RPF Environmental
TESTING & CONSULTING SERVICES
Hazardous Materials Inspection & Assessment
Asbestos, Mold, Lead Paint, Radon, PCBs
Air Quality Testing and Investigations
Industrial Hygiene, Safety & Training

October 27, 2020

Mr. Dave LaPointe
Facilities Project Manager
SAU 93, Monadnock Regional School District
600 Old Homestead Highway
Swanzey, NH 03446

Re: PM 10 Dust Screening
RPF File 20.0126

Dear Mr. LaPointe,

In accordance with our scope of work dated July 30, 2020, RPF Environmental, Inc. (RPF) completed limited PM10 Dust Screening at the Monadnock Regional Middle High School (MRHS) located at 580 Old Homestead Highway in Swanzey, the Cutler Elementary School located at 31 South Winchester Street in Swanzey, and the Troy Elementary School located at 44 School Street in Troy, NH. As part of this preliminary survey, testing was completed for PM 10 Dust Screening. The survey was completed by Kate Corey, an RPF Environmental Health and Safety Consultant, on October 2, 2020.

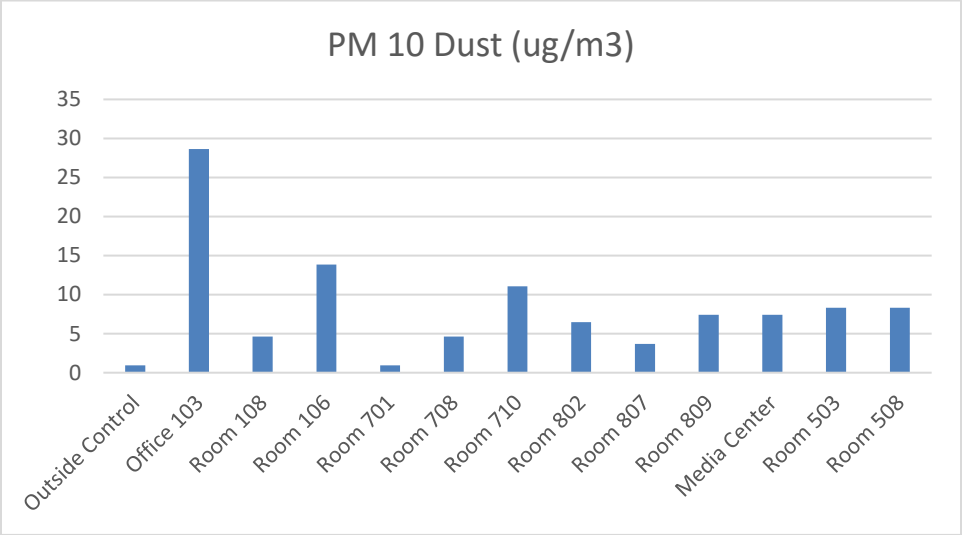
TEST RESULTS

Particulate matter (PM) is a complex mixture of solid and/or liquid particulates suspended in air. Exposure to inhalable particulates, especially those at 10 microns and smaller, commonly referred to as PM_{10}, are a health concern. Concern of adverse effects to the heart and lungs is well established, especially in children, older adults, and those with existing heart or lung conditions. Outdoor concentrations of PM are of great concern to the EPA, but less is known about the health impacts of indoor PM. Some indoor sources of PM include cooking, combustion activities, some hobbies, outdoor sources introduced indoors, and biological sources.

Direct reading determinations for PM_{10} at all indoor locations tested were in the range of approximately 0.92 to 28.66 12.94 micrograms per cubic meter of air ($\mu g/m^3$) at the MRHS, 1.85 to 34.21 $\mu g/m^3$ at Cutler Elementary School and 5.5 to 12.94 $\mu g/m^3$ at Troy Elementary School.

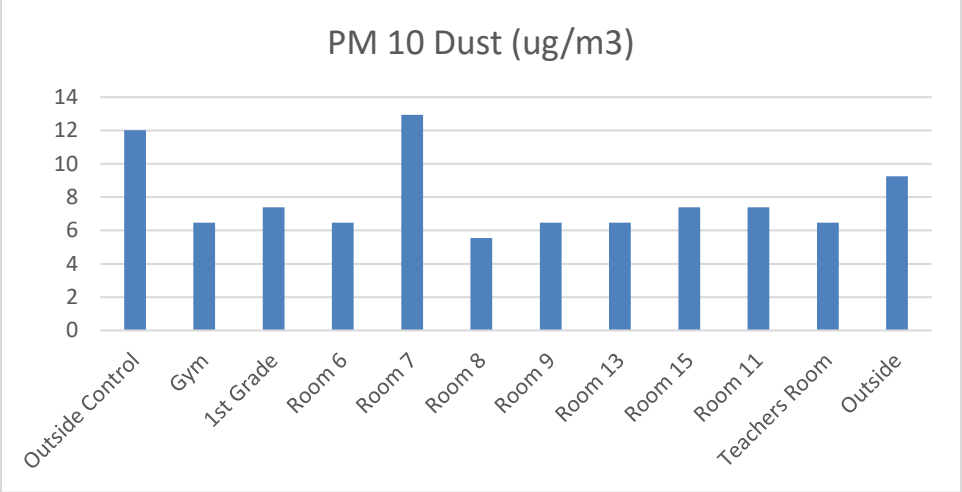
The results at most of the interior locations tested at MRHS, except for Room 701, were elevated above the values found outside, which was approximate average of 0.92 $\mu g/m^3$.

