



SAU 19 School Re-opening Plan

MONDAY, AUGUST 3, 2020



Introduction

- Opening remarks by Superintendent Balke

What is the criteria to re-open schools?

- <https://goffstown.k12.nh.us/attachments/article/433/SAU19%20COVID-19%20Return%20to%20school%20plan%2004-15-20.pdf>

- Let's look at the COVID19 data

Internationally – Nationally

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



Introduction

States with positivity ratings below 5%:

<https://coronavirus.jhu.edu/testing/testing-positivity>

Testing trends

<https://coronavirus.jhu.edu/testing/tracker/overview/new-england>

NH Dashboard

<https://www.nh.gov/covid19/dashboard/summary.htm>

Local numbers



Executive Summary

Teaching and Learning - Educational Delivery Model:

Hybrid with a choice

- fully remote/connected instruction or in-person instruction two days a week/connected learning three days a week for the month of September
- Remote instruction will have enhanced expectations and instructional delivery
- All elementary schools in SAU19 are over capacity – we are proposing a 50% occupancy to allow for limited cohorts and social distancing
- Changes to the school calendar – the Governor has given school districts 3 days additional days to plan for re-opening
- Our model needs to be flexible and responsive to changing public health conditions if we have potential exposure of positive cases
- We may have capacity under a Phase 2 opening for more students on campus – parents will be able to self-identify as "Priority Return"



Executive Summary

Facilities:

- Emphasis on enhanced cleaning, increased air exchange/ventilation
- Modified secured campus setting
- Facility use of building and grounds is suspended

Health Management:

- Nursing services and illness management protocols, absenteeism tracking
- Parents/Guardians responsible for temperature checks
- What will we do if we have positive cases or potential exposure?



Executive Summary

Logistics:

- Childcare for staff – options to support staff members who need childcare are in process with local providers
- Masks/face coverings – required
 - Developmental ages/needs any special medical circumstances of students will be considered
 - Students must wear masks during transitions and when not able to socially distance by 6 feet
 - Students will have opportunities to have masks off aligned with CDC and DHHS guidance
- Continued K-12 transportation (face coverings required; registration required)
 - Bus capacity limited, one student per seat except for siblings; restricted to pick up and drop off to primary residence
- Athletics and co-curricular activities on hold until September
- Food Service
 - limited menu, students to eat in classrooms, meals available to all students during remote days



Special Education

- Special education supports and services as outlined in students' IEP's will be provided to allow students to access the general curriculum within the hybrid/remote learning models. Emphasis will be placed on meeting the social-emotional, physical, and educational needs of students.
- Per Executive Order 48, every student with an identified disability must have a meeting by September 30th to review student data and progress and consider the need for potential compensatory services. Some of these meetings may reveal the need for additional data collection prior to deciding whether compensatory services are warranted.
- During the month of September, students in special education will attend school with their designated cohorts.
- During September, teams will establish base-line knowledge and progress-monitor all students with an identified disability. Based on data and parent/teacher input, teams may adjust services/schedules. Recommendations will balance educational, social-emotional and physical needs with the health needs of students.



Special Education (continued)

- IEP and other team meetings will be held via a video conferencing platform.
- As students and staff re-enter the school buildings, formal special education evaluations may commence.
- Incidents of students unable to follow CDC guidelines will be addressed through individualized behavior plans, further direct instruction around protocol, crisis prevention/intervention procedures including the de-escalation cycle, and removal from the classroom to a separate space with adult supervision. If compliance with the COVID-19 protocols cannot be demonstrated, teams may consider a shift to full-time connected learning or a change to a different setting.



Special Education (continued)

- The district will provide the appropriate PPE for staff that may have increased close student contact.
- Developmentally, some students will require repeated direct instruction, redirection, and reteaching of social distancing and mask wearing protocols. Teams will develop an individual plan of action for each student (e.g., additional adult supervision, sensory breaks).
- Every effort will be made to minimize the mixing of students from different classrooms; however, this may be needed at times in order to provide appropriate special education services. Service provider locations will vary by building, and additional cleaning/PPE procedures will be put into place.



