



May 18, 2020

SAU19 COVID-19 Re-opening Framework for the 2020/2021 school year:

Intent:

To implement and operationalize a strategic, phased-approach to safely re-open SAU19 schools. The framework must be flexible and able to respond to changing COVID-19 variables. It must also be guided by public health data.

Note: New Hampshire school districts have not been provided with specific guidance on identifying the criteria of when it is safe to open schools or how to do so from public health officials or from the NHDOE. Therefore, this Framework has been developed as a planning tool in the absence of public health guidance specifically for NH public schools and will be updated and modified as circumstances continue to change.

Guiding beliefs:

- Safety first – the safety of our students, faculty, and community is our highest priority.
- Schools need to re-open because kids need to learn and interact with others.
- Connected Learning is not equivalent to, or a replacement for, onsite teaching and learning and students deserve the best public education we can provide when it is safe to do so.
- Schools re-opening is an important factor to support economic recovery as parents need the ability to work and not continue providing childcare and Connected Learning supports during work hours.
- Re-opening SAU19 schools comes with risk during the COVID-19 pandemic. This Re-opening Framework establishes precautionary measures to minimize risk where possible, including asymptomatic transmission during this highly dynamic public health crisis.

- Re-opening decisions will be based on epidemiological data and guided by public health officials and local emergency management partners.
- Public health guidance and COVID-19 data will determine the movement between Phases in this Framework.
- This Re-opening Framework is to be implemented in conjunction with the [SAU19 Emergency Operations Plan – COVID19 – Policy EBCF – Pandemic-Epidemic Emergencies – Temporary Regulation to address COVID-19](#) presented to the SAU19 School Board on March 15, 2020.
- This Re-opening Framework is to be implemented in conjunction with the [SAU19 Return to School Criteria](#) presented to the SAU Board on April 15, 2020.
- As a community, we need to recognize that in the absence of a vaccine or extensive, widely-available rapid testing, this Framework needs to be fluid. That means having the ability to transition from a Connected Learning Model off-site to a phased-in approach to safely re-open our schools and as we progress through the Phases. The Framework acknowledges that it may be necessary to progress or regress through the Phases as public health conditions change.
- Each SAU19 school will develop a school based Re-opening Implementation Plan aligned with this SAU Re-opening Framework with logistics unique to the location and population of the school which allows them to be ready for the 2020/2021 school year.
- Re-opening our schools will not be a binary choice; all “open or closed” decision; there will be a purposeful, phased-in approach to move from Connected Learning to on-site instruction through a hybrid model with small amounts of time on campus in small groups with significant safety considerations while remote instruction continues.
- Connected Learning (remote instruction and support in SAU19) will continue to be implemented as we move through a hybrid model of re-opening our schools - [The SAU19 Connected Learning Plan](#) provides an overview of how we are and will continue to implement remote instruction and support.
- This Re-opening Framework must be flexible enough to respond, on a case by case basis, to students or staff who present a properly documented medical restriction preventing their safe return to campus.
- This Re-opening Framework must support educational equity for all students.
- This Re-opening Framework must support the personalization of learning for all students.

Area	Factor	Phase 1 – Significant restrictions	Phase 2 – Restrictions	Phase 3 – Limited restrictions
I. Teaching and Learning	1. Educational delivery model	Hybrid – online and onsite – limited time on campus with restricted groupings	Hybrid – online and onsite – increased time on campus	Hybrid/onsite with continued restrictions
I. Teaching and Learning	2. Flexible model – different expectations and educational delivery models for different levels of schools – Pre-K, K, elementary, middle school, high school – as well as individual student needs	Each school will develop a model based on age appropriate developmental ability to understand and follow Re-opening Framework expectations	School models with expanded on-campus offerings	School models with further expanded on-campus offerings
I. Teaching and Learning	3. Staff, student, and parent training of expectations of this Re-opening Framework for each Phase of Re-opening at all relevant locations	All students and staff will be trained in all elements of this Re-opening Plan – with an assessment of expectations prior to re-entry	As we move into Phase 2, students and staff will be trained on expectations	As we move into Phase 3, students and staff will be will trained on expectations
I. Teaching and Learning	4. Educational offerings of classes – determinations made about courses; classes offered – some classes suspended	Schools may offer limited or modified course offerings on campus – especially electives – based on hybrid educational delivery model and ability to safely offer a course	Expanded course offerings by semester or trimester	Full complement of courses with needed restrictions