Monadnock Regional High School



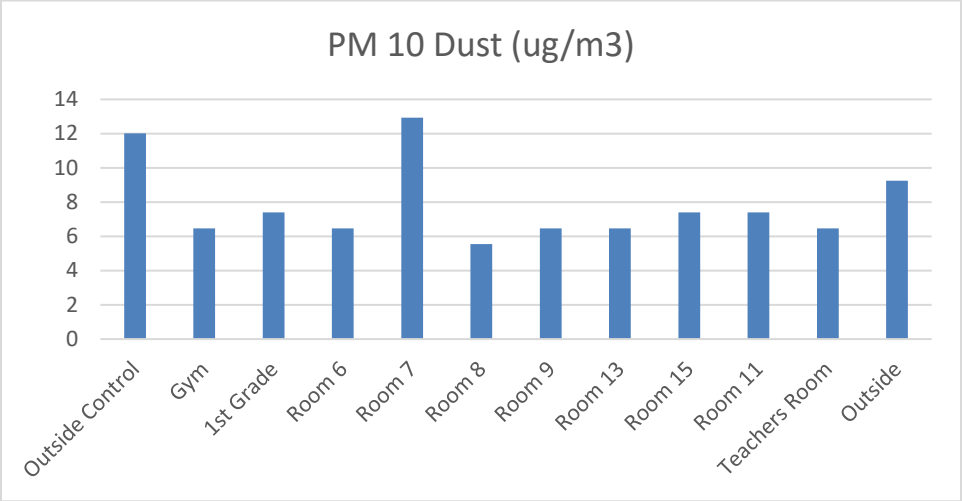
The results at several of the interior locations tested at Cutler Elementary School, were below the values found outside, which was approximate average of 4.62 µg/m^3.

Cutler Elementary School



The results at most of the interior locations tested at Troy Elementary School, with the exception of Room 7, were below the values found outside, which was approximate average of 10.64 µg/m^3.

Troy Elementary School



The US EPA does have a National Ambient Air Quality Standard at 150 µg/m^3 which was not exceeded during the testing. The World Health Organization (WHO) has set a standard of 50 µg/m^3 as a 24-hour average and 25 µg/m^3 as an annual average exposure. These results and testing locations are presented in Table 1a-1c of the Appendix A.

For a building that implements the use of an HVAC system, it is typical to see a 25% to 35% reduction in total particulates inside a building compared to the outside concentration of particulates while the HVAC units are operational. The feasibility of upgrading the HVAC systems' filter efficiency rating could be investigated if complaints were to increase at this building. The American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) has recommended filter minimum efficiency reporting value (MERV) of not less than six (6) for filters in HVAC systems supplying air to occupied office space (ASHRAE Standard 62.1-2004-5.9). Follow the manufacturer's recommendations for a filter change out schedule.

ASHRAE Guidance on COVID-19-19 indicates to bring in as much fresh outside air as the HVAC systems can handle and to use MERV 13 filters or greater when systems can handle them.

Other steps to reduce indoor PM_{10} concentrations include proper ventilation, away from HVAC intakes, of combustion appliances to the outdoors, proper exhaust vents in cooking areas, proper use of wood stoves, and professional maintenance of heating systems.

If you have any questions or require additional information on any sample results or recommendations, please feel free to contact our office.

Sincerely,
RPF Environmental, Inc.

Kara Forsythe, SMS
EH&S Consultant

Enclosures: Appendix A: Testing Results
Appendix B: Limitations and Methodologies

20.0126 SAU 93 PM 10 Retest

APPENDIX A

TABLE 1A

SAU 93, MONADNOCK REGIONAL SCHOOL DISTRICT
MONADNOCK REGIONAL MIDDLE-HIGH SCHOOL
580 Old Homestead Highway, Swanzey, NH

IAQ PM 10 Dust Screening
Samples Collected: October 2, 2020

Location/ Room	Time	PM 10 Dust (ug/m^3)
Outside Control	915	0.92
Office 103	917	28.66
Room 108	919	4.62
Room 106	920	13.87
Room 701	922	0.92
Room 708	923	4.62
Room 710	924	11.08
Room 802	926	6.47
Room 807	928	3.7
Room 809	929	7.4
Media Center	931	7.4
Room 503	933	8.32
Room 508	934	8.32