Teaching and Learning: Delivery Model

Goffstown High School

Overview of Continuum (1.1)

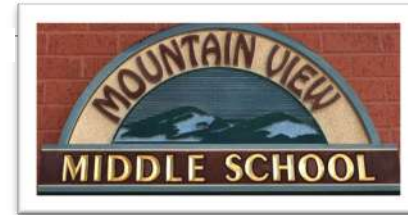
Teaching and Learning (1.2)

[GHS - Continuum of Instruction](#)

[Fully Remote Schedule and Phase One](#)

[Phase Two - Hybrid Model](#)

Teaching and Learning MVMS: Delivery Model 1.1



Fully Remote	Hybrid Instructional Model MVMS will be prepared to transition students and staff between three distinct phases of a hybrid instructional model in response to the most current public health considerations, state executive orders, and guidelines for community safety and wellness.			Fully Open
	Phase One	Phase Two	Phase Three	
All classes at MVMS will be offered via an online delivery model. Students will be able to access all classes anywhere. Unlike in the spring of 2020, with the re-opening of school for the 20/21 school year, classes will "meet" for "face-to-face" instruction daily for all content area classes in 30-minute blocks. Intervention blocks/office hours and ACE time will also be made available to all students. Lessons and activities will be offered in Google Classroom for all students.	All classes at MVMS will be offered via a Connected Learning platform three days per week, while students will be in a traditional classroom setting one day per week. Students will continue to access Remote Learning each Friday (see fully remote). Unlike in the spring of 2020, with the re-opening of school for the 20/21 school year, on Connected Learning days students will engage in a "flipped classroom model" when not in the physical building. •Students will complete the necessary assigned readings and/or instructional activities, work on projects, and perhaps review stock and/or teacher created videos from home. •Students may also be provided with paper assignments during their "in-person" day to complete on a Connected Learning day (art, etc.) (25% of the MVMS population for in-person instruction -no more than 10 students in the classroom)	Students will attend classes within the MVMS school building on a rotating basis in two cohorts. Over a four day period, each cohort will physically be in the building twice - one cohort Mon/Wed, the other Tues/Thurs. On Friday, all classes at MVMS will continue to be offered via a remote delivery model (see fully remote). Students will now be engaged in two Connected Learning days each week. Students will continue to be engaged in a "flipped classroom model" when not in the physical building. •Students will complete the necessary assigned readings and/or instructional activities, work on projects, and perhaps review stock and/or teacher created videos from home. •Students may also be provided with paper assignments during their "in-person" days to complete on a Connected Learning day (art, etc.) (50% of the MVMS population for in-person instruction- no more than 14 students in a classroom)	Students will attend classes within the MVMS school building on a rotating basis. Over a four day period, each cohort from phase two will physically be in the building three times per week - the cohort from Mon/Wed, will be scheduled to add Tuesday or Thursday to their schedule. Students who were on a Tues/Thurs schedule will be added to either Monday or Wednesday. On Friday, all classes at MVMS will continue to be offered via a remote delivery model (see fully remote). Students will now be engaged in one Connected Learning day each week. Students will continue to be engaged in a "flipped classroom model" when not in the physical building. •Students will complete the necessary assigned readings and/or instructional activities, work on projects, and perhaps review stock and/or teacher created videos from home. •Students may also be provided with paper assignments during their "in-person" days to complete on a Connected Learning day (art, etc.) (75% of the MVMS population for in-person instruction -no more than 20 students in the classroom).	All students will attend classes within the MVMS building following the "traditional" daily schedule, processes, and routines.



Teaching and Learning MVMS: Delivery Model 1.2

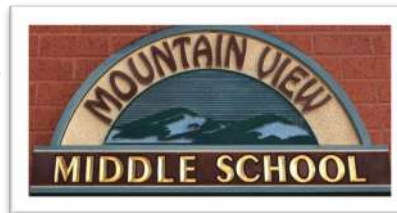
In-Person Instruction: Class time during “In-person Days” would be devoted to discussion and/or exploration of a subject matter where students are encouraged to explore concepts or information, draw conclusions, and apply the concepts being taught. Two cohorts (Phase 2) with Monday/Wednesday , Tuesday/Thursday groupings. The main goal will be interaction! Class sizes will be capped at 13.

Connected Learning Days: Students will engage in a “flipped classroom model” when not in the physical building for in-person instruction. Students will complete the necessary assigned readings and/or instructional activities, work on projects, and review stock and/or teacher created videos from home. Families will create a learning schedule that fits their needs. Students may also be provided with paper assignments during their “In-person Days” to complete on a Connected Learning Day (art, etc.).

