



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Workshop #1
Meeting Location:	Room 306 (Media Center), McConnell Ctr.
Meeting Date:	Monday, July 29, 2020
Meeting Time:	5:30 pm

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM (Limited to Agenda Items Only)**
- E. SCHOOL BOARD REVIEW OF INFORMATION RELATED TO THE RE-OPENING OF SCHOOL FOR THE 2020-2021 SCHOOL YEAR AS IMPACTED BY THE COVID-19 PANDEMIC**
- F. SCHOOL BOARD MATTERS OF INTEREST**
- G. ADJOURNMENT**



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

BOARD WORKSHOP

Wednesday, July 29, 2020 – 5:30 p.m.
McConnell Center
Room 305

The following is an outline for the flow of the Board Workshop:

ITEM	NOTES
Overview of the proposed Re-Entry Plan Time: 15 minutes	Bill Harbron will provide an overview of the Re-Entry Guidance Document. ACTION: Feedback will be needed by the conclusion of the meeting, so modifications can be made to the document and released to the public.
Current Strafford County and City of Dover COVID-19 Data Time: 10 minutes	Fire Chief Paul Haas will provide the most recent COVID-19 data for Strafford County and the City of Dover. ACTION: Informational item.
Faculty Survey Time: 5 minutes	Bill Harbron will update the Board on the participation in the faculty survey. ACTION: Informational item.
DTU, DEOP, and DPA Membership Survey Time: 10 minutes	Lisa Dillingham, Dover DTU President, will present the findings of the tri-union survey. ACTION: Informational item.
Parent/Guardian Survey on Learning Models and Transportation Time: 10 minutes	Rachel Burdin, Board Member, will present the findings from the Parent/Guardian Survey on Learning Models and Transportation. ACTION: Informational item.
Technology Time: 10 minutes	Christy Prosser, IT Director, will update the Board on the current status of technology in preparation for the 2020-2021 school year. ▪ K-8 Devices ▪ 9-12 Devices ▪ Teacher Devices ▪ Parking lot hot spots ▪ Platforms ▪ Other support systems ACTION: Informational item.



BOARD WORKSHOP

Wednesday, July 29, 2020 – 5:30 p.m.

McConnell Center

Teaching and Learning Overview Time: 15 minutes	Paula Glynn, Assistant Superintendent of Teaching and Learning will provide an overview on the following: ▪ Adoption of online programs – curriculum ▪ Summer curriculum with standards and competencies ▪ Student material bags ▪ Next step in planning professional development to prepare faculty and staff for the start of school ▪ Overview of the instructional models ▪ Beth Dunton will provide an overview of the instructional models ✓ In-person ✓ Blended ✓ Virtual ACTION: Informational item and advisement.
Elementary Models Time: 10 minutes	Patty Driscoll will provide an overview of the blended and virtual models as applied at the elementary level. ▪ Virtual model overview ▪ Blended model overview ▪ Teacher expectations and schedule ▪ Student expectations and schedule ACTION: Informational item and advisement.
Middle School Models Time: 10 minutes	Kim Lyndes will provide an overview of the blended and virtual models as applied at the middle school level. ▪ Virtual model overview ▪ Blended model overview ▪ Teacher expectations and schedule ▪ Student expectations and schedule ACTION: Informational item and advisement.
High School Models Time: 10 minutes	Peter Driscoll will provide an overview of the blended and virtual models as applied at the high school level. ▪ Virtual model overview ▪ Blended model overview ▪ Teacher expectations and schedule ▪ Student expectations and schedule ACTION: Informational item and advisement.



DOVER SCHOOL DISTRICT

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BOARD WORKSHOP
Wednesday, July 29, 2020 – 5:30 p.m.
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Room 305

Medical Advisory Council Overview Time: 5 minutes	Bill Harbron will provide an overview of the Dover Schools COVID-19 Medical Advisory Council ▪ Purpose ▪ Scope of work ▪ Membership ▪ Initial tasks, protocols and procedures ACTION: Informational item.
Protocol and Procedures Overview Time: 10 minutes	Patrick Boodey will provide an initial review of the protocols and procedures to maintain the health and safety of students and employees. Starting on July 30, the Medical Advisory Council will start the review of the protocols and procedures. When the Medical Advisory Council completes their review and the necessary modifications are made, Board Policy will be developed to support the implementation of the protocols and procedures. ACTION: Informational item and advisement.
DHS Athletic Program Status Time: 10 minutes	Peter Wotton will provide an update on the guidelines that are currently in place for athletics and those that are being considered moving forward into the fall season. ACTION: Informational item.
DHS Band Program Status Time: 5 minutes	Peter Driscoll will provide an update on the guidelines that are currently in place for band programs. ACTION: Informational item.
Facilities Study Time: 5 minutes	Michael Limanni will provide an overview of the facility capacity study conducted by C&W. The following factors entered the study: ▪ Study completed by C&W ▪ Based on 6-foot distancing ▪ Based on 3-foot distancing ▪ Factors not included – number of employees ACTION: Informational item.



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Transportation Time: 5 minutes	Michael Limanni will provide an overview of the effect the teaching and learning models have on transportation services and cost associated with transportation. ACTION: Informational item and advisement.
Calendar Modification Time: 5 minutes	Bill Harbron will explain the need to modify the 2020-2021 calendar to accommodate for faculty and staff professional development and training. ▪ Wednesday, September 2 – Change to Teacher Workday (PD) ▪ Thursday, September 3 – Change to Teacher Workday (PD) ▪ Wednesday, September 9 – Change to Teacher Workday (PD) ▪ Thursday, September 10 – Student Day ▪ Friday, September 11 – Student Day ACTION: Informational item and advisement.
Substitute Availability Time: 5 minutes	Patrick Boodey will provide an update on the status of the substitute teacher program. Needs (1) teachers, (2) nurses; and (3) other. ACTION: Informational item.
COVID-19 Budgetary Implications Time: 5 minutes	Michael Limanni will outline any budget implications associated with the reopening of school and the COVID-19 pandemic. ACTION: Informational item and advisement.
Status of Other Districts Time: 5 minutes	Bill Harbron will share the reopening status of other districts. ACTION: Informational item.
Board Conversations	Amanda Russell, board chair, will facilitate a Board conversation on the information provided and seek advisement from the Leadership Team on the reopening of school.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

BOARD WORKSHOP
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	It is understood that no action will be taken by the Board at this time. A Special Session of the Board will need to be held for any identified action items.
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DOVER SCHOOL DISTRICT
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2020 - 2021

Dover School District SAU 11

Re-Entry Guidance Document

Dover High School and Regional Career and Technical Center
Dover Middle School
Woodman Park Elementary School
Horne Street School
Garrison Elementary School
Bellamy Academy

INTRODUCTION

The Dover School District commits itself to providing every student with an equitable education-regardless of the learning environment, so all students have the skills, habits, and dispositions to graduate career and college ready. As the District prepares to return to school, we must begin with strengthening relationships, focusing on equity and supporting the overall well-being of the Dover Schools students, families, faculty and staff, the greater Dover community, and the state of New Hampshire.

The re-entry plan will require a flexible response based on the duration of the COVID-19 pandemic, and the established [health and safety guidelines](#) provided by the State of New Hampshire.

The Dover School District has established the ambitious goal that by the end of the 2021-2022 school year, every student will be on track for success academically, socially and emotionally.

GENERAL CONSIDERATIONS



As the process for planning for the reopening of schools continues, it is recognized the following are general considerations that will continue throughout the planning process and the reopening of school.

 Coordination	Reopening will require schools to work closely with public health experts and other agencies.
 Communication	An effective school reopening will require diligent efforts to communicate with parents/guardians and community members.
 Regulatory Flexibility	Reopening will require schools to incorporate many novel decisions regarding staffing, scheduling, and operations. Flexibility will be key to a successful response.
 Informed Decision Making	Decisions will be based on the most current health data related to SARS-CoV-2 (the virus that causes COVID-19); Federal/Governor/DHHS decrees; and recommendation from the Dover Schools Medical Advisory Council.
 Budgetary Consideration	Adequate funding and fiscally responsible decisions are factors that must be considered.

GUIDING PRINCIPLES FOR THE REOPENING OF SCHOOLS



The Dover School District has been confronted with questions and information pertaining to the reopening of school. As the opening date for the 2020-2021 school year approaches, the following are critical principles that will guide the reopening.