TABLE 1A
(continued)

Location/ Room	Time	PM 10 Dust (ug/m^3)
Room 513	936	6.47
Room 515	937	<0.01
Room 406/ Nurses Office	939	9.25
Gym	942	0.92
Cafeteria	943	16.64
Room 613	945	<0.01
Room 614	946	6.47
Room 209	948	0.92
Room 202	950	6.47
Room 201	951	0.92
Auditorium	952	0.92
Outside control	957	0.92
EPA Reference Level Indicator	--	150

20.0126 100220

Notes: -ppm – parts per million in air, - ppb – parts per billion in air
-EPA – Environmental Protection Agency.
- Gray Wolf Dust meter senses particles of less than 10 microns diameter.
Please refer to the full text of the report for additional information and limitations on the results presented above.

TABLE 1B

SAU 93, MONADNOCK REGIONAL SCHOOL DISTRICT
TROY ELEMENTARY SCHOOL
44 School Street, Troy, NH

IAQ PM 10 Dust Screening
Samples Collected: October 2, 2020

Location/ Room	Time	PM 10 Dust (ug/m^3)
Outside Control	1049	12.02
Gym	1051	6.47
1st Grade	1052	7.4
Room 6	1054	6.47
Room 7	1055	12.94
Room 8	1100	5.55
Room 9	1101	6.47
Room 13	1103	6.47
Room 15	1105	7.4
Room 11	1106	7.4
Teachers Room	1108	6.47
Outside	1110	9.25
ACGIH TLV	--	--

TABLE 1B
(continued)

Location/ Room	Time	PM 10 Dust (ug/m^3)
EPA Reference Level Indicator	--	150

20.0126 100220

Notes: -ppm – parts per million in air, - ppb – parts per billion in air
-EPA – Environmental Protection Agency.
-Gray Wolf Dust meter senses particles of less than 10 microns diameter.
Please refer to the full text of the report for additional information and limitations on the results presented above.

TABLE 1C

SAU 93, MONADNOCK REGIONAL SCHOOL DISTRICT
CUTLER SCHOOL
31 S Winchester Street, Swanzey, NH

IAQ PM10 Dust Screening
Samples Collected: October 2, 2020

Location/ Room	Time	PM 10 Dust (ug/m^3)
Outside Control	1009	2.77
Staff Room	1011	34.21
Room 8	1012	1.85
Room 12	1013	3.7
Room 10	1015	18.49
Room 1	1017	1.85
Room 2	1018	15.72
Room 3	1019	4.62
Room 4	1020	8.32
Room 5	1022	23.11
Room 6	1023	11.09
Outside control	1025	6.47
EPA Reference Level Indicator	--	150

20.0126 100220

APPENDIX B

LIMITATIONS

1. The observations and conclusions presented in the Report were based solely upon the services described herein, and not on scientific tasks or procedures beyond the RPF Environmental, Inc. Scope of Work (SOW) as discussed in the proposal and/or agreement. The conclusions and recommendations are based on visual observations and testing, limited as indicated in the Report, and were arrived at in accordance with generally accepted standards of industrial hygiene practice and asbestos professionals. The nature of this survey or monitoring service was limited as indicated herein and in the report or letter of findings. Further testing, survey, and analysis is required to provide more definitive results and findings.

2. For site survey work, observations were made of the designated accessible areas of the site as indicated in the Report. While it was the intent of RPF to conduct a survey to the degree indicated, it is important to note that not all suspect ACBM material in the designated areas were specifically assessed and visibility was limited, as indicated, due to the presence of furnishings, equipment, solid walls and solid or suspended ceilings throughout the facility and/or other site conditions. Asbestos or hazardous material may have been used and may be present in areas where detection and assessment is difficult until renovation and/or demolition proceeds. Access and observations relating to electrical and mechanical systems within the building were restricted or not feasible to prevent damage to the systems and minimize safety hazards to the survey team.

3. Although assumptions may have been stated regarding the potential presence of inaccessible or concealed asbestos and other hazardous material, full inspection findings for all asbestos and other hazardous material requires the use of full destructive survey methods to identify possible inaccessible suspect material and this level of survey was not included in the SOW for this project. For preliminary survey work, sampling and analysis as applicable was limited and a full survey throughout the site was not performed. Only the specific areas and /or materials indicated in the report were included in the SOW. This inspection did not include a full hazard assessment survey, full testing or bulk material, or testing to determine current dust concentrations of asbestos in and around the building. Inspection results should not be used for compliance with current EPA and State asbestos in renovation/demolition requirements unless specifically stated as intended for this use in the RPF report and considering the limitations as stated therein and within this limitations document.