Remote Learning Day (Friday):

Each Friday, all teachers will post a connected learning assignment(s) as well as offer a 30-minute video conferencing period with their students. During these live video conferencing sessions, teachers will:

- Engage students by pre-teaching/re-teaching the core concepts/skills that align with the academic goals and objectives of the week.
- Use the 30-minute session to extend and enrich the week’s core concepts/skills with the intent of providing deeper levels of learning and engagement to students.
- Offer small group breakout sessions, that may include students from other cohorts, when applicable.
- Provide opportunities to answer questions (academic and procedural) and review directions.
- Offer activities that focus on activation of prior knowledge, vocabulary building and development, as well as remediation.

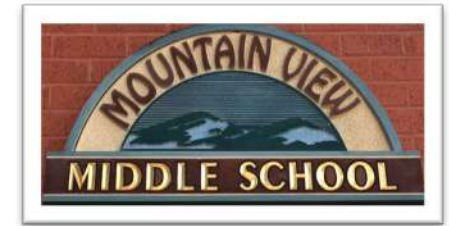


Teaching and Learning MVMS: Delivery Model 1.2



Sample Student Schedule for Friday Remote Learning Days:

- 8:30-9:00: Live video conferencing Math Class
- 9:00-10:00: Independent practice, work completion, activity break (motor/movement)
- 10:00-10:30 Live video conferencing Social Studies Class
- 10:30-11:00 A.C.E Block
- 11:00-11:30 Live video conferencing Unified Arts
- 11:30-12:00 Lunch with motor/movement break
- 12:00-12:30 Live video conferencing Science Class
- 12:30-1:30 Independent practice, work completion, activity break (motor/movement)
- 1:30-2:00 Live Language Arts video conferencing Class
- 2:00-2:30 Live World Language (Grade 7/8) video conferencing Class
- 2:30-3:10 Independent practice, work completion, activity break (motor/movement)



Teaching and Learning NBCS: Delivery Model 1.1



Fully Remote	Hybrid Instructional Model NBCS will be prepared to transition students and staff between three distinct phases of a hybrid instructional model in response to the most current public health considerations, state executive orders, and guidelines for community safety and wellness.			Fully Open
	Phase One	Phase Two	Phase Three	
All classes at NBCS will be offered via an online delivery model. Students will be able to access all classes anywhere. Similar, and with greater consistency than the spring of 2020, the re-opening of school for the 20/21 school year, classes will "meet" in a synchronous format with assigned times throughout the week for "face-to-face" meetings.	All classes at NBCS will be offered via an online delivery model. Students will be able to access all classes anywhere. Similar, and with greater consistency than the spring of 2020, the re-opening of school for the 20/21 school year, classes will "meet" in a synchronous format with assigned times throughout the week for "face-to-face" meetings. Select students (as determined by administration in consultation with teachers) will come into the building for direct instruction based on individualized needs. Time in the building will be in a self-contained model where students will attend to their learning via the online delivery model with support for organization, executive functioning support, and or pre-teaching/re-teaching as needed. In the building, students will be assigned to a cohort that will work out of the same space with the same teaching staff daily. They will not be allowed to move throughout the building, with the exception of 1:1 individualized and specialized services, as appropriate.	Students will attend classes within the school building on a rotating basis in two cohorts. Over a four day period, each cohort will physically be in the building twice - M/W Cohort A-K, T/TH Cohort L-Z Attendance in a room will be limited to roughly 1/2 of the class roster (10-15 students). The fifth day of the week, all classes at NBCS will be offered via an online delivery model. Students will be able to access all classes anywhere. All classes will "meet" in a synchronous format with assigned times for "face-to-face" meetings. Meeting attendance will be taken. This will allow the teacher to meet with the entire rostered class at one time, reinforce the prior week's lessons, and establish context and expectations for learning activities both in and out of the classroom. Student at home learning days will engage a flipped classroom model: Students will receive assignments for pre-teaching, practice and application of skills based on their in-class learning. Learning opportunities may include teacher-created videos, assigned readings, and interactive lessons, and additional assignments. On site classes become the place to work through problems, advance concepts, and engage in collaborative learning experiences.	All students will attend classes within the school building following the "traditional" New Boston Central School daily schedule. Restrictions regarding movement into and out of the building as well as throughout the building remain in place, large group gathering areas may begin to operate with enhanced protocols, field trips and assemblies continue to be on hold, and the school integrates state and federal guidelines/recommendations for social distancing and safety.	All students will attend classes within the New Boston Central School building following the "traditional" New Boston Central School daily schedule, processes, and routines.