I. Teaching and Learning	5. For Connected Learning within a hybrid model – enhanced expectations around attendance and grading (will not be pass/fail if Connected Learning continues in the fall of 2020)	Level/school expanded expectations for grading (not pass/fail), attendance including required contemporaneous instructional sessions during Connected Learning or a hybrid model – GHS/MVMS grading scale changes	Level/school expanded expectations for grading (not pass/fail), attendance including required contemporaneous instructional sessions during Connected Learning or a hybrid model – GHS/MVMS grading scale changes	Level/school expanded expectations for grading (not pass/fail), attendance including required contemporaneous instructional sessions during Connected Learning or a hybrid model – GHS/MVMS grading scale changes
I. Teaching and Learning	6. Promote healthy hygiene practices - mandatory handwashing/sanitizing on a cycle – respiratory hygiene	Strongly enforced – students will be expected to thoroughly wash their hands on a time schedule. Hand sanitizer will be provided where sinks are not readily available.	Enforced - students will be expected to thoroughly wash their hands on a time schedule. Hand sanitizer will be provided where sinks are not readily available.	Limited enforcement/oversight - students will be expected to thoroughly wash their hands/use sanitizer on a time schedule.
I. Teaching and Learning	7. Develop a comprehensive plan to support staff well-being and the Social Emotional Learning (SEL) of students during the pandemic and in support of our educational delivery model including Connected Learning, hybrid models, and onsite – including expanded SEL supports	Staff, students, and families will continue to require supports as a result of the pandemic	Staff, students, and families will continue to require supports as a result of the pandemic	Staff, students, and families will continue to require supports as a result of the pandemic

	for loss and mental health challenges			
I. Teaching and Learning	8. Athletics/co-curricular activities	Suspended – guidance provided by the New Hampshire Interscholastic Athletic Association (NHIAA)	Under review by administration – significant restrictions implemented	Permissible with restrictions
II. Technology	1. Device availability to support Connected Learning – expanded device program for families without dedicated student devices – evaluate the need to support families with limited internet connectivity	Explore additional device/hotspot purchases using ESSER funds to support families during Connected Learning or a hybrid model – expand Bring Your Own (BYOD) Device model	Support technology needs	Support technology needs
II. Technology	2. Remote support to be expanded within Connected Learning or a hybrid model	Expanded remote IT support for Connected Learning or hybrid model	Support technology needs	Support technology needs
II. Technology	3. Develop protocols to safely use shared technology – copy machines, printers, time clocks, intercoms, phones, etc.	Protocols will be established to safely use and clean shared technology resources	Protocols will be established to safely use and clean shared technology resources	Protocols will be established to safely use and clean shared technology resources
III. Logistics	1. Legal review of Re-opening Framework including liability exposure, risk management,	SAU/Goffstown/New Boston Counsel to review and provide input on Re-opening Framework	SAU/Goffstown/New Boston Counsel to review and provide input on Re-opening Framework	SAU/Goffstown/New Boston Counsel to review and provide input on Re-opening Framework

	notifications, waivers, releases, etc.			
III. Logistics	2. School campuses – operational status will be a modified Secure Campus – campuses will have restricted accessibility	Access to schools will be restricted per Secure Campus status	Access to schools will be restricted per Secure Campus status	Access to schools will be restricted per Secure Campus status
III. Logistics	3. Emergency Operations Plan (EOP) – expansion of EOP based on COVID-19 factors to include all possible scenarios from infections response to fatalities	Work with Goffstown and New Boston Police and Fire Departments as well as public officials to review current EOP with expanded contingency planning based on COVID-19	Implement expanded EOP	Implement expanded EOP
III. Logistics	4. Establishment of a COVID-19 Re-opening Committee in each school to operationalize this Re-opening Framework	Each SAU19 location will establish a Re-opening Committee	Continue to review and adjust Re-opening status	Continue to review and adjust Re-opening status
III. Logistics	5. School handbook expansion to include new logistical considerations to support the implementation of this Re-opening Framework	Implement handbook changes	Implement handbook changes	Implement handbook changes
III. Logistics	6. Communications Plan – the SAU19 Communications Plan	Implement Communications Plan	Implement Communications Plan	Implement Communications Plan

	for COVID-19 will continue to include both a centralized and de-centralized approach – elements include weekly superintendent videos, parent letters, newsletters, website, etc.			
III. Logistics	7. Transportation services – bussing with limited capacity and social distancing and hygiene expectations	Limited bus transportation based on capacity limits as well as social distancing expectations – enhanced cleaning and sanitization of busses and possible PPE requirements	Expanded bus transportation with significant restrictions and social distancing – enhanced cleaning and sanitization of busses	Expanded bus transportation with reduced restrictions and social distancing – enhanced cleaning and sanitization of busses
III. Logistics	8. Student/parent/staff Attestation release – students and staff must attest to health symptoms and potential exposure to COVID-19 including being restricted on campus and required to quarantine	Faculty and students will be expected to comply with COVID-19 Attestation and quarantine expectations	Faculty and students will be expected to comply with reduced COVID-19 Attestation and quarantine expectations	Faculty and students will be expected to comply with further reduced COVID-19 Attestation and quarantine expectations
III. Logistics	9. Symptom screenings including temperature checks – daily health checks upon arrival	All faculty and staff will be subject to temperature or other screening upon entering the building	Faculty and staff will be subject to temperature or other screening based on public health guidance	Faculty and staff may be subject to temperature or other screening based on public health guidance