4. Where access to portions of the surveyed area was unavailable or limited, RPF renders no opinion of the condition and assessment of these areas. The survey results only apply to areas specifically accessed by RPF during the survey. Interiors of mechanical equipment and other building or process equipment may also have asbestos and other hazardous material present and were not included in this inspection. For renovation and demolition work, further inspection by qualified personnel will be required during the course of construction activity to identify suspect material not previously documented at the site or in this survey report. Bordering properties were not investigated and comprehensive file review and research was not performed.

5. For lead in paint, observations were made of the designated accessible areas of the site as indicated in the Report. Limited testing may have been performed to the extent indicated in the text of the report. In order to conduct thorough hazard assessments for lead exposures, representative surface dust testing, air monitoring and other related testing throughout the building, should be completed. This type of in depth testing and analysis was beyond the scope of services for the initial inspection. For lead surveys with XRF readings, it is recommended that surfaces found to have LBP or trace amount of lead detected with readings of less than 4 mg/cm^2 be confirmed using laboratory analysis if more definitive results are required. Substrate corrections involving destructive sampling or damage to existing surfaces (to minimize XRF read-through) were not completed. In some instances, destructive testing may be required for more accurate results. In addition, depending on the specific thickness of the paint films on different areas of a building component, differing amounts of wear, and other factors, XRF readings can vary slightly, even on the same building component. Unless otherwise specifically stated in the scope of services and final report, lead testing performed is not intended to comply with other state and federal regulations pertaining to childhood lead poisoning regulations.

6. Air testing is to be considered a "snap shot" of conditions present on the day of the survey with the understanding that conditions may differ at other times or dates or operational conditions for the facility. Results are also limited based on the specific analytical methods utilized. For phase contrast microscopy (PCM) total airborne fiber testing, more sensitive asbestos-specific analysis using transmission electron microscopy (TEM) can be performed upon request.

7. For asbestos bulk and dust testing, although polarize light microscopy (PLM) is the method currently recognized in State and federal regulations for asbestos identification in bulk samples, some industry studies have found that PLM may not be sensitive enough to detect all of the asbestos fibers in certain nonfriable material, vermiculate type insulation, soils, surface dust, and other materials requiring more sensitive analysis to identify possible asbestos fibers. In the event that more definitive results are requested, RPF recommends that confirmation testing be completed using TEM methods or other analytical methods as may be applicable to the material. Detection of possible asbestos fibers may be made more difficult by the presence of other non-asbestos fibrous components such as cellulose, fiber glass, etc., by binder/matrix materials which may mask or obscure fibrous components, and/or by exposure to conditions capable of altering or transforming asbestos. PLM can show significant bias leading to false negatives and false positives for certain types of materials. PLM is limited by the visibility of the asbestos fibers. In some samples the fibers may be reduced to a diameter so small or masked by coatings to such an extent that they cannot be reliably observed or identified using PLM.

8. For hazardous building material inspection or survey work, RPF followed applicable industry standards; however, RPF does not warrant or certify that all asbestos or other hazardous materials in or on the building has been identified and included in this report. Various assumptions and limitations of the methods can result in missed materials or misidentification of materials due to several factors including but not limited to: inaccessible space due to physical or safety constraints, space that is difficult to reach to fully inspect, assumptions regarding the determination of homogenous groups of suspect material, assumptions regarding attempts to conduct representative sampling, and potential for varying mixtures and layers of material sampled not being representative of all areas of similar material.

9. Full assessments often requires multiple rounds of sampling over a period of time for air, bulk material, surface dust and water. Such comprehensive testing was beyond the scope of RPF services. In addition clearance testing for abatement, as applicable, was based on the visual observations and limited ambient area air testing as indicated in the report and in accordance with applicable state and federal regulations. The potential exists that microscopic surface dust remains with contaminant present even in the event that the clearance testing meets the state and federal requirements. Likewise for building surveys, visual observations are not sufficient alone to detect possible contaminant in settled dust. Unless otherwise specifically indicated in the report, surface dust testing was not included in the scope of the RPF services.

10. For abatement or remediation monitoring services: RPF is not responsible for observations and test for specific periods of work that RPF did not perform full shift monitoring of construction, abatement or remediation activity. In the event that problems occurred or concerns arouse regarding contamination, safety or health hazards during periods RPF was not onsite, RPF is not responsible to provide documentation or assurances regarding conditions, safety, air testing results and other compliance issues. RPF may have provided recommendations to the Client, as needed, pertaining to the Client's Contractor compliance with the technical specifications, schedules, and other project related issues as agreed and based on results of RPF monitoring work. However, actual enforcement, or waiving of, contract provisions and requirements as well as regulatory liabilities shall be the responsibility of Client and Client's Contractor(s). Off-site abatement activities, such as waste transportation and disposal, were not monitored or inspected by RPF.