Teaching and Learning: Delivery Model

NBCS Hybrid Model 1.2



Class Size – 18-24 (Cohort sizes 10-15)

Cohort: Last Names A-K will attend on Monday/Wednesday, Last Names L-Z will attend on Tuesday/Thursday, and all students will be remote/connected on Friday.

In-Person Days: In person days will be utilized to maximize learning for our students. Students will receive a planned combination of whole-group, small group, and individual instruction. The main goal of “In-person Days” will be interaction!

Class time during “In-person Days” would be devoted to discussion and/or exploration of a subject matter where students are encouraged to explore concepts or information, draw conclusions, and apply the concepts being taught. These “In-person Day” classes will engage students in discussion, problem solving, advanced concepts, viewing demonstrations, and participating in collaborative learning experiences within the cohort model.

At-Home Learning Days: Connected learning assignments will be posted in SeeSaw and Google Classroom for the purpose of pre-teaching, practice, and review to extend the in-person learning that happened when the student attended the In-person Day. The work assigned on connected learning days should be able to be completed independently as developmentally appropriate.

During “Connected Learning Days”, students will complete the necessary assigned readings and/or instructional activities, work on projects, and perhaps review teacher selected and/or teacher created videos from home. Assessments may be administered via an online format during scheduled “Connected Learning Days” as well.



Teaching and Learning: Delivery Model

NBCS -Fully Connected Model 1.2



Typical Class Sizes – 18-24

Remote Learning: Connected learning assignments will be posted in SeeSaw and Google Classroom by 8:00 AM daily. The purpose of the assignments is to instruct, pre-teach, practice, and review student's learning. The work assigned will be supported by synchronous and asynchronous learning opportunities.

Class Meetings: Students will be expected to attend a minimum of 1 whole-group synchronous class meeting per week that is designed to be a classroom community building opportunity.

Small Group Instruction: Students will be scheduled for synchronous learning times where their attendance is mandatory. These groups will be consistently scheduled each week.

Check-ins: There will be regularly scheduled check-ins for each student that chooses to enroll in the Remote Learning.

Integrated Arts: At the beginning of the trimester, each class will be assigned an Integrated Arts subject for a 50-minute period.

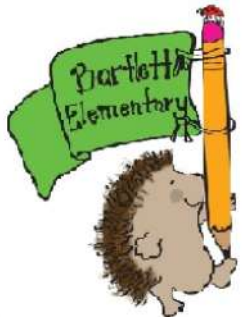
Independent Work: In a remote model, students will be responsible for completing their assignments independently with little assistance. The instruction provided during the "live" meetings should assist in the completion of these assignments. Daily assignments will be posted by 8:00 AM for students to complete within a 24- hour window. Long term assignments will have specific due dates.



