



Re-Opening Plan

School Administrative Unit 39

**EVERY STUDENT SAFELY ACHIEVES AT LEAST A YEAR OF
ACADEMIC GROWTH BY MEMORIAL DAY**

7/9/2020 - DRAFT



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I- Executive Summary

Our objective for the coming year is simply: “Every student safely achieves at least a year of academic growth by Memorial Day.”

SAU #39 schools will re-open in the fall of 2020 providing full-time access to physical schools while providing a remote option to all parents, students, and staff members who choose it. SAU #39 seeks to develop and implement a scientifically sound, risk-based system to determine the appropriate school modality during changing conditions.

The 2020-2021 school year will be segmented in 10 segments of school days that will allow each parent, family, student, and staff member to adjust their personal choice of in-person or remote school options based on the changing conditions and the risk mitigation strategy employed by the district.

SAU #39 will identify our determined risk level by referring to a color-coded system that corresponds to the physical access to our school and the safety measures in place during that segment of the school year.

In order to make the school system a safe place for students and staff, significant resources and important policy shifts are necessary to enable the appropriate protocols. Some of the important shifts to our current protocols include staggered arrival/dismissal times for students and staff, limiting access to the school building whenever practical, enhanced cleaning procedures, etc.

Because of our commitment to the individual choices of our school community, our viability to provide an in-person school option will be subject to available staffing.



II- Re-Opening Task Force

The re-opening task force was created in June, 2020 to advise the superintendent of schools about how to re-open schools.

Member Name	Affiliation	Sub-Group
Jim Manning	Health Industry	Science/Medical
JM Vore	Health Industry	Science/Medical
Deanna Cordts	C-W Nurse	Science/Medical
Anna Parrill	C-W Principal	Administration
Dr. Henry LaBranche	Retired Superintendent	Administration
Dan Black	Assistant Superintendent	Administration
Dr. Bethany Bernasconi	AMS Principal	Administration
George Bower	Souhegan Moderator	Community
Shannon Gascoyne	Parent	Community
Peter King	Mont Vernon Moderator	Community
Reed Panisiti	Amherst Selectmen	Community
Kim Roberge	Mont Vernon Selectmen	Community
Nate Jensen	Amherst Moderator	Community
Georgia Craven	Souhegan Student	Students
Delaney Facques	Souhegan Student	Students
Stephen O'Keefe	SAU Chair	Faculty, Staff, & Associations
Amy Facey	SAU Chair	Faculty, Staff, & Associations
Jolene Sawyer	Souhegan Teacher	Faculty, Staff, & Associations
Katy Kennedy	C-W Teacher	Faculty, Staff, & Associations

In addition to the task force, five sub-groups were created that allowed greater participation in the community. Well over 100 students, parents, teachers, and community members participated in sub-groups and provided detailed feedback to the greater task force.



III- Resources/References

The list below is a sample of some of the resources that were used in the development of this plan.

Resource	Link
NH STRRT Task Force	https://www.education.nh.gov/who-we-are/commissioner/school-transition-reopening-redesign-taskforce
CDC School Guidance	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
Maine Framework	http://www.maine.gov/doe/covid-19/reintegrate
Mass Guidance	https://d279m997dpfwgl.cloudfront.net/wp/2020/06/DESE-Initial-Fall-Reopening-Guidance-vFF.pdf
Dutch School Opening Article	https://www.google.com/amp/s/www.tes.com/news/all-dutch-primary-pupils-are-back-school-heres-how%3famp
The Lancet Article	https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(20)30264-3/fulltext
George Bower Risk-Based Criteria	Private
Harvard Chan School of Public Health Article	https://news.harvard.edu/gazette/story/2020/06/harvard-expert-outlines-recommendations-for-school-reopenings
Harvard School Guidance	https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf
American Academy of Pediatrics Guidance	https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/
NJ DOE FAQ's	https://bit.ly/2Ob0Hpy
NH DHHS COVID-19	https://www.nh.gov/covid19/
Johns Hopkins Tracker	https://hub.jhu.edu/2020/07/09/reopening-schools-policy-tracker/
Worldometer	https://www.worldometers.info/coronavirus/country/us/



IV- Foundations

The following are a list of foundational beliefs that are used to determine our key strategies and to guide our thought process. They are not meant to be exhaustive but illustrative of the fundamental guiding principles.

