receive a brief assessment and will be accompanied to the health office or to the isolation area.
4. Students meeting the criteria for dismissal will remain in the isolation area while the school nurse or other school employee contacts the parent for dismissal.

5. Parents are encouraged to provide current contact information and are required to pick up their child in a timely manner.
6. Students' return to school criteria will be based on current NH Department of Public Health Guidelines. The school nurse will be providing these guidelines to parents/guardians.

Reporting and Investigating:

- The building School Nurse will be the primary contact person for the New Hampshire Division of Public Health Services.
- The building School Nurse will conduct an initial survey of close contacts of the ill student or staff member. This may include, but is not limited to, the school bus, classroom contacts, and household contacts.
- The School Nurse will contact Public Health for any suspected COVID-19 cases and will assist in their investigation and contact tracing.
- Household contacts of the ill individual will be excluded from school until reviewed by NH Public Health and a determination has been made.

Nurse's Office

Student access to the nurse's office will be modified to take into account physical distancing and minimizing potential exposure to illness. Guidelines for accessing the nurse's office will be provided to students.

Social Emotional Learning Supports

To alleviate student anxiety, special attention will be paid to easing the transition back to school, including:

- Providing school-wide videos demonstrating expectations for personal protective equipment (PPE), social distancing, proper handwashing, and procedural changes to new norms.
- At the start of school, time will be dedicated to community-building activities within the school.

In order to identify students who have suffered trauma since March 2020 so that they are ready and available to learn, we will:

- By school, review parent feedback data gathered from SEL surveys. This will be gathered through the [Return to School Parent Survey](#).
- DESSA-Mini is to be administered to all students within the first two weeks of school.
 - [SE Screening - Opt Out Form](#)
- Provide training to recognize mental health concerns while promoting social emotional wellness for all students and staff.
 - [Choose Love Brave New World Program](#) by December 2020

To connect students and families to appropriate mental health resources, we will:

- Create a resource list prior to the start of the school year to be sent to families that will be published on the school district website; thereafter, we will send periodic reminders to families.
- Use existing protocols to address the needs of identified students.

Classroom Arrangements

Classrooms will be set up to meet the state's guidelines for physical distancing with the goal of 6 feet of separation, whenever possible. Students will have assigned seats that allow for contact tracing if necessary. Students will rotate through their academic schedules during the day. Outdoor environments may be used when possible, weather permitting.

Restroom Usage During the Day

A maximum capacity for each bathroom will be established that allows for physical distancing. Signs will be posted with the maximum capacity on the door. Marked areas outside of restrooms will indicate where students should stand as they are waiting to use the restroom.

School Bus Protocols

Per the NH Reopening Guidelines, students and parents are encouraged to seek private transportation. Parents/Guardians should screen their children using the protocols provided before allowing them to ride the bus. Students will sit one per seat or with one other member of their household and will be assigned seats. Masks will be worn at all times while boarding, riding, and exiting the bus. Please [CLICK HERE](#) for a link to the First Student START SAFE Program.

Facilities Cleaning

The Shaker Regional School District will complete cleaning throughout the District in accordance with CDC Guidance, using EPA-approved disinfectants. The schedule of cleaning will be as follows:

- I. HVAC Filters - changed every 4th Monday by Custodial Staff
- II. Nurse's Office - Disinfectant spray & wipe after students cycle through by Nurse and/or Custodial Staff
- III. Isolation Area(s) - Electrostatic disinfectant spray as used by Custodial Staff
- IV. Common areas & heavy traffic areas - Disinfectant spray & wipe every 1 ½ hours by Custodial Staff
 - A. Outdoor areas including doorbells, buzzers, entry way door handles, railings
 - B. Hallway areas including door handles, handrails, water refill station/fountains, hand sanitizer stations
 - C. Restroom door knobs and handles, faucet handles, paper towel dispensers, soap dispensers, toilet paper dispensers, sanitary napkin dispensers, toilet flush handles, toilet door, door handles and locks
- V. Classrooms & Office - Disinfecting wipe after each use and when leaving the room by Staff member
 - A. Desks, tables, seats, inside door handles
 - B. Window latches
 - C. Classroom equipment such as microscopes, globes, etc.
 - D. Office equipment such as copiers, fax machines, etc.
 - E. Telephones, touchscreens, keyboard, mouse

- VI. Classroom & Office - Nightly cleaning and electrostatic disinfecting spray by Custodial Staff
 - A. Desks, tables, seats, inside door handles
 - B. Waste and recycle bins
 - C. HVAC ceiling vents
 - D. Doors, closets, cupboards
 - E. Hand sanitizer stations
- VII. Cafeteria - Disinfecting Microfiber Pad cleaning after each service AND routine cleaning with electrostatic disinfecting spray nightly by Custodial Staff
 - A. Cafeteria tables and chairs
 - B. Waste and recycle bins
- VIII. Cafeteria - Wiped with cleaning solution after each service by Food Service Staff
 - A. Countertops
 - B. POS Touchscreens
- IX. Gymnasium - Routine cleaning and electrostatic disinfecting spray by custodial staff
 - A. Bleachers/seating
- X. Staff Room - The District discourages the sharing of resources. Cleaning by disinfecting wipe is the responsibility of the staff member who uses an item. Custodial staff will do routine nightly cleaning and electrostatic disinfecting spray.
 - A. Microwave, refrigerator, coffee maker, table, etc.
- XI. Not available for use:
 - A. Vending Machines
 - B. Microwaves in the cafeteria
 - C. Cafeteria napkin dispensers (prepackaged sets of plasticware with napkins will be distributed with meals)
 - D. Cafeteria trays

SECTION III

ATHLETICS AND CO-CURRICULAR ACTIVITIES

We are beginning phase one of reopening for athletics. [CLICK HERE](#) for the guidelines athletes must follow in order to participate. At this time, the only athletics activities occurring are preparations for fall sports which can be safely held outside. Please make sure to review the guidelines thoroughly; a signed

copy must be brought to coaches before a student may participate. If you have any questions, please reach out directly to the coach or athletic director.

Belmont High School - Fall Athletics Contact Information

- BHS Athletic Director: Cayman Belyea cbelyea@sau80.org
- Girls Soccer: Mark Dawalga smdawalga@gmail.com
- Boys Soccer: Michael Foley mfoley@sau80.org
- Volleyball: Andy Edgren casastudies@gmail.com or Polly Camire pcamire@sau80.org
- Cross Country: Scott Clark sclark@sau80.org
- Golf: Kevin Charleston kcharleston@sau80.org
- Football: Josh Marzahl jmarzahl@sau73.org