Teaching and Learning Bartlett/Maple: Delivery Model 1.1

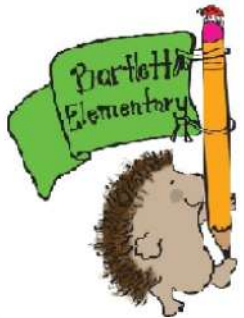


Fully Remote	Hybrid Instructional Model Bartlett Elementary and Maple Avenue Elementary Schools will be prepared to transition students and staff between three distinct phases of a hybrid instructional model in response to the most current public health considerations, state executive orders, <u>and</u> guidelines for community safety and wellness.			Fully Open
	Phase One	Phase Two	Phase Three	
All instruction at Bartlett and Maple will be offered via a connected learning model. Classes will "meet" in a synchronous format with assigned times each day for "face-to-face" meetings. As developmentally appropriate, materials will be provided to students.	All classes at Bartlett and Maple will be offered via a connected learning model. Similar, and with greater consistency than the spring of 2020, the re-opening of school for the 2020-21 school year, classes will "meet" in a synchronous format with assigned times throughout the week for "face-to-face" meetings.	Students will be divided into two cohorts with less than or equal to 12 students. Cohort 1 will attend full days on Monday and Wednesday. Cohort 2 will attend full days on Tuesdays and Thursdays. Starting in October 2020, cohorts will add in-person instruction every other Friday.	All students will attend classes within the school building following the "traditional" school schedule.	All students will attend classes within their home school of Bartlett Elementary or Maple Avenue building following the "traditional" elementary school schedule, processes, and routines.
	Select students (as determined by administration in consultation with teachers) will come into the building for direct instruction based on individualized needs. Time in the building will be in a self-contained model where students will attend to their learning via the online delivery model with support for organization, executive functioning support, and or pre-teaching/re-teaching as needed. In the building, students will be assigned to a cohort that will work out of the same space with the same teaching staff daily. Movement throughout the building, will be significantly restricted with the exception of 1:1 individualized and specialized services, as appropriate.	The focus of in-person days is high quality direct instruction in all content areas (language arts, math, social studies and science, SEL). Each cohort will meet for a full day of instruction. Unified Arts will be included with a two-week rotating schedule. The focus of at-home days is guided practice and application of content taught during in-person days. Students will be provided with differentiated assignments that they can complete independently. Completed assignments will be turned in on the next in-person day as a way to document attendance. Movement throughout the building will be significantly restricted	Restrictions regarding movement into and out of the building as well as throughout the building remain in place, large group gathering areas may begin to operate with enhanced protocols, field trips and assemblies continue to be on hold, and the school integrates state and federal guidelines/recommendations for social distancing and safety.	
100% Connected Learning Model Connected Learning (CL) will be consistent with the classroom instruction being provided at the corresponding grade level (language arts, math, social studies and science, SEL). Any required books or printed materials will be provided to students.				



Teaching and Learning: Delivery Model 1.2

Bartlett and Maple Elementary Schools – Hybrid Model



In-person Days Cohort 1 Mon/Wed Cohort 2 Tue/Thurs Fridays will alternate	The focus of in-person days is high quality direct instruction in all content areas (language arts, math, social studies and science, SEL). Each cohort will meet for a full day of instruction. Unified Arts will be included with a two-week rotating schedule. Breakfast, snack and lunch will be served in the classrooms. Students will be given recess breaks outside (weather permitting) and/or frequent motor/activity breaks inside by classroom. Student travel within the building will be kept to a minimum. Every effort will be made to minimize mixing of students from different classrooms. Special education and related services will be provided within the classroom or in the service providers' room.	At-Home Days Cohort 1 Tue/Thurs Cohort 2 Mon/Wed Fridays will alternate	The focus of at-home days is guided practice and application of content taught during in-person days. Students will be provided with differentiated assignments that they can complete independently. Paper copies and/or online assignments may be given, depending on a student's developmental level. Completed assignments will be turned in on the next in-person day to document attendance. Classroom teachers will not be available during at-home days, as their focus is on the students who are in their classroom. However, teachers will ensure that students are provided with any resources necessary to complete their at-home assignments (videos, visual supports, etc.).
---	--	---	---

Teaching and Learning: Delivery Model 1.2



Maple and Bartlett Schools 100% Connected Learning:

Connected Learning (CL) will be consistent with the classroom instruction being provided at the corresponding grade level (language arts, math, social studies and science, SEL). Any required books or printed materials will be provided to students.

Students will be divided into two cohorts, (M-W and T-Th). Direct instruction will be provided for each cohort on their assigned days. Beginning in October 2020, each cohort will also receive direct instruction on alternating Fridays. The other days of the week will be utilized for guided practice and application of skills taught.

On the direct instruction day, CL teachers will hold a mandatory synchronous morning meeting at a designated time via a video conferencing platform. Attendance will be taken during this meeting.

Assignments provided for guided practice and application days will be turned in on the next direct instruction day to document attendance.

On direct instruction days, each teacher will conduct connected learning lesson. These could be synchronous video lessons or pre-recorded asynchronous lessons. During these lessons, teachers will engage in teaching core concept/skills in math, ELA, science, social studies, and/or SEL.

Teachers will offer synchronous small group instruction with students in the areas of literacy and math on the direct instruction day.

CL teachers will provide links to unified arts assignments (art, music, PE, STEM) developed by UA staff. UA teachers will consult with CL teachers.

Special education and related services will be provided via synchronous/asynchronous instruction based on individual student need. If staffing allows, paraprofessionals will be available to meet with students via video conferencing platform in order to assist with application of skills.