 Safety First	Maintaining the health and safety of students, families, educators, staff, and administrators is a top priority relative to the physical reopening of schools.
 Student-Centered	Meeting the needs of every student by considering their unique experiences and by considering students' families as active partners in learning.
 Social-Emotional Wellbeing	Caring for the social-emotional and mental health needs of students, educators, staff, and administrators.
 Instruction and Learning	Maintaining a coherent system of student learning, whether learning is in-person, blended, or virtual.
 Equity Lens	To support educational equity for all students and ensure the most vulnerable students receive the supports necessary for their success with in-person, blended, or virtual learning.
 Flexibility and Fluidity	Design flexibility into school schedules, facilities, protocols and norms to allow for being together in-person, blended or virtually. The District must have the capacity to transition to different instructional models based on the community spread of COVID-19.
 Teacher Capacity	The District must be cognizant of the teacher's capacity to realistically navigate multiple learning models simultaneously.
 Community Impact	The District acknowledges that the reopening of school is an important component to supporting economic recovery as families require childcare support to return to work.

ASSUMPTIONS REGARDING PUBLIC HEALTH



Based on the most recent information available regarding COVID-19, the Dover School District has developed a plan based on the following health assumptions:

The virus will remain in circulation until a vaccine is developed and widely used:

- Improvements in understanding the virus and in testing will allow public health officials to act with greater precision when taking steps to slow the rate of infection.
- Another wave of infection could occur resulting in changes to the operations or a school closure resulting with a return to a virtual learning model.
- Short-term and long-term closures of school will remain a possibility during the ongoing pandemic.

Children and staff with significant health conditions will continue to be especially vulnerable during this time and may require special accommodations. It is essential to teach, reinforce, and consistently practice the three critical prevention behaviors:

- **THREE W's:** (1) **W**ear a mask as designated, (2) **W**ash your hands and (3) **W**atch your distance. As well as the following practices:
 - Promote public health measures, such as influenza vaccinations, which will continue to be an essential strategy in slowing the spread of this and other infectious diseases.
 - Frequent cleaning and disinfection of high-touch surfaces are needed throughout the period.
 - Ensure ventilation systems are properly maintained.

While the virus is in circulation, the necessary health precautions need to be followed to prevent serious illness or death.

Fear, loss, and isolation may develop and require increased mental health supports. Whole child supports are necessary.

Communication with staff, students, families and community are critical to the safe return to school.

SUSTAINING HEALTHY PRACTICES IN THE SCHOOLS



The following practices will guide the health and safety protocols developed for the Dover Schools:

○ Shield the most vulnerable	Unless there is little, or no community spread of the virus, individuals who have underlying health conditions that put them at high risk should work with the District to identify the appropriate safeguards to protect their health and safety.
○ Reduce risk where possible	Maximize the practice of the THREE W's : (1) W ear a mask based on age appropriateness, (2) W ash your hands and (3) W atch your distance.
○ Keep the virus out	Forbid nonessential visits and require everyone who enters the building – including students, staff, parents, and delivery and maintenance workers - to wash their hands (or apply hand sanitizer) and wear a face mask. Families must understand that their children cannot go to school when sick. Faculty and staff who are sick must also stay home.
○ Wear a mask	Students and staff will wear masks throughout the day based on age appropriateness.
○ Reduce mixing among students and staff	When practical and possible, divide students into smaller cohorts, or pods, that stay together throughout the day, rather than mixing and re-forming different class units as practicable.
○ Reduce occupancy	Schools must operate at a reduced capacity to increase physical distancing.
○ Implement new health and safety protocols	Conduct frequent and thorough cleaning and disinfecting of school facilities and busses. Handwashing and sanitizing stations will be installed. Schools will have cleaning procedures completed throughout the day. Sharing of classroom supplies and other items should be limited; when necessary, equipment should be disinfected after each use.
○ Prepare for cases	Schools must function as if the virus could arrive at any moment and operate to reduce transmission and to provide ongoing education if or when it occurs. Students or staff members who test positive must stay home in isolation until they meet the CDC's criteria to return. All contacts of new cases must be traced and quarantined.



The District has established the Dover Schools COVID-19 Medical Advisory Council which is charged with the following tasks:

1. Review health information and data related to the SARS-CoV-2 pandemic;
2. Review and assess the District's health and safety protocols in response to the pandemic;
3. Advise the District on what instructional model to implement based on health and scientific data and best practices;
4. Evaluate the trends and implications of the spread of the virus in the City of Dover and Strafford County, to advise the District when school closures are in the best interest of the health and safety of students, families, educators, staff, and administrators; and
5. Assist the District in locating and securing support services and/or other resources for students, families, educators, staff, and administrators.

THE LEARNING LANDSCAPE



The Dover School District is planning for multiple scenarios for the 2020-2021 school year. The following assumptions were made in the design of teaching and learning models:

1. The District will monitor the community and state case load and will be prepared to shift between an in-person, blended, and virtual learning model throughout the school year.
2. New health and safety protocols will impact many aspects of school operations, including teaching and learning, and may change during the school year as new best practices develop.
3. Guidance from national, state, county, and city health officials will include general recommendations to be adopted for the Dover School District. For example, guidance on physical distancing, surveillance measures, and disinfecting could impact decisions related to teaching and learning. The physical distancing guidance may lead to class size constraints best met by students attending school in staggered groups, in shifts, or in static groupings.
4. Schools provide not only positive educational and social interactions, but also ensure students are cared for when families work outside the home. School closures and reduced time in the school building may put a strain on families needing to make additional childcare arrangements.
5. Some individuals may need to participate in school or work remotely, including:
 - Those in a [high risk category](#), as outlined by the CDC or who qualify for [accommodations](#), as outlined by the ADA.
 - Students who elect to remain on virtual/distance learning until they feel safe re-entering an in-person campus.

LEARNING ENVIRONMENT CONSIDERATIONS



As the Dover School District reopens, the health of the District will require the implementation of instructional models that are flexible and support the physical distancing guidance for our local area.

The District must be well prepared for a change in models at any time throughout the 2020-2021 school year. A second wave of infections could result in site, District, county-wide, or regional school closures; in which case instructional models must be able to accommodate shifts between in-person, blended/hybrid, and virtual/distance learning.

The information below provides guidance for consideration of in-person, blended, and virtual learning options, based on [federal phased guidelines](#) for reopening.

CATEGORY	GENERAL CONDITIONS	LEARNING ENVIRONMENT
GREEN 	<u>NEW NORMAL</u> - Vaccine is available; and/or - Treatment that reduces mortality and morbidity exists.	<u>IN-PERSON MODEL</u> - Schools operate on normal or near-normal schedules with all students present in the buildings, following safety protocols deemed necessary by the state and CDC. - Physical distancing and masks not required. - Families will have the option to elect virtual learning in the new normal. - Continue to monitor community and state spread and consider moving to YELLOW or RED as needed, or if required by local or state authorities.
YELLOW 	<u>COMMUNITY and STATE METRICS INDICATE DOVER and the STATE of NH IS IN PHASE 1</u> - Continuing downward or stable trend of infection for 28+ days. - Robust testing is available. - Hospital and medical providers operating at normal capacity.	<u>BLENDED/HYBRID LEARNING</u> - Schools will reopen for some in-person learning, allowing for compliance with state guidelines for screening, physical distancing, cleaning and disinfecting, and masking. - Where possible, student(s) may be provided a blend of modified instruction and virtual learning that ensures students are receiving well-balanced instruction. - The model may include only opening for priority/small-group purposes. - Families will have the option to elect virtual learning. - Continue to monitor community and state spread and consider moving to RED as needed, or if required by local or state authorities, or GREEN as appropriate.
RED 	<u>COMMUNITY and STATE METRICS INDICATE DOVER and the STATE of NH IS in PHASE 1</u> - Increasing or stably high rates of infection; and/or - Significant shortage of testing or delay in testing results; and/or - Hospital and medical providers operating at crisis capacity.	<u>VIRTUAL LEARNING</u> - Student(s) will work synchronously and asynchronously with the support of their teacher(s). - Students will not have access to the campus. - Continue to monitor community and state spread and move to YELLOW or GREEN as appropriate.



DOVER SCHOOL DISTRICT SAU 11

McConnell Center | 61 Locust Street, Suite 409 | Dover, NH 03820-4132
Phone: 603-516-6800 | Fax: 603-516-6809

Empowering all Learners

July 17, 2020

To: Dover School District
Re: Planning for Return to School for the 2020-21 School Year

Dear Staff Member:

First, from everyone at the SAU office, we want to thank each of you again for all of your efforts to keep school going this spring for our students during these incredibly challenging times with the COVID-19 pandemic. Your hard work is much appreciated.

The Dover School District's Reopening Planning Team is in the process of planning for school in the fall. An important part of the planning process is developing staffing projections in the event we return to on-campus education. While we do not yet know what a resumption of on-campus education would look like, the health and safety of our staff and students will be the highest priority, and the District will make every effort to adhere to any applicable federal, state, and local health and safety guidance for social distancing, hygiene measures, and workplace configurations.

