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Epping School District Reopening Plan

2020-2021 School Year

Introduction

The coronavirus pandemic and its global spread in 2020 has been unprecedented and impacted schools around the world. It has forced re-evaluation and changes to almost all our operational and educational practices. Our students, families, staff and community have demonstrated incredible resilience during this time. In order to prepare our schools for the uncertain future a Reopening Task Force was created to gather data, feedback, review current health and operational guidelines, and draft the best possible plan to meet the various needs of Epping Schools. We know that any plan needs to be flexible given the changing conditions of this global pandemic. While the opening of school undoubtedly has inherent risks, the planning for this school year has been focused on mitigating those risks in multiple ways and offering as much choice in learning opportunities as possible to best to meet the varied individual needs.

Our Reopening Plan shares the work of its 33 task members. This work could not have been completed without the effort of each and every member and their ability to focus on a solution that best meets the needs of the Epping students, staff, and community.

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Members of the Epping School District Reopening Task Force

[Bill Furbush](#), Superintendent

[Dave Mylott](#), School Board Vice Chair

[Heather Clark](#), School Board Member

[Bonnie Sandstrom](#), Business Administrator

[Laurie Underwood](#), Technology Director

[Don Nichols](#), Facilities Director

[Cathy Zylinski](#), Director of Student Services

[Heather Cantagallo](#), EES Principal

[Coby Troidl](#), EMS Principal

[Brian Ernest](#), EHS Principal

[Sarah Wagner](#), School Psychologist

[Sandra Rowe](#), First Student Bus Company

[Joy Page](#), Epping Teacher Union President

[Barbara Whittingham](#), Para Union President

[Debbie Jankowsky](#), EES Teacher

[Rachael Pattee](#), EES Teacher

[Amy Newman](#), EMS-EHS Teacher

[Sean Meagher](#), EMS-EHS Teacher

[Melanie Friese](#), EHS Teacher

[Joanne McCann](#), EHS Teacher

[Karen Mongeon](#), EES Admin Assistant

[Ellen Needham](#), EMS Admin Assistant

[Tracy Bell](#), EHS Admin Assistant

[Heather Charkowski](#), EES Parent

[Nicole Kukesh](#), EES Parent

[Romaine Wishart](#), EMS Parent

[Nicole Bizzaro](#), EMS Parent

[Jordenne Sargent](#), EHS Parent

[Shana McTague](#), EHS Parent

[Cameron Wishart](#), EMS Student

[Sunni Newman](#), EMS Student

[Austin Clark](#), EHS Student

[Emily Kelly](#), EHS Student

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Guiding Principles

Safety First

In-person Instruction

Community Impact

- ★ **Safety first.** The safety of our students, faculty, and community is our highest priority. Public health guidance and COVID-19 data will determine the movement between phases in this framework.
- ★ **In-person instruction.** Students deserve the best public education we can provide them while maintaining their safety. For many students in-person learning is the best mode to meet their social and academic needs and remote learning is not always the best option for all students.
- ★ **Community impact.** Returning to school is an important factor to support economic recovery as parents need the ability to work. Expecting parents to continue providing childcare and remote learning support during work hours is not sustainable or healthy for our parents.

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Guiding Principles

Weighing the Risks

Fluid Framework

Equity Lens

- ★ **Weighing the risks.** Reopening SAU14 schools comes with risk during the COVID-19 pandemic. It is important to establish precautionary measures to minimize risk where possible, including asymptomatic transmission during this highly dynamic public health crisis. It is also important that families assess the level of risk that they personally are comfortable with.
- ★ **Framework needs to be fluid.** That means having the ability to transition from a remote learning model off-site to a phased-in approach to safely reopen our schools as we progress through the phases. It may be necessary to progress or regress through the phases as public health conditions change.
- ★ **Equity lens.** This reopening framework must support educational equity for all students, and ensure that our most vulnerable students receive the supports necessary for their success, particularly in a remote instruction environment.

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Four Phases of Reopening

The following chart outlines four phases of reopening. Recognizing how conditions of the pandemic may change, the phases are designed to be able to move from one phase to another with the least disruption to the continuity of student learning. Given the current general conditions, we anticipate opening Epping Schools in Phase 3 on September 9, 2020. However, this recommendation will be revisited throughout the summer if general conditions change. Throughout the school year this will be re-evaluated every two weeks by reviewing local health conditions, regional health conditions, local safety officials, and guidance from NH DHHS.

