

SAU 21 Return to School Decision Matrix

Considerations Listed below are factors that will be taken into consideration when a decision to move to or from a fully remote learning model is being made. The first five factors are weighted more heavily than the others.	REOPENING PLAN (In-Person or Enriched Virtual)		Full Remote
<u>Community Spread Level (by Town)*</u> *Hampton *Hampton Falls *North Hampton *Seabrook *South Hampton	1 or fewer cases per 100,000 <i>(On Track for Containment)</i>	2 to 9 cases per 100,000 <i>(Community Spread)</i>	10+ cases per 100,000 <i>(Accelerated Spread)</i>
Positive COVID result(s) within school community – elementary/middle cohort model	Individual classroom cohorts may have periods of remote learning in response to suspected or confirmed cases.	Individual classroom cohorts may have periods of remote learning in response to suspected or confirmed cases.	Suspected or confirmed cases within the school will result in a school-wide shift to remote learning for at least two weeks.
Positive COVID result(s) within school community – high school model	Many members of the school community may have periods of remote learning in response to suspected or confirmed cases.	Suspected or confirmed cases within the school will result in a school-wide shift to remote learning for at least two weeks.	Suspected or confirmed cases within the school will result in a school-wide shift to remote learning for at least two weeks.
Staff Absenteeism and Leaves (in particular, nursing staff)	The school is able to provide coverage and manage absenteeism and leaves with little impact to instruction.	It is difficult for the school to provide coverage and manage absenteeism and leaves. There is impact to instruction.	The level of staff absenteeism and leaves is too high to effectively manage.
Availability of Space (given social distancing guidance), as well as Cleaning and Protective Supplies to allow us to follow state guidelines	The school has the space and supplies necessary to meet state guidelines and to implement the SAU plan.	The school is having difficulty securing the supplies and creating the space necessary to meet state guidelines and to implement the SAU plan.	The school is unable to secure the supplies and create the space necessary to meet state guidelines and to implement the SAU plan.
Student Absenteeism (including requests for Remote Learning Academy)	The needs of students both in school and absent are able to be met effectively.	It is difficult for the school to meet the needs of students both in school and absent.	The level of student absenteeism is too high to effectively meet the needs of students.
Compliance with Protections, including screening	Screening is happening before people enter the building. There is a rare need for someone to leave school due to illness. Mask wearing, physical distancing and other protective measures are followed by the community.	There are small gaps in compliance to the protective measures in place.	There are significant gaps in compliance to the protective measures in place.

Executive Orders/Public Health Department Guidance supersedes local decision making. The SAU will regularly communicate where each school falls within each of these factors.

*Taken from the Harvard Global Health Institute