- **This school year (and others after it) are likely to be disrupted by COVID-19**
While we cannot control the containment, mitigation, and response to COVID-19, we must prepare as if this entire school year and others in the future *may* be affected.
- **Conditions and individual comfort levels are going to be dynamic and unpredictable and will vary by season**
Conditions in our community, state, and country are likely to change rapidly and in an unpredictable way. As a result, we cannot in good faith create a plan for our entire school year, but must prepare ourselves to be adaptable to the changing conditions. In addition, the relative comfort level of our staff, students, and parents will likely adjust and change fluidly throughout the year.
- **Overall guidance for safety protocols is the responsibility of the Governor and DHHS**
We have the ability at the local level to determine our pathway for our schools short of any direct executive orders by the Governor or decree by DHHS. However, it is the responsibility of state government to provide accurate, timely, and overall guidance upon which we should rely to make our local decisions.
- **Remote learning must be rigorous and strive to be a reasonable facsimile for in-person school**
We must acknowledge (based on survey data) that some parents and students will choose not to send their children to the physical school in the coming months and years as a result of COVID-19, yet our objective remains the same. We need to acknowledge that remote learning is not an exact replica of the physical school environment but needs provide similar outcomes for students whenever possible.
- **Learning outcomes, standards, and progress must remain intact**
We must not dilute our learning standards and outcomes and must instead invest in the resources necessary to encourage as many students as possible to attend the physical school safely to ensure adequate outcomes for all students.
- **Each member of the school community- parents, students, teachers, administrators, and staff- must be committed to our objective for the year for us to be successful**
While each of us must make choices for our safety based on our own comfort level, the success of the school community hinges on each of us being accountable to contributing to our overall objective within our area of responsibility.



V- Key Strategies

Based on our foundational beliefs, we will deploy the following key strategies to meet our objectives.

Choice

Each member of the school community will be afforded options for their participation in the school community whenever possible. We will endeavor to give parents, students, and teachers options for participating in school by attending physically or via remote learning. It is our intention to not require ANY faculty, staff, or students to attend school in-person if possible.

School Year Segments

The school year will be broken into logical segments of time of about four weeks to allow flexibility for parents, students, and staff to make adjustments to their personal preferences based on changing conditions.

In addition, the use of segments to the school year will allow for remote and in-person groups of students to remain synchronized in their progress.

This change will require teachers to re-align their scope and sequence for their curriculum as well as to coordinate pacing guides between teachers to ensure that students can move between the remote and in-person option easily when required.

For each segment of the school year, the school system will announce two-weeks prior to the start of the next segment what (if any) changes to protocols will take place for that next segment. We will then ask parents and faculty to let us know a few days later what (if any) changes they plan to make for their participation during that segment.

Segment	Start Date	End Date	Our Decision Date	Parent/Staff Date	Weeks	School Days
1	8/31/2020	9/27/2020	8/17/2020	8/19/2020	4	17
2	9/28/2020	10/25/2020	9/14/2020	9/16/2020	4	19
3	10/26/2020	11/29/2020	10/12/2020	10/14/2020	5	19
4	11/30/2020	1/3/2021	11/16/2020	11/18/2020	5	18
5	1/4/2021	1/31/2021	12/21/2020	12/23/2020	4	19
6	2/1/2021	2/28/2021	1/18/2021	1/20/2021	4	15
7	3/1/2021	3/28/2021	2/15/2021	2/17/2021	4	20
8	3/29/2021	5/2/2021	3/15/2021	3/17/2021	5	20
9	5/3/2021	5/30/2021	4/19/2021	4/21/2021	4	20
10	5/31/2021	6/20/2021	5/17/2021	5/19/2021	3	8
11	6/21/2021	6/30/2021	6/7/2021	6/9/2021	1.6	0

With our school year being disrupted, it is possible that we will need to make adjustments to our school year calendar including suspending school for a period of time, adjusting vacation schedules, shortening or lengthening our school year, etc. However, our



goal is to always make changes in line with the segment schedule posted above and to provide families and staff as much notice as possible.

Combining Sections/Redundancy

In order to create the flexibility we need as described above, it will be necessary to combine sections of students into larger groups with more than one teacher assigned to that group. Teachers will be grouped in sets of 2-4 teachers to allow for redundancy, flexibility, and stability during unpredictable absences of teachers, change in conditions, etc.