III. Logistics	10. Building entry and exit – arrival and dismissal	Limited cohort size, social distancing, limited points of access and timing	Expanded cohort sizes based on public health guidance	Expanded cohort sizes based on public health guidance
III. Logistics	11. Movement within school with social distancing expectations – signage, one-way traffic, hallway restrictions, etc. Plans and restrictions by school will focus on all common areas including libraries, cafeterias, gymnasiums, playgrounds, locker rooms, main offices, etc.	Strongly enforced and restricted	Restricted	Limited restrictions
III. Logistics	12. Classrooms – reduced numbers with social distancing spacing	Limited cohort sizes of students ≤ 10 including staff – all interaction required to be within social distancing separation expectations of ≥ 6 feet	Limited cohort sizes of students ≥ 10 including staff – all interaction required to be within social distancing separation expectations of ≥ 6 feet	Limited cohort sizes of students TBD(≈ 50) including staff – all interaction required to be within social distancing separation expectations TBD
III. Logistics	13. Consistent groups – no sharing of students, teachers, etc. – no mixing of groups with other groups	Strongly enforced and restricted	Restricted	Limited restrictions
III. Logistics	14. Contact Tracing ability – develop model to limit groups, isolate groups	Enhanced Contact Tracing systems in place to track and	Enhanced Contact Tracing systems in place to track and	Contact Tracing systems in place to track and document all

	and track group contact using schedules, cameras, or perhaps other technology	document all student and staff contacts as positive cases are identified	document all student and staff contacts as positive cases are identified	student and staff contacts with limited fidelity and more student and staff freedoms
III. Logistics	15. Bathroom use/access – protocols for students and staff will be established to ensure social distancing, access, and cleaning expectations	Strongly enforced and restricted	Restricted	Limited restrictions
III. Logistics	16. Cafeteria – breakfast and lunch programs – cafeteria access restricted	All school meals served in small cohort sizes within classrooms – to-go options possible	Limited access to cafeteria spaces with limited seating, social distancing, and limited sharing of any supplies, condiments, etc.	Expanded access to cafeteria access with appropriate restrictions TBD
III. Logistics	17. Meals for Kids Program – food program for families with food insecurity to continue based on DOE guidance and program availability	Current Meals for Kids Program has been extended until September 30, 2020	Current Meals for Kids Program has been extended until September 30, 2020	Current Meals for Kids Program has been extended until September 30, 2020
III. Logistics	18. Limit sharing of supplies, materials, technology, classroom use items, food service serving items, etc. between classes and groups	No sharing of classroom resources between classrooms - strongly enforced and restricted	Restricted sharing of classroom resources	Limited restrictions on sharing of classroom resources

III. Logistics	19. Use of Personal Protective Equipment (PPE) – students and staff	PPE expectations TBD and based on availability – masks, gloves, face shields for nurses and temperature screenings, high exposure employees as well as public health guidance	PPE expectations TBD and based on availability – masks, gloves, face shields for nurses and temperature screenings, high exposure employees as well as public health guidance	PPE expectations TBD and based on availability – masks, gloves, face shields for nurses and temperature screenings, high exposure employees as well as public health guidance
III. Logistics	20. Staffing coverage challenges – backup plans – redundancy; staffing shortage planning	SAU, District, and school-specific planning for staffing shortages due to staff being unable to return and for substitute shortages	SAU, District, and school-specific planning for staffing shortages due to staff being unable to return and for substitute shortages	SAU, District, and school-specific planning for staffing shortages due to staff being unable to return and for substitute shortages
III. Logistics	21. Childcare support services	On-site before and after school care by the YMCA to be evaluated	On-site before and after school care by the YMCA with significant restrictions and expectations	On-site before and after school care by the YMCA with restrictions
III. Logistics	22. Work with the National Education Association (NEA) and unions on contract implications for teacher and support staff contracts in both Goffstown and New Boston in the implementation of this Re-opening Framework	Partner with NEA – Goffstown Education Association, New Boston Education Association, Goffstown Support Staff, and New Boston Support Staff to continue to support students through	Partner with NEA – Goffstown Education Association, New Boston Education Association, Goffstown Support Staff, and New Boston Support Staff to continue to support students through	Partner with NEA – Goffstown Education Association, New Boston Education Association, Goffstown Support Staff, and New Boston Support Staff to continue to support students through