11. For services limited to clearance testing following abatement or remediation work by other parties: The testing was limited to clearance testing only and as indicated in the report and a site assessment for possible environmental health and safety hazards was not performed as part of the scope of this testing. Client, or Client's abatement contractor as applicable, was responsible for performing visual inspections

of the work area to determine completeness of work prior to air clearance testing by RPF.

12. For site work, including but not limited to air clearance testing services, in which RPF did not provide full site safety and health oversight, abatement design, full shift monitoring of all site activity, RPF expresses no warranties, guarantees or certifications of the abatement work conducted by the Client or other employers at the job site(s), conditions during the work, or regulatory compliance, with the exception of the specific airborne concentrations as indicated by the air clearance test performed by RPF during the conditions present for the clearance testing. Unless otherwise specifically noted in the RPF Report, visual inspections and air clearance testing results apply only to the specific work area and conditions present during the testing. RPF did not perform visual inspections of surfaces not accessible in the work area due to the presence of containment barriers or other obstructions. In these instances, some contamination may be present following RPF clearance testing and such contamination may be exposed during and after removal of the containment barriers or other obstructions following RPF testing services. Client or Client's Contractor is responsible for using appropriate care and inspection to identify potential hazards and to remediate such hazards as necessary to ensure compliance and a safe environment.

13. The survey was limited to the material and/or areas as specifically designated in the report and a site assessment for other possible environmental health and safety hazards or subsurface pollution was not performed as part of the scope of this site inspection. Typically, hazardous building materials such as asbestos, lead paint, PCBs, mercury, refrigerants, hydraulic fluids and other hazardous product and materials may be present in buildings. The survey performed by RPF only addresses the specific items as indicated in the Report.

14. For mold and moisture survey services, RPF services did not include design or remediation of moisture intrusion. Some level of mold will remain at the site regardless of RPF testing and Contractor or Client cleaning efforts. RPF testing associated with mold remediation and assessments is limited and may or may not be representative of other surfaces and locations at the site. Mold growth will occur if moisture intrusion deficiencies have not been fully remedied and if the site or work areas are not maintained in a sufficiently dry state. Porous surfaces in mold contaminated areas which are not removed and disposed of will likely result in future spore release, allergen sources, or mold contamination.

15. Existing reports, drawings, and analytical results provided by the Client to RPF, as applicable, were not verified and, as such, RPF has relied upon the data provided as indicated, and has not conducted an independent evaluation of the reliability of these data.

16. Where sample analyses were conducted by an outside laboratory, RPF has relied upon the data provided, and has not conducted an independent evaluation of the reliability of this data.

17. All hazard communication and notification requirements, as required by U.S. OSHA regulation 29 CFR Part 1926, 29 CFR Part 1910, and other applicable rules and regulations, by and between the Client, general contractors, subcontractors, building occupants, employees and other affected persons were the responsibility of the Client and are not part of the RPF SOW.

18. The applicability of the observations and recommendations presented in this report to other portions of the site was not determined. Many accidents, injuries and exposures and environmental conditions are a result of individual employee/employer actions and behaviors, which will vary from day to day, and with operations being conducted. Changes to the site and work conditions that occur subsequent to the RPF inspection may result in conditions which differ from those present during the survey and presented in the findings of the report.

METHODOLOGY

The results of the air quality testing are representative of the conditions present on the day of the testing and should be considered a snap shot of conditions within the facility. Additional rounds of testing may be required to obtain a statistically valid set of data representative of a variety of conditions which may be present within the facility.

Each of the methods used is discussed separately below.

All abbreviations are to be spelled out the first time used, then abbreviated each time used thereafter, except in headers.

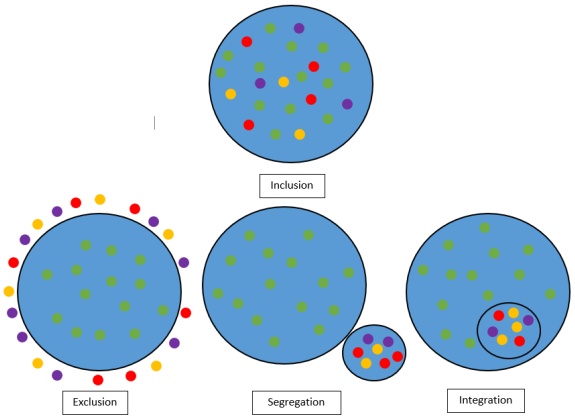
Airborne Particulates

Direct reading determinations for airborne particulates at the size range of 10 microns and lower were measured using a Greywolf Handheld 3016-IAQ Airborne Particulate Meter. Ten second samples were collected at each sampling location.