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PHASE	GENERAL CONDITIONS	LEARNING ENVIRONMENT
<p>Phase 1 Full Remote Learning</p>	<p><i>Governor's Stay at Home order in effect</i> <i>Significant local escalation of the pandemic</i></p>	<p>Four day student week All students are home Students access learning through remote instruction only</p>
<p>Phase 2 Low Density Partial Remote</p>	<p><i>Infections rising with limited capacity recommendations</i> Social distancing requirement of 6+ feet Required limits on physical capacity of classrooms and buildings Little to no physical student interaction Face masks/shields required by all students and staff indoors Health Screening at all entrances High frequency of hygiene and disinfection protocols</p>	<p>Four day student week Teachers deliver instruction remotely Vulnerable populations receive support services and interventions in school classrooms Students for whom home is not an option, access remote learning in open school space, such as the cafeterias All remaining students access remote learning at home</p>

PHASE	GENERAL CONDITIONS	LEARNING ENVIRONMENT
<p>Phase 3 In-Person with Safety Requirements</p> <p>(Most likely recommendation given present conditions)</p>	<p><i>Infections low but present in the seacoast area.</i></p> <p>Social distancing recommendation of 3'-6' feet</p> <p>Face masks/shields required for all students and staff when 3'-6' feet social distancing not possible</p> <p>Home screening protocols</p> <p>Hygiene and disinfection protocols</p>	<p>Five day student week</p> <p>Teachers deliver instruction in person</p> <p>Daily class schedules close to normal with some movement modifications</p> <p>Limited student interaction to comply with social distancing, i.e. students sit individually not in groups</p> <p>Scheduled use of outdoor or alternative space to allow for movement break</p> <p>Remote option given to parents not comfortable sending their student to school (See Phase 3 Remote Options)</p>
<p>Phase 4 Full Return with No Restrictions</p>	<p><i>No new infections</i></p> <p>No social distancing recommendation</p> <p>No PPE required</p>	<p>School schedules as normal</p> <p>Classroom instruction with no restrictions</p>

Phases 3 and 4 of Reopening

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Phase 3 Remote Options

If schools open in Phase 3, a remote option will be offered to parents unable or uncomfortable sending their students back to school for in-person learning. The remote option may be a combination of at-home learning and in-person learning. Due to scheduling limitations, stand-alone online platforms (such as VLACS) will be used in addition to a local remote learning option.

In addition to VLACS remote learning option we wish to also provide a local flexible learning option for students to be most responsive to their changing needs. In order to do this synchronous remote classroom instruction (in-person instruction broadcasted to synchronous remote learners) will be offered in a limited number of classrooms.

If the VLACS remote option is chosen, the student must stay with that choice until the end of the first quarter for elementary students, and the end of the first semester for middle and high school students. This is necessary to ensure we are able to plan for the appropriate numbers of students and teachers in the fall and plan for their return to the classroom. While we want to be as flexible as possible for all families, we are unable to move students in and out of VLACS remote learning at will.

If a student wishes or for medical reasons needs to participate in synchronous remote learning they will be allowed to do this with greater flexibility. For planning purposes we request that if a student wishes to return to in-person learning or begin synchronous learning that as much notice is given as possible.

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Teaching and Learning	Reopening Options and Considerations Educational Options ESD Reopening Phase 3 Common student and teacher expectations for remote and hybrid learning Essential competencies and curriculum elements for remote learning Additional professional development to staff (technology platforms, project-based learning, outdoor activities, remote assessment, etc.)
Facilities	Cleaning and disinfecting protocols Central PPE purchasing Classroom spacing set up for social distancing
Health and Nursing Protocols	Protocols for responding to COVID-19 Screening protocol for staff and students Dismissal /Absence Instructions Health Guidelines for Staff Symptom Flowsheet for RN Quarantine protocols PPE Guidelines

<p>Transportation and Food Service</p>	<p>Bus schedules and guidelines General Bus Protocols EES Phase 3 Lunch Procedures</p>
<p>School Schedules</p>	<p>Plan for limited movement Arrival and dismissal procedures to limit congregations</p>
<p>Community We are in this together We are all responsible for the health of our community</p>	<p>Questions on Reopening Plan Parent and school responsibilities for safety protocols Student and staff training on safety requirements</p>

Social Emotional Plan	Supports for Community Communications Plan

There is intensive ongoing work throughout the summer by various groups to prepare for all the specific areas of a successful school opening. This work is well underway and informed by previous parent, student and staff surveys. Thank you to all who continue to provide feedback and remain invested in this process.

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