We will still endeavor to maintain consistent groups of students within larger sections that will appear to regular-sized classes of students, but we need to build redundancy into the system to ensure unpredictable outcomes do not stop academic progress.

In addition to combining teachers in groups, we are also investigating assigning volunteer and/or paid long-term substitute teachers to groups of teachers to provide additional support to the logistics and coordination process of a hybrid environment.

Anchoring Adults

We need to ensure that every student/family has a connection to a key adult in their school during the rest of this disruption. To that end, additional supports and structures need to be implemented at each school to provide staff with the professional development they need to be successful and for families to establish their contact with that key person for their child.

The vision is for each “anchoring adult” to be the key point of contact between family and school and for there to be ownership in that relationship for tracking the academic progress of each individual student while in some ways, providing focus for the anchoring adult in regards to their area of focus in connecting with students.

Professional Development

Our teachers and staff will need significant professional development in order to be successful in our plan. We will be requesting significant funds be redirected to allow teachers to receive professional development leading up to the school year in August and on-going professional development during the first few months of the school year. It cannot be over-stated that our success hinges on our faculty being prepared, feeling valued, and provided with support during this time.

Create Logical Social Distancing Including Outdoor Education

Whenever possible, we will encourage the use of the outdoor grounds for classes to allow for additional social distancing. Teachers will be given flexibility in regards to use of school buildings and grounds to support additional spacing between students and teachers.

Segment 1 Focused on Preparation

The first segment of the school year will be academically focused, but with intentional focus on developing connections between anchoring adults and students, establishing communication protocols and systems, and preparing for success in our disrupted environment.



In addition, the primary election day in New Hampshire on Tuesday, September 8, will be used as a dry run for fully remote classes with no in-person school on that day.

Staggered Start/End Times

We are investigating the use of staggered start/end times for our school days. If possible, we will give parents, students, and staff a choice between an early arrival and dismissal time or a later arrival and dismissal time. For example, Souhegan's schedule might be something like the following:

Time	Early Arrival/Dismissal	Late Arrival/Dismissal
7:30AM – 9:00AM	Arrival – 1 st Class	
9:00AM – 10:30AM		Arrival – 1 st Class
10:30AM-12:30PM	Lunch/Advisory/Anchoring Adult/Class/Clubs	
12:30PM-2:00PM	Dismissal	
2:00PM – 3:30PM		Dismissal






A staggered arrival and departure for each school will lower building load by about half for as much as 35-40% of the school day while also providing flexibility to students, parents, and staff. In addition, a stagger allows for a reduction of bus occupancy by half although requiring two bus routes for each school. In addition, it may be possible to allow some students to gain access to an additional academic class if they stay for both the first and last block of the day.

These schedules will be different for every school with one set of start and end times targeted to be the same or similar to last year's normal school day schedule.



VI- Status Protocols

Given the changing and unpredictable nature of conditions in our community, the school system will adopt a status classification system to easily indicate to which level of risk we are subject and which corresponding set of safety protocols will be in place for our schools.

	Status	Modality	Target	Safety Protocols
	Red	Campus Closed	0%	N/A
	Orange	Priority Access Only	10-25%	Strictest
	Yellow	Campus Open	70%	Required
	Green	Campus Open	90%	Recommended
	Blue	Near Normal Operations	99%	Encouraged

Decision Making Process

The decision to move between status levels will be informed by the continued involvement of the task force and by evaluating various data points in the community. In general terms, decision making will be made based on the following priority order:

Source	Types of Data
Local Determinations	Survey data, task force recommendations, surrounding communities
Governmental Decrees	Federal, Governor, or DHHS decrees that impact our schools
Local Data	Case counts, mortality data, positivity rates, hospitalizations, etc.
Resource Availability	Teacher cases, bus driver availability, etc.
Parent/Faculty Decisions	
Quality of Remote Learning	



Status Red – Campus Closed

When conditions are severe, the entire school campus will be closed much like the spring of 2020. This status will be reserved for the most intense safety concerns for the school community or due to an executive order by the Governor or decree from DHHS.

Status Orange – Priority Access Only

Priority access will be given to students with special needs who require services in the school building. The most strict safety protocols will be in place for staff and students in the school building.