Proposed Resolution: The New Hampshire School Boards Association supports school districts that promote equity-based inclusive education, which is a widely-accepted concept that calls for accommodations in general education classroom settings for students who have unique learning needs on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, national origin, economic status, familial status, sexual orientation, health condition, or native language.

Rationale:

- Equity-based inclusive education practices are being adopted by school districts around the state. This means that they are building community by being mindful of the need for children with different educational requirements to be able to succeed in learning in the general education environment (regular classroom) rather than being set apart in specialized classrooms. This graphic describes inclusion in an easily-understandable way. https://2aih25gkk2pi65s8wfa8kzvi-wpengine.netdna-ssl.com/praxis/files/2016/07/Inclusion-graphic.png



- School districts look to the NHSBA in one of the most important duties- to establish school board policy. Presently, the sample policy database does not provide a policy addressing inclusion, but with this resolution in place, the NHSBA may be inclined to include such a policy (which could be authored elsewhere and submitted for NHSBA Staff Attorney review).

- The NHSBA presently has little direction on its position regarding matters of equity and inclusion in its Policies, Resolutions and Statements of Belief Manual, but it has been and will be called on to take a position from time to time on such matters as they pertain to our schools. The climate for this resolution is right because matters of inclusion and equity are on the forefront. Documenting a position now will pave the

way for future testimony on rules and regulations from the State Board of Education, NH Department of Education, or legislative proposals. This resolution will inform the NHSBA on whether to support or oppose legislation even if it calls for measures that could bear a cost to voluntarily participating districts.

- In 2019, the NHSBA signed in support of HB 383. The list of categories above is taken directly from HB 383 (as amended) with the addition of related categories "familial status, sexual orientation, health condition, or native language". For reference. that bill reads as:

    - "Relative to the Prohibition on Unlawful Discrimination in Public and Nonpublic Schools; 2 Duties of the State Board of Education. Amend RSA 21-N:11, XXXIII to read as follows: XXXIII. Discrimination. Ensure that there shall be no unlawful discrimination in any public school, private school, or approved school tuition program, that receives public funds, against any person on the basis of sex, gender identity, race, religious creed, color, marital status, physical or mental disability, or national origin in educational programs, and that there shall be no denial to any person on the basis of sex, gender identity, race, religious creed, color, marital status, mental or physical disability, national origin, or economic status of the benefits of educational programs or activities."

Supplement for the MRSD Board:

MRSD is doing a great job of implementing equity-based inclusive education practices. We should be proud that our district can be among the leaders in this movement.

Examples of best practices in equity-based inclusive education can include:

- Use of Universal Design for Learning (UDL) frameworks, which is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- Use of Response to intervention (RTI), which is a multi-tier approach to the early identification and support of students with learning and behavior needs.
- The presence of a sign language interpreter for a deaf student, a one-to-one paraprofessional assisting a student with learning disabilities, an interpreter for a student who is learning English as a second language, and braille and large print learning materials for a visually impaired students inside the classroom
- Project materials supplied inside the classroom for students of all economic statuses so the work can be completed with equal opportunity

- Beyond the idea that equity-based inclusive education is morally right, research and data suggest that striving toward educational equity is beneficial for all students. This is because it:
    - **Increases Test Scores.** Studies show equity-based inclusive education increases standardized test scores
    - **Improves our communities.** Public schools in the U.S. are intended not only to prepare students for college and careers, but for citizenship and participation in civic life. Not only do schools teach civics and democracy, but they embody it. Students who attend economically-, racially- and disability-diverse schools express fewer discriminatory attitudes and prejudices later in life. They are enriched through their experience of different cultures in their natural environments
    - **Challenges the imbalance of power and privilege.** In U.S. history, there are many examples of educational practices that have restricted access to education for students who are ready to learn. At one time slaves were forbidden to attend school or learn to read and write. Until recently, disabled students were segregated into different schools and special classrooms. Advocating for educational equity challenges even an unintentional imbalance of power and privilege
    - **Strengthens the economy**. There is a direct link between high-quality education and a healthy economy. Educating all students equitably has the power to improve individual lives and uplift entire communities by strengthening the overall economy.

MRMHS Extracurriculars - 10/30/2020

Class of 2021
- Meeting via Zoom
- Usual class activities, remotely
    - Planning fundraising
    - Planning senior events

Class of 2022
- Meeting via Zoom
- Usual class activities, remotely
    - Planning fundraising
    - Planning junior events
    - Currently working on a Prom venue

Class of 2023
- Meeting via Zoom
- Usual class activities, remotely
    - Planning fundraising
    - Planning sophomore events

Class of 2024
- Meeting via Zoom
- Usual class activities, remotely
    - Planning fundraising
    - Planning freshman events

Student Government
- Meeting every Friday via Zoom

National Honor Society
- Meeting via Zoom

National Junior Honor Society
- Meeting via Zoom

Key Club
- Meeting via Zoom

Band
- Band class is scheduled for 3B
- The band has also played at home football games this year