We are mindful that some staff members may be concerned about returning to on-campus education. The U.S. Centers for Disease Control and Prevention (CDC) has established that there are specific factors that can put particular individuals at higher risk of severe illness from COVID-19. The list of identified risk factors continues to evolve, and the current list can be found [here](#) on the CDC website. If a staff member has a specific risk factor identified by the CDC or has been told by their medical provider that they are vulnerable to severe illness from COVID-19, they may request reasonable accommodations in order to return to work. Such accommodations could include, but are not necessarily limited to, a request to work remotely on a full-time or part-time basis, modification of job responsibilities, alternative work schedule, or other modifications.

As part of our planning process, we are extending this opportunity for all staff members to notify us, in advance, of specific risk factors related to COVID-19 that may impact their ability to return to on-campus education and if they may be in need of an accommodation. Your response is entirely voluntary. Appropriate confidentiality of all information provided will be strictly maintained and will be used only for the purpose of evaluating your accommodation request.

If you or a member of your household has a specific risk factor identified by the CDC (see above link) that may warrant an accommodation in order to return to work, please provide the following information to Robin Lafleur:

1. What specific risk factor(s) from COVID-19 apply to you or a member of your household that necessitates the request for reasonable accommodations (the District reserves the discretion to require medical documentation); and

2. What type(s) of reasonable accommodations you believe you need to return to work.

Please bear in mind that requests for accommodations are not automatically granted. We will assess your request and discuss with you what accommodations, if any, are reasonable. These decisions are made on a case-by-case basis through a collaborative process.

In addition, all staff members are invited to notify us if their child(ren)'s school or daycare center is closed or closes due to COVID-19 due to a governmental order in the fall of 2020, and as a result, they do not have a reasonable alternative for child care. Staff members are urged to pre-plan for alternative child care options and, if needed, can access the expanded Family and Medical Leave Act (FMLA) offered as part of the [Families First Coronavirus Response Act](#), available through December 31, 2020.

Staff members wishing to respond to this request for voluntary disclosure of information related to COVID-19 should send an email to Robin Lafleur, Payroll/Benefits Manager, r.lafleur@dover.k12.nh.us by close of business on Friday, July 24, 2020. Staff members who respond to this request will be contacted for follow-up discussion, as necessary, as the District's planning process proceeds.

Any questions regarding this letter may also be directed to Robin Lafleur at the above email, or by calling 516-6812.

We wish to reiterate our sincere appreciation for all of your efforts this spring.

Respectfully,

A handwritten signature in dark ink, appearing to read 'W. Harbron', written in a cursive style.

William R. Harbron, Ed.D.
Superintendent



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Second Survey Summary

July 28, 2020

A second internet survey was sent to Dover School District parents/guardians on behalf of the District's leadership team. The goal of this survey was primary to identify...

- 1) The approximate percentage of students whose parents/guardians would choose virtual learning over full in-person instruction or a hybrid option
- 2) Specific students who would likely be in-person vs. virtual for a full-in person or a hybrid model of instruction, to pass on to school leadership teams for planning purposes
- 3) Transportation preferences for students who would likely be attending in-person for full in-person or hybrid model of instruction

The survey was non-anonymous, to address point (2); parents/guardians were also presented with two forced choice questions (in-person vs. virtual; hybrid vs. virtual) to give firmer numbers for (1). A final question on transportation was presented only to parents/guardians who did *not* select virtual for both forced choice questions.

The English language version survey was open from 7/21 until 7/27. There were 2,670 responses, where each response equals one child; the survey thus represents around two-thirds of the student population. The lower response rate for Woodman Park School compared to the other two elementary school suggests that lower income parents/guardians responded at lower rates; however, no income or other demographic data was collected.

In-person vs. virtual

The first question parents/guardians asked was, if the District is able to provide a full in-person option following all CDC and NH DOE guidelines, would they send their child to school or elect to take a virtual option?

1874 (69%) children would attend

815 (30%) would prefer a virtual option

Woodman Park School has the highest rate of students choosing a virtual option, at 36%. Note that data from the previous survey suggests that lower income parents/guardians were more likely to rank virtual learning highest. While lower income families were more likely to report various problems related to remote learning (child's ability to focus, parents/guardians ability to help, access to supplies, access to special services etc.), they were also more likely to say that they would not send their child to school out of fears for their child's or family member's health, and also to report that their child did better with virtual learning.



DOVER SCHOOL DISTRICT

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Second Survey Summary July 28, 2020

Data from Bellamy Academy is not reported here, due to the smaller number of students.

School	DHS/CTC	DMS	GES	HSS	WPS
Virtual option	26.27% (253)	33.46% (264)	27.65% (99)	33.44% (106)	36.11% (91)
In person	73.73% (710)	66.54% (525)	72.35% (259)	66.56% (211)	63.89% (161)

The below table breaks down the responses by grade; there was no significant relationship between the grade of a child and a parents/guardian's choice of virtual vs. in person. Pre-Kindergarteners are not reported here, due to the smaller number of students.

Grade	Virtual	In person
Kindergarten	32.54%	67.46%
1st Grade	34.65%	65.35%
2nd Grade	29.41%	70.59%
3rd Grade	32.16%	67.84%
4th Grade	28.42%	71.58%
5th Grade	29.63%	70.37%
6th Grade	37.23%	62.77%
7th Grade	33.33%	66.67%
8th Grade	33.82%	66.18%
9th Grade	23.41%	76.59%
10th Grade	30.83%	69.17%
11th Grade	23.68%	76.32%
12th Grade	26.87%	73.13%

Hybrid vs. virtual

The second question parents/guardians asked was, if the District can provide a hybrid option consisting of some days in person, and others remote (with the in-person component following all CDC and NH DOE guidelines, and students being provided with devices) would parents/guardians send their child to school or elect to take a virtual option?



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Second Survey Summary July 28, 2020

82% (2204) would do a hybrid model

18% (485) would prefer a virtual option. This is approximately the same percentage of those who ranked a virtual option as their first choice on the first parent survey.

Again, Woodman Park has the highest rate of students choosing a virtual option (25%); as above, Bellamy Academy is not included here.

School	DHS/CTC	DMS	GES	HSS	WPS
Virtual option	13.71% (132)	19.9% (157)	17.60% (63)	21.45% (68)	25% (63)
Hybrid	86.29% (831)	80.10% (632)	82.40% (295)	78.55% (249)	75% (189)

The table below breaks down the response by grade; there was a non-significant trend ($p = 0.06$) for parents/guardians of older children to pick a hybrid model over virtual learning. As above, Pre-Kindergarteners were not included.

Grade	Virtual	Hybrid
Kindergarten	23.08%	76.92%
1st Grade	20.79%	79.21%
2nd Grade	18.30%	81.70%
3rd Grade	21.11%	78.89%
4th Grade	19.67%	80.33%
5th Grade	18.52%	81.48%
6th Grade	21.28%	78.72%
7th Grade	20.95%	79.05%
8th Grade	18.63%	81.37%
9th Grade	13.10%	86.90%
10th Grade	15.81%	84.19%
11th Grade	13.53%	86.47%
12th Grade	11.94%	88.06%

Transportation

Parents/guardians who indicated they would send their child to school as a part of fully in-person or a hybrid option were asked about transportation.

922 parents/guardians indicated that they would need some form of District transportation at least some of the time



DOVER SCHOOL DISTRICT

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Second Survey Summary

July 28, 2020

926 said that they'd transport their child to and from school themselves or that their child would drive themselves or be driven by another student.

The table below gives a breakdown by school for percentage of parents/guardians selecting (1) that they would transport their child themselves or that their child would transport themselves, or (2) that they would need school transportation at least some of the time.

Schools	Self-transport	School transport
Dover High School and Career Technical Center	60.62% (428)	39.27% (278)
Dover Middle School	32.76% (170)	67.2% (349)
Garrison Elementary School	58.33% (147)	41.66% (105)
Horne Street School	43.48% (90)	56.52% (117)
Woodman Park School	54.38% (87)	45.62% (73)
Grand Total	49.97% (925)	51.03% (922)

Dover Models for Consideration

Pathways to Instruction

		Full Return	Blended Cohort A: Mon/Tues in person Cohort B: Th/Fri in person	Full Virtual
	Transportation	Buses run full routes - cannot bus all students with safety protocols	Will require significant planning. Some social distancing possible. Possible affect on school start times.	N/A
	Student Day	Typical school hours, students attend Mon - Fri	Typical school hours. (may be dependent on buses) Students split into 2 cohorts each attending in person 2 days/week, and remotely 3 days/week.	Students attend online
	Academics	Face to face instruction in all classes	Literacy and Math focus when in person, K-4. DMS/DHS classes will provide lessons based on classes	Synchronous and asynchronous learning 5 days/week with structure.
	Safety	Unable to meet CDC guidelines	Able to meet some CDC guidelines	Parents have full control over student safety
	Food	Standard Food Service	Possible modified menu, possible eating in classrooms, food distribution for remote days	Food distribution
	Student Supports	Student Services focused on developing lagging skills.	Student Services focused on developing lagging skills.	Student Services focused on developing lagging skills.