		Connected Learning and hybrid models	Connected Learning and hybrid models	Connected Learning and hybrid models
IV. Health Management	1. Assessment of Individual health risk for those with high-risk factors	High alert and awareness of students and staff with personal or family high-risk factors – Connected Learning to continue for those with health considerations	High alert and awareness of students and staff with personal or family high-risk factors	Alert and awareness of students and staff with personal or family high-risk factors
IV. Health Management	2. Nursing services – expanded model – ability to isolate students who may be COVID-19 symptomatic or may have had exposure	Annex nursing space is established to be able to isolate and quarantine students displaying illness symptoms. Consider putting daily medications on a mobile cart.	Annex nursing space is established to be able to isolate and quarantine students displaying illness symptoms. Consider putting daily medications on a mobile cart.	Annex nursing space is established to be able to isolate and quarantine students displaying illness symptoms. Consider putting daily medications on a mobile cart.
IV. Health Management	3. Illness management – enhanced requirements for students and staff to be out if presenting with any flagged health considerations	Expanded stay-at-home requirements for students and staff who present with flagged health considerations or potential exposure to COVID-19	Expanded stay-at-home requirements for students and staff who present with flagged health considerations or potential exposure to COVID-19	Expanded stay-at-home requirements for students and staff who present with flagged health considerations or potential exposure to COVID-19
IV. Health Management	4. Plan for illness management, virus exposure, and communication – preventive measures, isolation, contact tracing, notifications	SAU and school-specific notifications to all members of the SAU19 Educational Community – communication methodologies: phone	SAU and school-specific notifications to all members of the SAU19 Educational Community – communication methodologies: phone	SAU and school-specific notifications to all members of the SAU19 Educational Community – communication methodologies: phone

		calls, videos, email, social media, website, newsletters, etc.	calls, videos, email, social media, website, newsletters, etc.	calls, videos, email, social media, website, newsletters, etc.
IV. Health Management	5. Absenteeism tracking and analysis – health screening questions for absent students and staff as well as return to campus protocols to be developed	Daily and weekly compilation of absenteeism for staff and students – trend analysis – personal calls from school nurses to parents around COVID-19 symptom concern	Daily and weekly compilation of absenteeism for staff and students – trend analysis – personal calls from school nurses to parents around COVID-19 symptom concern	Daily and weekly compilation of absenteeism for staff and students – trend analysis – personal calls from school nurses to parents around COVID-19 symptom concern
IV. Health Management	6. Planning for possible COVID-19 outbreak or cluster of positive cases	Development of SAU, District, and school plans to manage possible virus outbreaks	Development of SAU, District, and school plans to manage possible virus outbreaks	Development of SAU, District, and school plans to manage possible virus outbreaks
V. Facilities	1. Enhanced cleaning and sanitizing schedule for schools – per CDC recommendations	Cleaning – sanitizing schedule for schools – per CDC recommendations	Cleaning – sanitizing schedule for schools – per CDC recommendations	Cleaning – sanitizing schedule for schools – per CDC recommendations
V. Facilities	2. All facilities – enhanced air exchange ventilation	To maximize air exchange in all locations through HVAC systems	To maximize air exchange in all locations through HVAC systems	To maximize air exchange in all locations through HVAC systems
V. Facilities	3. Emergency operations support – Emergency Management Services – need for Emergency Shelter or Point of Dispensing (POD)	School facilities remain available to local and regional Emergency Management needs	School facilities remain available to local and regional Emergency Management needs	School facilities remain available to local and regional Emergency Management needs

V. Facilities	4. Facilities Use – per Policy KF (Goffstown), (New Boston)	Suspended	Requests to be evaluated by SAU administration	Requests to be evaluated by SAU administration
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Resources:

[Opening Up America Again published by the CDC](#)

[WHO Coronavirus Disease \(COVID-19\) Dashboard](#)

[NH Department of Health and Human Services – COVID-19](#)

[CDC – COVID-19](#)

<https://preventepidemics.org/covid19/boxitin/>

<https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19>

<https://www.education.nh.gov/who-we-are/commissioner/covid-19>

<http://www.healthdata.org>

<https://coronavirus.jhu.edu/map.html>

<https://www.eeoc.gov/coronavirus>

<https://returntoschoolroadmap.org>

<https://lear.com/safeworkplaybook>

<https://www.osha.gov/Publications/OSHA3990.pdf>