Adult Diploma Program
- ADP is meeting in-person this year
- Offering English, Science, Math, Social Studies and one elective
- All students are currently in-person

No fall theatre production
No holiday music production

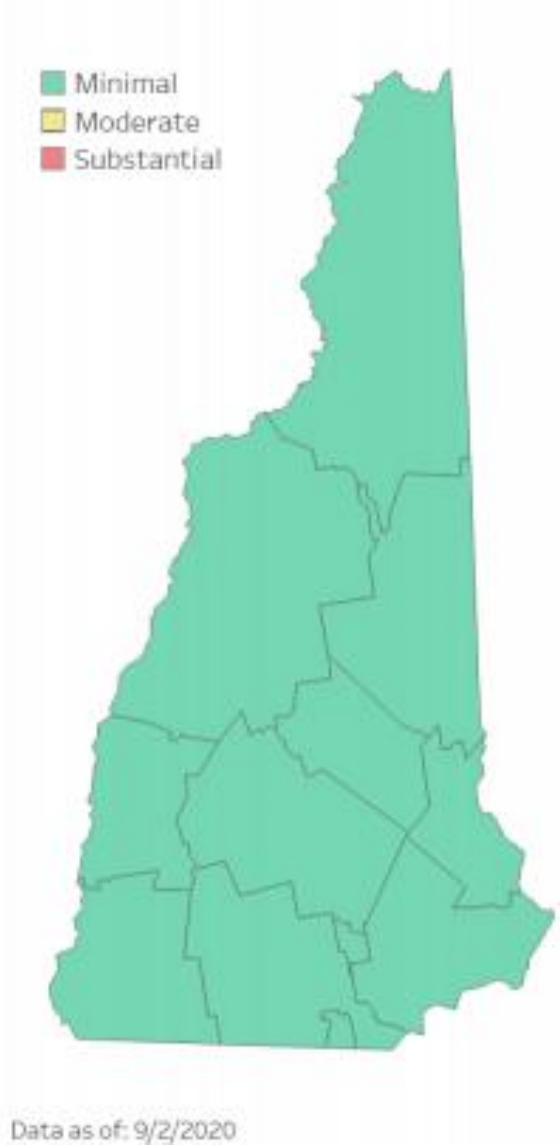
Proposed NHSBA Resolution

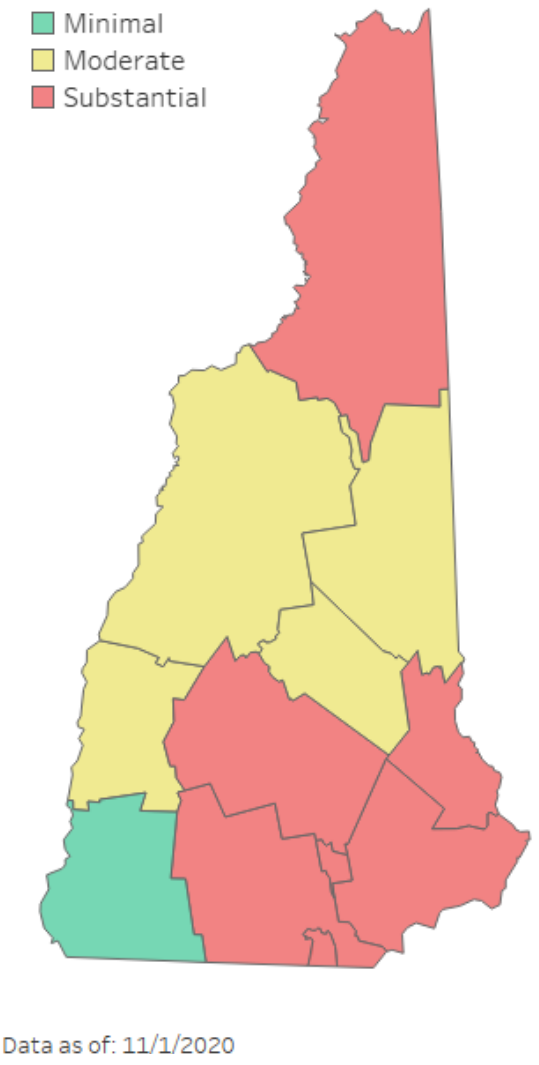
Resolution: "The New Hampshire School Boards Association supports the concept that the State of New Hampshire should define the calculation of inter-district charges when students are tuitioned to an alternate district."

Rationale: Although the State has an RSA to define a school district's default budget, there are no specific calculation methods defined for setting the standard student tuition rate, the Special Education tuition rate, or to guide a receiving school district that needs to develop an invoice to a sending district. For students who do not receive any unique services related to IEPs, etc., the district's regular tuition rate may suffice, but for students receiving additional services there are a variety of variables. As a result, each district's Business Administrator is left to develop their district's specific formula, on a per student/per situation basis. This may lead to inequitable invoicing between districts.