Guide For Virtual Learning

Students will have asynchronous and synchronous instruction 5 days per week on platforms curated by the district. Teachers will have video lessons available on demand as well as live sessions.



Synchronous (Live online with school staff)

- K-4 students will have daily morning meeting and scheduled times for lessons, support and feedback.
- DMS students will have homeroom check ins and scheduled times for core classes
- DHS scheduling options being reviewed are a Green/White schedule and a schedule where students have five to six classes with no study halls.



Asynchronous (recorded lessons with school staff)

- Teachers will record lessons for students to access as assigned. These lessons are supported by the synchronous access to staff.
- Dover will use Google Classroom K-12. See below for more information on platforms.



Technology to Support Learning

- K-12: Google Classroom supported by all GSuite tools, GoGuardian, and content specific software programs
- K-8: Freckle, Typing Tutor, Generation Genius
- 1:1 devices K-12 (tablet for K, Chromebooks 1-8, laptops 9-12)



Student Supports

- Special education, Guidance, ESOL, and academic interventions and extensions happen via video conference.
- Tiered systems of support utilized as needed for students and families.



Academics

- Student's academic progress will be monitored through assessments, class participation, and class work.
- Teachers will prioritize competencies, particularly those transferable to other disciplines.



Attendance

- Attendance and work completion will be monitored and recorded.
- Students are expected to attend all classes on a daily basis.



Communication

- Teachers and schools will communicate with families on a regular basis about student progress, school events.
- Students and families will have a specific point of contact.





Guide For Blended Learning

Students are split into two cohorts, and each will be in school 2 days per week and learn remotely 3 days. Cohort A will attend on Monday/Tuesday, and Cohort B will attend Thursday/Friday. This model allows students to be in the classroom with peers and teachers while allowing for social distancing.



In School

- K-4 students will focus on math, reading, and social emotional learning.
- DMS students will receive instruction in core classes and social emotional learning
- DHS - Plan A: Students will follow Green/White Schedule. Plan B: Students will take 4/5 classes that meet every day.



Remote Days

- K - 4 students will focus on science, social studies, related arts and online learning platforms such as Freckle.
- DMS will work independently on assignments and learning platforms. Online adult support will be accessible (not core teachers)
- DHS will record or provide video lessons for students to access as assigned



Technology to Support Learning

- K-12: Google Classroom supported by all GSuite tools, GoGuardian, course specific software programs
- K-8: Freckle, Typing Tutor, Generation Genius
- 1:1 devices K-12 (tablet for K, Chromebooks 1-8, laptops 9-12)



Student Supports

- Special education, Guidance, ESOL, small instructional groups, reading and math interventions are provided in the building when possible and via video conference if necessary.
- Tiered systems of support utilized as needed for students and families.



Academics

- Student's academic progress will be monitored through a variety of assessments, class participation, attendance and class work.
- Teachers will prioritize competencies, particularly those transferable to other disciplines.



Attendance

- Attendance and work completion will be monitored and recorded.
- Students are expected to attend all classes on a daily basis, both in person and remotely.



Communication

- Teachers and schools will communicate with families on a regular basis about student progress, school events.
- Students and families will have a specific point of contact.





DOVER SCHOOL DISTRICT

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DOVER SCHOOLS COVID-19 MEDICAL ADVISORY COUNCIL

August 23, 2020

PURPOSE

The purpose of the Dover Schools COVID-19 Medical Advisory Council is to provide guidance from a health science perspective pertaining to the District's potential decisions and actions as related to the ever-changing environment of the COVID-19 pandemic.

SCOPE OF THE WORK

The Dover Schools COVID-19 Medical Advisory Council will:

1. Review health information and data related to the SARS-CoV-2 pandemic;
2. Review and assess the District's health and safety protocols in response to the pandemic;
3. Advise the District on what instructional model to implement based on health and scientific data and best practices;
4. Evaluate the trends and implications of the spread of the virus in the City of Dover and Strafford County, to advise the District when school closures are in the best interest of the health and safety of students, families, educators, staff, and administrators; and
5. Assist the District in locating and securing support services and/or other resources for students, families, educators, staff, and administrators.

MEMBERSHIP

Non-Medical

- William Harbron, Superintendent
- Paul Haas, Fire Chief - Emergency Operations Director
- Christine Boston, Assistant Superintendent of Student Services
- Patrick Boodey, Woodman Park Elementary School Principal
- Kim Lyndes, Dover Middle School Principal
- Peter Driscoll, Dover High School Principal
- Travis Bickford, Lead School Psychologist

Medical

- Dr. Small – Retired Pediatrician
- Dr. Harrigan – Family & Internal Medicine
- Dr. Rachel Laramée - Pediatrician
- Dr. Schumacher – Emergency Pediatrician
- Dr. Meghan Harvey – Assistant Professor of Health Science – Springfield College



DOVER SCHOOL DISTRICT

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DOVER SCHOOLS COVID-19 MEDICAL ADVISORY COUNCIL

August 23, 2020

- Rebecca Jacques - APRN
- Jen Morrison, RN – School Nurse
- Chalagne McKane, RN – School Nurse
- Natalie Blough, RN – School Nurse

MEETING PROTOCOLS

- (1) Meeting frequency will be determined by the current spread of the COVID-19 pandemic in the City of Dover and Strafford County, as well as the scope of the work to be completed.
- (2) Meetings will be co-facilitated by the Superintendent and Emergency Management Director.
- (3) Non-medical members will present protocols and concerns/issues to the Advisory Council for review.
- (4) Medical members will provide recommendations to the non-medical members pertaining to procedures and protocols, instructional and learning models, and school closures based on the relevant health and scientific data of COVID-19.
- (5) Agenda will be established for all meetings.
- (6) Minutes of the meeting will be maintained.
- (7) Following the meeting, the next meeting date and time will be established.
- (8) If conditions related to the COVID-19 pandemic rapidly change, the co-chairs may call an emergency meeting.



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Protocols Applied to Pandemic Education (PAPE)

DRAFT – JULY 27, 2020

The Logistics and Facilities Re-Entry Committee consisted of many dedicated members. Each member spent hours of effort reading, writing, researching, interviewing, sharing, and communicating ideas and questions related to potential protocols for the 2020-2021 school year. A special thank you to the committee members are as follows: Joshua Appleby, Natalie Blough, Patrick Boodey, Mark Brave, Dr. Joan Breault, Michael Brooks, Lisa Danley, Leslie DeJesus, April Eastman, Christopher Faro, Craig Flynn, Monique Foote, Frank Gillespie, Krystal Hanson, Dr. Deborah Harrigan, Casey Hopkins, Rebecca Jacques, Timothy Knowles, Stephanie Levin, Chalagne McKane, John Minihan, Jennifer Morrison, Bruce Patrick, Ann Pierson, Amy Robarge, Darlene Shanahan, Abigail Small, Dr. Skip Small, Patricia Stiles, Christopher Taft, Samantha Tukey, and Peter Wotton. The combined perspectives of the committee produced a thoughtful document.

The following protocols are meant to reduce the risk of contracting the COVID-19 virus.

- A. Layers of Public Health Protection**
- B. Increased Cleaning, Sanitization, and Ventilation**
- C. Limits to Building Access and Facility Use**
- D. Health Screenings and Protocols**
- E. Exclusion from School for Students and Staff**
- F. Isolation Recommendations for Symptomatic Individuals**
- G. Personal Protective Equipment (PPE) Recommendations for Qualified Medical Personnel in School Health Offices**
- H. Nebulizers**
- I. Handwashing**
- J. Information on Nose and Mouth Coverings, "Masks"**
- K. Bus Stop, Traveling, and Drop off with Buses**
- L. Bus procedures in between Bus Runs**
- M. Extra-Curricular/Co-Curricular Transportation**
- N. School Arrival and Dismissal**
- O. Social Distancing in Classrooms**
- P. Use of Common Areas**
- Q. Food Service**
- R. Recess**
- S. If there are Questions Related to COVID-19**



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Protocols Applied to Pandemic Education (PAPE) **DRAFT – JULY 27, 2020**

A. Layers of Public Health Protection

The multiple layers of practice, when combined, will reduce the chance of contracting the COVID-19 virus for students, staff, families, and the community. Some of the layers include the following.

1. Symptom screening of students, staff, and essential visitors
2. Social distancing
3. Nose and mouth coverings, “masks”
4. Hand hygiene
5. Limit group sizes and avoiding congregating
6. Cohorting (grouping) of students and staff
7. Frequent cleaning and disinfection
8. Following contact tracing guidelines

B. Increased Cleaning, Sanitization, and Ventilation

A new commitment to cleaning high-touch areas is recommended to address potential surface contamination through viral droplets. Ventilation and air circulation systems will be employed to minimize the effects of airborne contaminants.