Status Yellow – Campus Open with Required Protocols

In this status, school will be open to all students, but with required safety protocols as determined by the superintendent and the task force. Initial safety protocols include the following:

- Masks required for all staff on campus and for students in grades 5-12, who are able, while indoors when 6-10 feet of social distancing is not possible;
- Social distancing of 6-10 feet without masks required at all times for staff and students;
- Symptom questionnaire required for access to the building with restrictions on entry based on answers or observed symptoms by nursing staff;
- Self-monitoring temperature greater than or equal to 100.0F restricts entry to the building;
- No access to the building by visitors, volunteers, or guests;
- Meetings with parents or staff that can be done remotely will be done remotely;
- Extensive hand-washing and sanitizer use in the school;
- PPE available for nursing staff;
- Lunch in classrooms; and,
- Extensive minimization of travel within the building when possible.
- Use of code of ethics for staff and students in regards to symptoms, travel, etc.

Status Green – Campus Open with Recommended Protocols

When conditions are in a state of improvement, status green will be used to reduce requirements of the more restrictive statuses. The following protocols will be in place:

- Masks suggested for all students and staff;
- Social distancing of 6-10 feet encouraged when possible;
- Symptom questionnaire required for access to the building with restrictions on entry based on answers or observed symptoms by nursing staff;
- Self-monitoring temperature greater than or equal to 100.0F restricts entry to the building;
- Limited access to the building by visitors, volunteers, or guests;
- Meetings with parents or staff that can be done remotely will be done remotely;
- Extensive hand-washing and sanitizer use in the school;
- PPE available for nursing staff; and,
- Minimization of travel within the building when practical.



Status Blue – Near Normal Operations

When conditions are approaching pre-COVID levels, status blue will be used to support the transition back to near-normal operations. Students who have severe medical concerns will still be allowed to access the school remotely, but the vast majority of students and staff will be expected to be in the physical building.

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VII- Resource Allocation

Teacher Professional Development

Our success in creating a safe environment that is academically successful will hinge on our ability to provide teachers with appropriate support and professional development in re-organizing curriculum. By segmenting our school year and creating teams of teachers, teachers will need to spend time preparing their classroom activities and lessons while also re-organizing their structures to support the dynamic nature of the upcoming school year.

We will need funding to allow all teachers at least five days of paid professional development leading up to the school year and for continued opportunities during the school year.

In addition, each of our bargaining units should be offered the opportunity to participate in impact bargaining to ensure that with the changes and disruptions to our typical schedules that school boards are honoring the collective bargaining agreements with the associations.

Physical Security

In order to maximize the use of outdoor space, additional physical security will be needed. It is likely that we will be seeking volunteer security guards who are willing to patrol our school grounds and ensure the safety of our students while outdoors.

Cleaning & Sanitization

Our custodial staff will need training to ensure they can adhere to strict cleaning and disinfecting guidelines. In addition, our custodial staff will need to be scheduled to do their work during 2nd shift to ensure the school building is prepared for access each day. As a result, additional custodial support will be necessary to handle cleaning and disinfecting of touch surfaces during each school day.

Technology

To ensure appropriate remote options persist, each student will be provided with a device for 1:1 access. Also, the district will work with families to ensure Internet access in each home can be used for school purposes.

Air Quality

The indoor air quality in each of our schools meets standards, but may not be sufficient to ensure recirculated air is not in classrooms. As colder weather approaches, the SAU should seek to prepare a potential warrant article for funding to upgrade HVAC systems up to new construction standards to ensure appropriate air quality. In addition, because of the potential for extended use of school facilities in the summer, air conditioning for some or all of various schools needs to be considered.



Bus Transportation

Bus routes will need to be extended to allow for our staggered start/end times which may result in additional expenditures.

Policy Adjustments

Policies that allow for the enforcement of safety protocols and access restriction to school buildings based on illness need to be considered by our school boards.

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VIII- Timeline/Action Steps

Stage	Tasks	Time Period
Task Force	Initial protocol development	June – July, 2020
- Initial Draft		July 9, 2020
- Task Force Review		July 16, 2020
- Sub-Group Review		July 16-23, 2020
- Feedback		July 23, 2020
- Finalization		July 30, 2020
Preparation Phase	Develop plans and procedures	July 30 – August 30, 2020
- School Board	Adopt policy and allocate resources	August 10, 2020
- Impact Bargaining		July 23 – August 10, 2020
- Professional Development	Teacher preparation and training	August 10 – 28, 2020
Initial Determination	Establish protocol for segment 1	August 17, 2020
First Day of School		August 31, 2020
FY22 Budget Development		August, 2020 – March, 2021

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