Some of the calculation variables or decision points might include things like:

- Whether the situation is Manifest Educational Hardship (affects Transportation cost)
- Portions of service that are funded by grant funds
- Cost of contracted services, e.g. additional assessments or additional nursing
- Cost of specific equipment
    - If included in the services provided
    - Amortized or capitalized
- The cost of specific staff, i.e. the cost of the student's one-to-one paraprofessional
    - If one is assigned / % of time allotted if resource is shared
    - Whether to use a blended rate based on average staff costs or rates based on union contract
- Etc.





11/2/2020 NH DHHS Levels of Transmission

Winter Athletics

2020

Fall Update

- Sports Offered
  - Football
  - Soccer
  - Field Hockey
  - Cross Country
- What Went Well
  - Coaches
    - Enthusiastic and supportive
  - Athletes
    - Positive and cooperative
  - Spectators
    - Limiting to home only
    - Limiting number
- What We Learned
  - Enforcement of local policies
    - Lack of NHIAA rules to ensure consistency across schools
    - A significant amount of negative behavior directed at game administrators

The 3 C's To Avoid

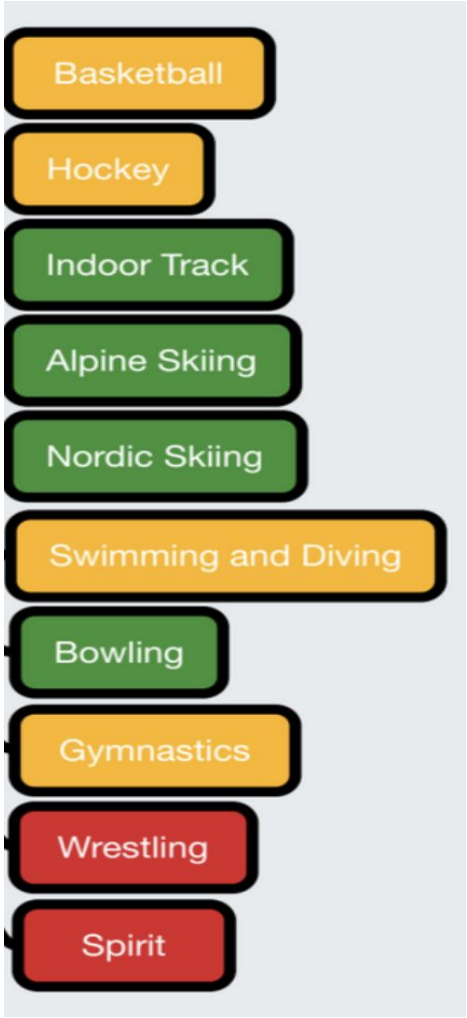
- Confined/Closed Spaces (Indoors)
- Crowds
- Close Contact

DHHS Guidance - October 14, 2020

All sporting activities should follow the guidance which specifies that sports activities should be conducted to maintain a minimum of 6 feet of distance whenever possible, and that in circumstances where closer contact may occur, people need to wear cloth face coverings when possible.

It will be difficult for some close/physical contact sports to operate normally during the pandemic, so some sports may need to focus more on socially distanced training and skill building; however, school districts and athletics directors will need to consider how to safely conduct sports and competition activities to minimize risks to the extent possible.

NHIAA Winter Sports Risk Categories



Winter Offerings

- Interscholastic Competition
  - Basketball
  - Ice Hockey

- Running/Fitness Club
  - Indoor Track
    - Lack of facility to hold meets
  - Swimming
    - Lack of facility to practice or hold meets
  - Wrestling
    - Highest risk

Proposed Dates

- Proposed dates incorporate the NHIAA's suggested start date for tryouts (in red).
- Other dates are similar to the NHIAA's, but with adjustments that we believe are necessary to ensure the health and safety of all participants.
  - These adjustments mirror the dates Division I schools have chosen
- Skills/Drills after November 30
- Tryouts for all sports
  - December 14, 2020
- No Contact Period
  - December 24 - January 3
- First date to compete
  - January 11, 2021
  - Working to build regional schedule similar to the fall
- Tournament/End of season dates
  - TBD

Moderate Risk

Basketball & Ice Hockey

Modifications:

- No use of locker rooms
- Bench seats will be spaced at least 6’ apart
- Masks be worn the entire time (games and practices) unless outside
- Hockey shield masks are required
- No teams will overlap their practices
- Modified team roster sizes if necessary
- Home basketball games
    - Spectators limited to home fans only with TWO (2) tickets per participating athlete

To be determined from collaboration with other schools/facilities:

- Game and practice schedules
- Roster limitations