1. Custodial staff schedules will be adjusted to accommodate daytime sanitizing and proper disinfecting of common surfaces in high-traffic areas. This will be achieved by incorporating training, adopting formal protocols, and purchasing necessary equipment and supplies.
2. Custodial staff will monitor/prioritize responsibilities to properly disinfect as needed per state guidelines. Tasks will be assigned to each custodian, including specific classrooms, bathrooms, handrails, doors, handles and other high-touch locations according to a checklist of areas which require frequent sanitizing throughout the day.
3. High-traffic exposure areas within each building will be cleaned on a regular schedule.
4. If available, custodians will use electrostatic sprayers to disinfect classroom spaces on a regular basis. Additionally, these sprayers will be used to sanitize larger areas.
5. HVAC filters will be changed as frequently as recommended and/or as necessary. Run time of the units will be expanded to allow for increased air movement.
6. Custodian training on sanitizing, disinfecting, and cleaning procedures will be done prior to the start of the new school year and as new technology or products are introduced. Product manufacturers will conduct staff training.
7. When practical, middle and high school students will be asked to wipe down their work area prior to leaving the classroom and then use hand hygiene practices prior to leaving the classroom. Custodial staff will assist in cleaning any spaces that require greater assistance at the various school levels.
8. Locker rooms, when allowed to be used, will be designated high-priority areas and cleaned regularly throughout the day.



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C. Limits to Building Access and Facility Use

Restrictions on building use and access are recommended to minimize exposure for students and staff. Schools will only be utilized by staff and students to the extent practical.

1. The most recent restrictions on entry, access, and use of any room or school facility needs to be followed. Please refer to the City of Dover's Director of Emergency Management for the most recent information.
2. Non-essential visitors will not be permitted in the schools, and essential visitors will be required to wear masks while following entrance procedures.
3. Vendors and service contractors will be allowed by appointment only. All individuals will be required to wear a mask and sign in at the appropriate entrance. Proper entrance procedures will need to be followed.
4. Signs will be posted at the entrance of each of the schools identifying COVID-19 symptoms and restrictions for access to the building.
5. Family communication should be done through email, phones, video conferencing, or other electronic means as a primary way of communicating. Parents/Guardians must schedule appointments to enter a school facility for essential reasons only. Upon entering school, the parents/guardians will be required to wear a mask and follow entrance procedures.
6. Large rooms like gymnasiums, auditoriums, and locker rooms may have limited occupancy per current guidelines.
7. Dover's Director of Emergency Management can determine the use of a school and their common areas during and after school based on needs and guidelines. Some examples include but are not limited to, a school can be used as a poll station, an emergency shelter, or as a location to promote public health.

D. Health Screenings and Protocols

Students and staff will not have their temperatures monitored when entering the building due to the time constraints of arrivals in large numbers and the inconclusive nature of current temperature reading equipment. Instead, students and staff will need to be assessed prior to leaving home.

1. The most recent restrictions on access and use of any room or school facility needs to be followed. Please refer to the City of Dover's Director of Emergency Management for the most recent information.
2. Parents/Guardians will assess their children before leaving home. A student will be kept home, and the school contacted if the student is symptomatic.
3. Staff will self-assess prior to entering school each day.
4. In-school screenings will follow established protocols.
5. Each school will establish a space where symptomatic students will report and be isolated from others.
6. Screening procedures in such instances may include a temperature check, review of symptoms, and, as determined by this screening, a call for dismissal.



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E. Exclusion from School for Students and Staff

1. Refer to the City of Dover's Director of Emergency Management for the most recent information on symptoms of COVID-19 and exclusion protocols from school.
2. The following is a list of symptoms of COVID-19 and are indicators for students and staff to be excluded from school: fever of 100.0 or higher, cough, shortness of breath, sore throat, congestion, fatigue, body aches, chills, headache, loss of taste or smell, nausea and vomiting, and/or diarrhea. Please note that this list may change, and the most recent applicable criteria should be used.
3. Other reasons for exclusion from school are exposure to a person with COVID-19 symptoms who has either tested positive or not been tested within the past 2 weeks.
4. Staff and parents should be performing daily screens and stay home if experiencing symptoms of COVID-19 or following contact tracing guidelines.
5. Testing is strongly recommended for anyone with COVID-19 symptoms.
6. If a symptomatic student or staff member refuses testing, please notify the Dover Director of Emergency Management.
7. If no test is done, those excluded from school must stay home/quarantine 10 days and be fever free for 24 hours before returning to schools.
8. If someone tests COVID-19 virus positive, the person will be out of school 10 days and fever free for 24 hours and feeling better before returning to school.
9. If someone tests COVID positive and is asymptomatic, the person will be out of school for 10 days.
10. If someone has been exposed to a person with a positive COVID-19 virus test within state guidelines (ex. Exposure to the positively tested person while being within 6 feet for at least ten continuous minutes), they will be out of school for 14 days regardless of their own testing result. One cannot opt out of the 14-day quarantine with a negative test.
11. If someone with symptoms tests negative, they may return to school if fever free for 24 hours and feeling better.
12. If someone travels to a location on a list of the NH Division of Health and Human Services that requires a quarantine period (ex. Outside of New England), the person needs to be out of school for 14 days from the date of return to New England.

F. Isolation Recommendations for Symptomatic Individuals

1. Symptomatic individuals must wear a facemask.
2. Place person in a single-person room with the door closed, if safe to do so.
3. Airborne Infection Isolation Rooms (AIIRs) are not necessary.
4. Persons should have a dedicated bathroom, if possible.
5. Limit transport and movement of the person.
6. The person needs to leave the school to the appropriate location, like home or a place as determined through their primary care physician, as soon as possible.
7. Clean and disinfect the room the person was in after they leave per cleaning guidelines.



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G. Personal Protective Equipment (PPE) Recommendations for Qualified Medical Personnel in School Health Offices

1. Review and follow NH public health guidance (see NH DPHS HAN, update #18): <https://www.dhhs.nh.gov/dphs/cdcs/alerts/documents/covid-19-update18.pdf>
2. Qualified medical personnel should use a surgical face mask, gown, gloves, and eye protection or face shield when with a person exhibiting COVID-19 like symptoms.
3. The qualified medical personnel should consider using an N95 instead of a surgical face mask if person is known to have COVID-19, or person has significant symptoms that increase risk of aerosolizing respiratory droplets (e.g., sneezing, coughing, etc.).

H. Nebulizers

Nebulizers will not be utilized in the school setting this year unless the school has a negative pressure room available.

I. Handwashing

Handwashing, in combination with social distancing and mask wearing, is one of the most effective means of limiting the spread of the COVID-19 virus.

1. Opportunities will be scheduled for younger students to frequently wash their hands and use hand sanitizer.
2. Every classroom, common space, and office will have hand sanitizer or sanitizing stations available for students, staff, and visitors as needed.
3. Lessons will be provided to all students and staff at the start of the school year that reflect available equipment and uses as well as proper handwashing and hygiene protocols. For Pre-K through Grade 2 students, teachers will demonstrate equipment and strategies.

J. Information on Nose and Mouth Coverings, “Masks”

Nose and mouth coverings, masks, enhance “source control” which help prevent the dispersal of exhaled respiratory droplets from a person who may be infected with COVID-19 (symptomatic or asymptomatic).

1. The most recent information from the Dover Director of Emergency Management on masks will be followed.
2. Those that are not required to wear a mask are as follows: children in grades two and lower, those with an acceptable note from a licensed primary caregiver, students with significant physical or social characteristics that preclude appropriate wearing of a mask, and anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.
3. Those that are not required to wear a mask as described above may voluntarily wear a mask if it is in a manner that supports good health for the wearer.



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4. Cloth masks are not considered as personal protective equipment (PPE) unless otherwise documented.
5. Certain students may have difficulty consistently and correctly wearing cloth face coverings so teaching proper use and gaining compliance will be necessary by school staff.
6. Mask breaks will be necessary for students and staff but should be done in a safe manner with social distancing and with proper hygiene.
7. Students and staff should wear masks in circumstances where they may come in close contact with others in uncontrolled settings. Examples of such settings include the following: while on school buses always for all grades, entering or exiting the school building, transitioning in hallways and between classes, and engaged in socially distant group activities.
8. Masks are not required to be worn in controlled settings where everyone is stationary, more than 6 feet apart, and using a normal tone of voice.
9. Alternate options to face masks, like face shields, will be approved on a case by case basis by the school nurse and school administration.

K. Bus Stop, Traveling, and Drop off with Buses

1. Parents/guardians should be screening their children for symptoms of COVID-19 or risk factors for exposure before allowing them to ride the bus. Students with any identified symptoms or risk factors should not be sent to school.
2. Whenever possible, families are strongly encouraged to provide their own modes of transportation to and from school. When carpooling is required, the wearing of masks for all riders is strongly recommended.
3. At bus stops, all students and families are expected to adhere to all social distancing guidelines which include 6 feet or more of distance from anyone not living in the same household.
4. Parents/Guardians are not permitted to board the bus unless an emergent situation dictates otherwise is requested by the driver or non-driver adult supervisor.
5. Students should always wear a face covering over their nose and mouth while boarding, riding, and exiting the bus. If a rider forgets their mask, a nose and mouth covering will be provided upon entering the bus.
6. All bus drivers should always wear a covering over their nose and mouth while on a bus. If the covering causes obstruction of the driver's view, or unsafe driving conditions, it can be removed, but in those circumstances, students should be at least six feet away from the bus-driver.
7. All non-driver staff supporting the transportation of students should always wear appropriate Personal Protective Equipment (PPE) while physically assisting student(s).
8. Every attempt will be made to load busses from the rear of the bus to the front and unload busses from the front of the bus to the rear. Students are encouraged to maintain social distancing when loading and unloading busses. Exceptional situations may arise that this process may not be followed (ex. For when a student is in a wheelchair).
9. Every attempt will be made to maintain 1 rider per bench seat. At no time will any bench seat have 2 or more riders unless all riders in the seat (up to 3) are from the same household. At the



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elementary school level (Preschool through Grade 4) each rider will have an assigned seat and will use the same seat each day whenever possible.

10. Whenever practical, bus windows will be open to increase air flow throughout the bus.

L. Bus procedures in between Bus Runs

1. Many of the Dover school buses have multiple routes. A bus starts a run of student pick-up/drop-off to one school and then the same bus starts a second transport of pick-up/drop-off of students to another school on its next run. A cleaning of commonly touched areas needs to occur in between each bus run.
2. Each bus will be disinfected after their last run of the day in preparation for their next day's run. This includes disinfecting each seat and seat backs/fronts, handrails, doors, and windows.
3. The use of multiday chemicals on the interior of the bus for disinfection might be allowed pending administrative approval.

M. Extra-Curricular/Co-Curricular Transportation

1. All procedural expectations for extra-curricular and co-curricular transportation will comply with the protocol mentioned above in **Bus Stop, Traveling, and Drop off with Buses**. This includes but not limited to Interscholastic Athletics, Music, NJROTC, Project Search, Ski Club, etc.
2. Please note that parents/guardians will be allowed and encouraged to transport their children to and from out-of-district extra-curricular and co-curricular activities whenever possible. When carpooling is required the wearing of masks for all riders is strongly recommended.

N. School Arrival and Dismissal

School arrival and dismissal procedures will be developed at each school to help maintain hygiene, appropriate mask wearing, potential contact tracing guidelines, and social distancing practices that focus on mitigating overcrowding at exits doors, parking lots and other common areas.

O. Social Distancing in Classrooms

1. Arrange classrooms to maximize physical distance between students and staff.
2. Desks and tables should be arranged so that students are spaced at least 3 feet apart with a goal of attempting to have desks and tables 6 feet apart.
3. Assigned seating should be done to support social distancing and possible contact tracing.
4. Learning outdoors while following social distancing, hygiene, and mask protocols is encouraged when practical.

P. Use of Common Areas

1. Common areas need to align with expectations of hygiene, masks, social distancing, and contact tracing.
2. Hallway traffic patterns should be created and clearly marked based on each school's needs to promote social distancing.



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3. Staggered movement schedules can be created to limit the number of cohorts moving in common areas.
4. Outdoor spaces should be utilized when practical to limit the amount of people in classrooms, cafeterias, halls, or common areas.
5. Access to locker room facilities will be restricted to only students and staff in a limited capacity. All locker rooms will be cleaned and disinfected regularly.
6. Common areas like gymnasiums, cafeterias, auditorium, etc., may not be used for in-school use unless proper health practices (see **Layers of Public Health Protection**) can be maintained and they are sanitized between uses.
7. Locker and bathroom use will be determined in each school building while complying with hygiene, masks, social distancing and contact tracing guidelines.
8. Students should not congregate in cafeterias, foyers, hallways, or other common areas upon arrival/dismissal times. Different entrances can be utilized based on school needs and Facilities ability to clean the area. Students will report directly to a class/cohort teacher upon arrival to school.
9. Staff should practice hygiene, masks, social distancing and contact tracing guidelines when in department offices, breakrooms, conference rooms, and other common staff areas. Collaboration should be done virtually.
10. Dover's Director of Emergency Management can determine the use of a school and their common areas during and after school based on needs and guidelines. Some examples include but are not limited to, a school can be used as a poll station, an emergency shelter, or as a location to promote public health.

Q. Food Service

1. School cafeterias may be used to serve students lunches since it helps maintain health regulations, student safety, and standards of cleanliness. However, hygiene, masks, social distancing and contact tracing guidelines need to be maintained.
2. Reusable items can be used with proper sanitation, but disposable items are preferred.
3. Grab and go items are allowable while made to order items/stations are not.
4. Normal payment methods can be used provided an appropriate shield is in place (ex. Plexiglass) between cafeteria staff and customers (students and staff).
5. Added lunch periods might need to happen as well as staggered entrance to service area depending on the layout at each school.
6. Additional areas to eat should be identified to limit the number of students in any area. Use of outdoor spaces for eating is encouraged when practical.
7. Additional time (ex. 5-10 minutes) is needed to clean in between lunch groups served. Each school will develop a reasonable plan based on cafeteria and scheduling parameters.
8. Student seating will be based on cohorts, social distancing, and contact tracing guidelines.
9. If in the event of a less than full time in-school model, students can still access food through another established distribution model. It is possible that in the event of a full remote learning model that



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access to food will be based on each student's meal benefit status and might not be a viable option for all students.

R. Recess

To the extent practical, qualifying classes will have outdoor recess. Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission. Students should wash hands after recess.

S. If there are Questions Related to COVID-19

1. The Dover Director of Emergency Management can be reached through a school administrator or by calling (603) 742-4646.
2. If there are additional needs for further guidance, the NH Division of Health and Human Services can be reached at (603) 271-4496 during normal business days and hours. For weekends and after hours, call 603-271-5300 and ask for the public health nurse on-call.

REFERENCES:

American Academy of Pediatrics
Centers for Disease Control and Prevention
Navigating the COVID-19 Pandemic in New Hampshire, K-12 School Re-Opening, Benjamin P. Chan, MD, MPH NH State Epidemiologist, July 20, 2020
NH Division of Health and Human Services
NH Grades K-12 Back to School Guidance, July 2020

C&W Services Pandemic Program Summary

For Dover School District (rev 4 07272020)



Reopening Recommendations:

- Remove all area rugs to either gym or storage container
- Reduce trash cans inside classrooms (preferably no more than two)
- Streamline furniture (remove all non-essential pieces stacked to side of classroom, gym or storage containers)
- Have all the doors unlocked and opened (minimizing touch points, viral transmission and disinfectant use/time for safety purposes)

Day Porters on Student Occupied Days

Level 2 Proactive Cleaning/Disinfecting

Day Porter Duties – Dover High School

Morning Routine

- Turn off alarm, access radio
- Disinfect touch points after students enter building
- Dust mop hallways, focus on main entrance areas and lobbies first
- Exterior cleanup: Empty trash receptacles
- Check restrooms: for cleanliness and supplies
- Compact trash – disinfect touch surfaces (1 - Grounds/Maintenance to assist)

Lunch Time Routine

- Empty hallway trash cans from classroom lunches
- Clean any spills (can student pick up with paper towel?)
- Wash kitchen floor, clean kitchen restrooms
- Check cafeteria restrooms if café area is used.

Afternoon Routine

- Unlock exterior restrooms and athletic entrance doors (if sports are occurring)
- Disinfect high traffic touch surfaces
- Dust mop hallways, spot mop as needed
- At the end of the day return the radio and communicate with second shift

Day Porter Duties – Dover Middle School

Morning Routine

- Turn off alarm, access radio
- Turn on hallway, gym and cafeteria lights
- Disinfect touch points after students enter the building
- Relock any necessary doors (DHS 8:30am)
- Dust mop hallways, focus on main entrance areas and lobbies first
- Exterior cleanup: Empty trash receptacles
- Check restrooms: for cleanliness and supplies
- Compact trash – disinfect touch surfaces (1 - Grounds/Maintenance FTE to assist based on workload)

Lunch Time Routine

- Empty hallway trash cans from classroom lunches
- Clean any spills (can student pick up with paper towel?)
- Wash kitchen floor, clean kitchen restrooms
- Check cafeteria restrooms if café area is used.

Afternoon Routine

- Unlock exterior restrooms and athletic entrance doors (if sports are occurring)
- Check restrooms again, remove trash, disinfect touch surfaces
- Dust mop hallways, spot mop as needed
- At the end of the day return the radio and communicate with second shift

Day Porter Duties – Dover Elementary Schools

Morning Routine

- Turn off alarm, access radio
- Disinfect touch points after students enter the building
- Turn on hallway, gym and cafeteria lights
- Put out flag
- Lock exterior doors (WPS lock tennis court gate)
- Dust mop hallways, focus on main entrance areas and lobbies first
- Exterior cleanup: Empty trash receptacles
- Check restrooms: for cleanliness and supplies
- Compact trash – disinfect touch surfaces

Lunch Time Routine

- Empty hallway trash cans from classroom lunches
- Clean any spills
- Wash kitchen floor, clean kitchen restrooms
- Disinfect high touch points
- Check cafeteria restrooms

Afternoon Routine

- Drop cafeteria tables (only YMCA tables at GES and HSS)
- Check restrooms again, remove trash, disinfect touch surfaces
- Dust mop hallways, spot mop as needed
- Bring in flag
- At the end of the day return the radio and communicate with second shift

Night Custodians on Student Occupied Days

Level 2 Proactive Cleaning/Disinfecting

Classrooms, Offices, Auditorium, Library, Etc.

- Remove trash (including pencil sharpeners), replace plastic liners
- Clean sinks: Refill paper towels and soap
- Mop floors
- Disinfecting desks, chairs, and table surfaces

Bathrooms

- Remove trash (including sanitary napkin boxes)
- Refill paper towel/toilet paper/soap dispensers
- Clean/disinfect toilets, sinks, partitions, mirrors
- Sweep and wash floors
- Remove any graffiti
- Disinfecting

Entrances, Lobbies, Stairwells and Hallways

- Remove trash
- Sweep and mop floors
- Wet mop stairs: auto-scrub and burnish halls
- Disinfecting touchpoints

Locker rooms, Gym (if occupied)

- Remove trash
- Spot clean furniture, walls and lockers
- Sweep and spot mop floor (DHS complete **wash** nightly)
- Disinfecting

Custodial Closets

- Clean and stocked

Building Security Check

- Doors
- Windows

Custodians on Student Unoccupied Days

Detail Project Cleaning/Disinfecting

- Deep cleaning (prioritized cleaning based on Supervisor/Manager inspection)
 - Sweep debris from doors and entry walkways
 - Wash entrance door glass throughout the building
 - Dusting: vents, ledges, sills, door closers, etc
 - Sweep and auto-scrub cafeteria floor
 - Edge vacuuming with hepa filtered vacuums
 - Carpet spot removal
 - Check walls/partitions for graffiti removal
 - Sweep and wash stairs
 - Spot clean glass/doorways/walls and blackboards
 - Spot clean glass/doorways/water fountains
 - Spot clean walls
 - Replace light bulbs
 - Replace full ceiling tiles
- Disinfecting of entry, touch points, and bathrooms
- Check paper supply in copy room
- Other tasks as assigned

Cleaning Level Classification and Level 3 Disinfection Program

- Level 1: Standard Cleaning per existing contracted scope of work;
- Level 2: Enhanced Cleaning – Environmental infection control, includes cleaning and disinfection of areas, other than areas with known or suspected cases of Covid-19.
- Level 3: Environmental Disinfection of areas with known or suspected cases of COVID-19 within the previous 7 days. After the 7-day period any areas with a previously known or suspected case of COVID-19 may be cleaned using a less restrictive protocol.

Level 3 Disinfection will only be performed by qualified, trained teams following C&W Services SOP 100-3-342 Level 3 Disinfecting for Covid-19 and Disinfecting Procedures

Costs - \$60.00/manhour plus disinfectants, consumables, and electrostatic machine cost @ \$.10/sq ft. Example of a likely event for estimating - café, hallways, bathrooms, (3) classrooms, main office and nurse office. (3) people @ 4 hours each including mobilizing, setup, and breakdown. $(12 \text{ hrs} \times \$60.00) + (\$.10 \times 15,000 \text{ sq ft}) = \$2,220.00$

Level 3 Disinfection Procedure

- 1) **Management of disinfection zone(s) and timing of work**
 - a) Identify and limit access to each area/room used by person(s) with actual or suspected case of COVID-19, via use of barricades, caution tape, etc.
 - b) Minimize potential for exposure to respiratory droplets and surface contaminants:
 - i) Open outside doors and windows to increase air circulation in the area.
 - ii) Wait a minimum of 24 hrs, if feasible, before beginning cleaning/disinfection.
 - iii) If feasible, conduct a preliminary disinfection of surfaces within the disinfection zone, focusing on touch points, using a fogging or electrostatic sprayer.
- 2) **Cleaning and Disinfection of Surfaces (porous and non-porous)**
 - a) **Cleaning** – If surfaces are (observably) dirty, they should be cleaned using a detergent or soap and water, prior to disinfection.
 - b) **Disinfection** – EPA List N products should be used. Follow manufacturer's instructions for cleaning and disinfection products (e.g., concentration, application method, contact time, etc.). Utilize electrostatic sprayers with applicable disinfectant.
 - ii) For soft (porous) surfaces, such as carpeted floor, rugs, and drapes, remove visible contamination, if present, and clean with appropriate cleaners indicated for use on these surfaces.

PERSONAL PROTECTIVE EQUIPMENT (PPE) - Cleaning staff shall wear the following PPE while performing level 3 disinfection tasks:

- a) Disposable gloves
- b) Coverall suit
- c) Safety goggles
- d) N95 respirator
- d) Additional PPE: Shall be provided as specified in the operating manual of the equipment and/or SDS of the disinfectant product(s) being used.

Note on PPE breaches – Breaches to PPE (e.g., tear in gloves), or any potential exposure, require immediate action (e.g., removal of gloves, hand washing and glove replacement), including reporting of the incident to the employee's supervisor.

POST DISINFECTION – WASTE DISPOSAL

The Team Lead shall establish a transition area for donning and doffing of PPE in a systematic and safe manner; including the careful removal and management of PPE following a disinfection effort:

- 1) Place all used PPE into a sealed plastic bag immediately after the cleaning procedure and discard in the municipal trash.

- 2) Place all used disposable cleaning products (e.g., wipes, rags, paper towel) into a plastic bag and discard in the municipal trash.
- 3) Remove PPE in a safe manner (see guidance on KHub) and wash hands immediately after gloves are removed.
- 4) Safety glasses/googles may be disinfected or should be discarded with other PPE.

ADDITIONAL CONSIDERATIONS

- 1) **Coordination** – For confirmed/suspected cases, site management shall coordinate with the state/local health AHJ (Authority Having Jurisdiction) to ensure local protocols and guidelines are followed, including for disinfection and/or contact tracing for new cases.
- 2) **Hand Hygiene** – Cleaning staff and others should clean hands, often, including immediately after removing gloves and after contact with an ill person, by:
 - a) Washing hands with soap and water for 20 seconds.
 - b) If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains 60%-95% alcohol may be used.
 - c) However, if hands are visibly dirty, always wash hands with soap and water, first.

HVAC Modifications, Acrylic Barriers, and Innovations

C&W Services has reviewed HVAC equipment including maximizing outside air flow, changed filters to the highest recommended filter MERV ratings based on the unit specification, and updating occupancy schedules to flush fresh air prior to school opening based on ASHRAE and CDC recommendations. All of these HVAC modifications allows for more air changes, additional outside air, and air movement within classrooms and occupied spaces which reduces the risk of transmission. In concentrated risk areas such as nurses offices, stand alone HEPA filtration units are procured and will be utilized.

Acrylic barriers at reception desks in main office areas at each school have been built and installed to ensure physical barriers from visitors and staff entering office locations.

Innovations such as robotic UV light for disinfection are aggressively being reviewed and we are hopeful to invest only after vetting, validating and demoing equipment and with the resource of C&W Services Innovations and Optimization team. C&W Services recognizes the sensitivity of pesticides (disinfectants) use within the City and Schools of Dover and will continue to partner with the best intent of keeping students and staff safe. We'll continue to keep you informed in the near term of how new innovations will change our disinfection program and allowing us to redeploy staff in other areas.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Hours Calendar 2020-2021

July 13, 2020

ELEMENTARY SCHOOLS

State Hours	District Days	Daily Minutes	Minutes not allowed	Total Daily Instructional Minutes	Total Hours	Hour Difference	Extra Days/Instructional Time Only
945	177	410	35	375	1,106.25	161.25	25.8

DOVER MIDDLE SCHOOL

State Hours	District Days	Daily Minutes	Minutes not allowed	Total Daily Instructional Minutes	Total Hours	Hour Difference	Extra Days/Instructional Time Only
990	177	410	57	353	1041.35	51.35	8.73

DOVER HIGH SCHOOL

State Hours	District Days	Daily Minutes	Minutes not allowed	Total Daily Instructional Minutes	Total Hours	Hour Difference	Extra Days/Instructional Time Only
990	177	410	50	360	1062	72	12

Cannot Count

- Lunch
- Home room period
- Passing time
- Breaks

Can Count

- 30-minute recess grades K-6
- Advisory period – middle school and high school



SOCIALLY DISTANCED CLASSROOMS

DOVER SCHOOL DISTRICT



Dover High School

Specifications:

Total number of classrooms in the school: 83 and 21 CTE

Demo Classroom #: 111

6 foot spacing: 15 seats

Estimated seat capacity total: 1,245, not including CTE

3 foot spacing: 19 seats

Estimated seat capacity total: 1,577, not including CTE

Additional notes: Majority of classrooms have this style seating.



Animal Science

Specifications:

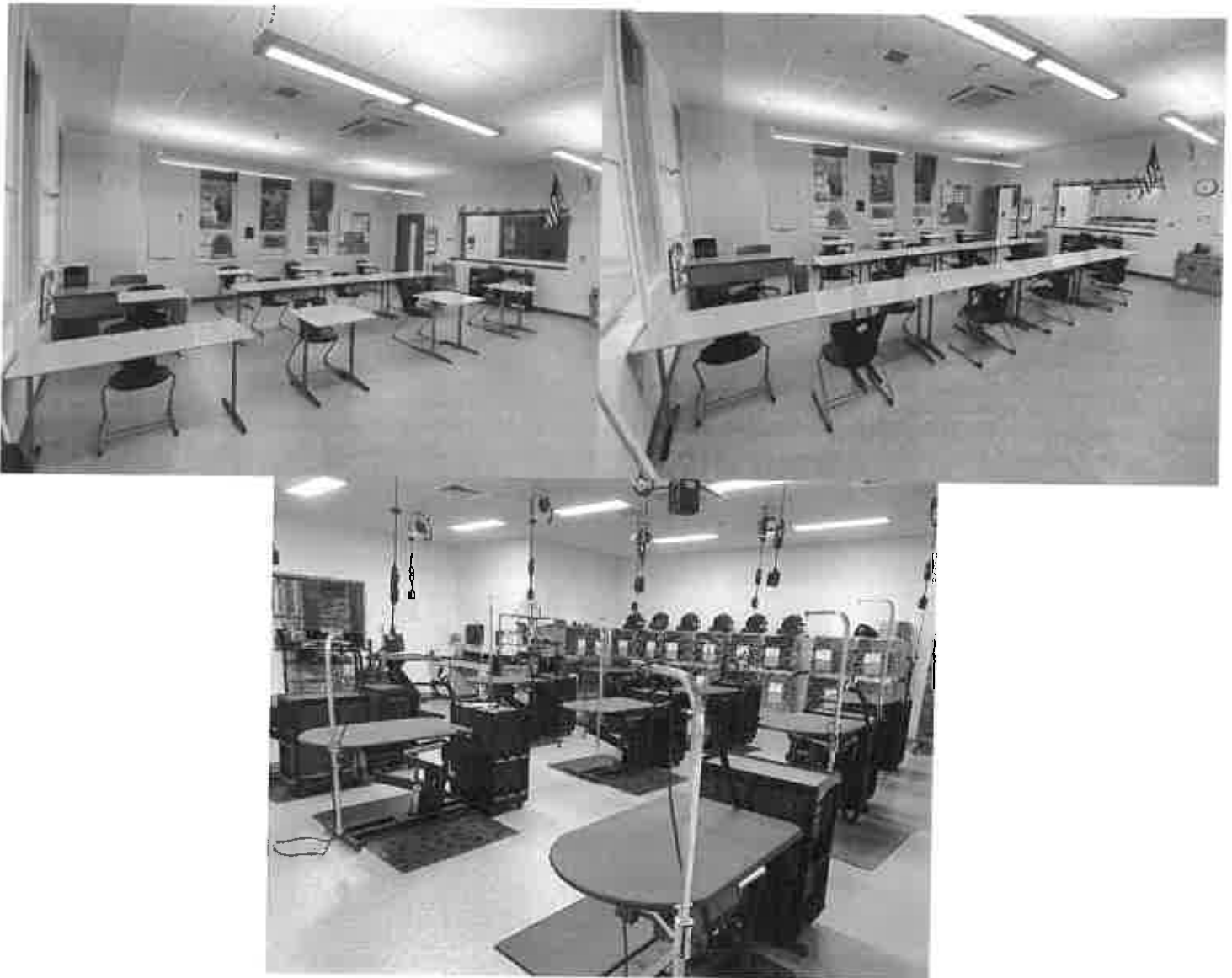
Total number of classrooms in the school: 2 seated classrooms plus grooming lab area

Demo Classroom #: 112

6 foot spacing: 11 seats

3 foot spacing: 20 seats

Additional notes: 6 foot spacing the desks are all facing same direction, 3 foot spacing they would be facing each other. The grooming lab stations are already set up with more than 6ft spacing between each stations.



Dover Middle School (Table Style Classroom)

Specifications:

Total number of classrooms in the school: 48

Demo Classroom #: 122

6 foot spacing: 15 seats

Estimated seat capacity total for table style rooms: 360

3 foot spacing: 26

Estimated seat capacity total for table style rooms: 624

Additional notes: DMS has approximately 24 classrooms total that have tables in them instead of single desks.



Dover Middle School (Desk Style Classroom)

Specifications:

Demo Classroom #: 125

6 foot spacing: 15 seats

Estimated seat capacity total for table style rooms: 360

3 foot spacing: 32 seats

Estimated seat capacity total for table style rooms: 768

Additional notes: All desks would be facing the same direction

Estimated combined total for desk and table style seating at Dover Middle School:

6ft spacing: 720

3ft spacing: 1392



Garrison Elementary (Table Style Classrooms)

Specifications:

Total number of classrooms in the school: 22 K-4, +4 for Special Ed and Reading

Demo Classroom #: 17

6 foot spacing: 10 seats

Estimated seat capacity total for table style rooms: 150

3 foot spacing: 16 seats

Estimated seat capacity total for table style rooms: 240

Additional notes: Garrison has approximately 15 classrooms total that have tables in them instead of single desks.



Garrison Elementary (Desk Style Classrooms)

Specifications:

Demo Classroom #: 41

6 foot spacing: 13 seats

Estimated seat capacity total for desk style rooms: 91

3 foot spacing: 20 seats

Estimated seat capacity total for desk style rooms: 140

Additional notes: Garrison currently has 7 classrooms that have single desks.

Estimated combined total for desk and table style seating at Garrison Elementary:

6ft spacing: 241

3ft spacing: 380



Horne Street School (Table Style Classrooms)

Specifications:

Total number of classrooms in the school: 25

Demo Classroom #: 104

6 foot spacing: 10 seats

Estimated seat capacity total for table style rooms: 210

3 foot spacing: 18 seats

Estimated seat capacity total for table style rooms: 378

Additional notes: Horne currently has 21 classrooms that have tables.



Horne Street School (Desk Style Classroom)

Specifications:

Demo Classroom #: 306

6 foot spacing: 12 seats

Estimated seat capacity total for desk style rooms: 48

3 foot spacing: 21 seats

Estimated seat capacity total for desk style rooms: 84

Additional notes: Horne Street School currently has 4 classrooms that have single desks.

Estimated combined total for desk and table style seating at Horne Street:

6ft spacing: 258

3ft spacing: 462



Woodman Park School (Table Style Classroom)

Specifications:

Total number of classrooms in the school: 28

Demo Classroom #: 014

6 foot spacing: 16 seats

Estimated seat capacity total for table style rooms: 192

3 foot spacing: 26 seats

Estimated seat capacity total for table style rooms: 312

Additional notes: Horne currently has 12 classrooms that have tables



Woodman Park School (Desk Style Classroom)

Specifications:

Demo Classroom #: 105

6 foot spacing: 16 seats

Estimated seat capacity total for desk style rooms: 256

3 foot spacing: 25 seats

Estimated seat capacity total for desk style rooms: 400

Additional notes: Woodman Park School currently has 16 classrooms that have single desks.

Estimated combined total for desk and table style seating at Woodman Park:

6ft spacing: 448

3ft spacing: 712



Final Summary

Dover High School

Total Enrollment: 1,560

6 foot spacing estimated seat capacity total: 1,245, not including CTE

3 foot spacing estimated seat capacity total: 1,577, not including CTE

Animal Science Barn:

6 foot spacing: 22 seats, for two classrooms, does not include lab spaces

3 foot spacing: 40 seats, for two classrooms, does not include lab spaces

Dover Middle School

Total Enrollment: 1,119

Estimated combined total for desk and table style seating at Dover Middle School:

6ft spacing: 720

3ft spacing: 1392

Garrison Elementary

Total Enrollment: 389

Estimated combined total for desk and table style seating at Garrison Elementary:

6ft spacing: 241

3ft spacing: 380

Horne Street School

Total Enrollment: 463

Estimated combined total for desk and table style seating at Horne Street:

6ft spacing: 258

3ft spacing: 462

Woodman Park School

Total Enrollment: 540

Estimated combined total for desk and table style seating at Woodman Park:

6ft spacing: 448

3ft spacing: 712