Teaching and Learning Glen Lake: Delivery Model 1.1



Fully Remote	Hybrid Instructional Model Glen Lake will be prepared to transition students and staff between three distinct phases of a hybrid instructional model in response to the most current public health considerations, state executive orders, and guidelines for community safety and wellness.			Fully Open
	Phase One	Phase Two	Phase Three	
All instruction at Glen Lake will be offered via a connected learning model. Classes will "meet" in a synchronous format with assigned times each day for "face-to-face" meetings. As developmentally appropriate, materials will be provided to students.	Students will come into the building for half days once per week, with group sizes limited to ≤10 students. In the building, students will be assigned to a cohort that will work out of the same space with the same teaching staff. Movement throughout the building will be significantly restricted. On “at home days,” students will complete activities, with an emphasis on application and reinforcement of skills. Students will be provided with materials for home use. Completed work will be turned in on the next in-person day to record student attendance. A schedule of teacher office hours will be established.	Students will attend classes within the school building on a rotating basis in two cohorts. Each cohort will be in the building twice. Attendance in a room will be limited to ≤12 students, as space allows. Preschool typically developing peer role models will be integrated into classes as health and safety precautions allow.	All students will attend in-person within the school building daily.	All students will attend classes within the building following the “traditional” school schedule, processes, and routines.
	Classroom activities will start upon student arrival. Kindergarten sessions will be extended to 3 hours (measured from the end of arrival time). Preschool sessions will remain at 2.5 hours. Focus in preschool will be on providing services for special education students. Typically developing peer role models will not attend in this phase.	The fifth day of the week, kindergarten classes will be offered instruction via a connected learning model. Classes will meet at assigned times for "face-to-face" meetings. Meeting attendance will be taken. This will allow the teacher to meet with the entire rostered class at one time, develop the classroom community, reinforce the prior week’s lessons, and establish context and expectations for learning activities both in and out of the classroom during the coming week. Teachers will offer office hours for students in need of extra assistance. On “at home days” students will complete activities, with an emphasis on application and reinforcement of skills. Students will be provided with activity packs and materials for home use. They will also be provided with teacher-created and other instructional videos for flexible access, and interactive lessons.. Onsite classes become the place to work through problems, advance concepts, and engage in collaborative learning experiences.	Restrictions regarding movement into and out of the building as well as throughout the building remain in place, large group gathering areas continue to operate with enhanced protocols, field trips and assemblies continue to be on hold, and the school integrates state and federal guidelines/recommendations for social distancing and safety.	
100% Connected Learning Model				
Connected Learning (CL) will be consistent with the classroom instruction being provided at the corresponding grade level (language arts, math, social studies and science, SEL). Any required books or printed materials will be provided to students. This will remain a choice for families throughout the year.				



Glen Lake School

Teaching and Learning: Glen Lake Hybrid Delivery Model 1.2 (Phase 1)

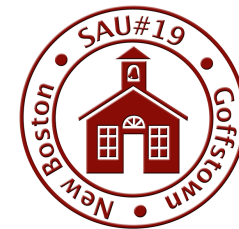


In-Person Days Cohort AM 1 - M Cohort AM 2 - Tu Cohort PM 1 - W Cohort PM 2 - Th	The focus of in-person days is high quality direct instruction in all content areas (language arts, math, social studies and science, SEL). Each cohort will meet for an extended half day of instruction. Students will eat snack in the classrooms. Students will be given recess breaks outside (weather permitting) and/or frequent motor/activity breaks inside by classroom. Opportunities for delivering instruction outdoors will be explored. Student travel within the building will be kept to a minimum. Every effort will be made to minimize mixing of students from different classrooms. Special education and related services will be provided within the classroom or in the service provider's location.
At-Home Days Cohort AM 1 - Tu, W, Th Cohort AM 2 - M, W, Th Cohort PM 1 - M, Tu, Th Cohort PM 2 - M, Tu, W Fridays at home	The focus of at-home days is guided practice and application of content taught during in-person days. Students will be provided with differentiated assignments that they can complete independently. Materials will be provided to students for home activities. Paper copies and/or online assignments may be given, depending on a student's developmental level. Completed assignments will be turned in on the next in-person day to document attendance. Classroom teachers will not be available during at-home days, as their focus is on the students who are in their classroom. However, teachers will ensure that students are provided with any resources necessary to complete their at-home assignments (instructional videos, visual supports, etc.)



In Phase 2, schedule will move to double sessions, with students attending twice weekly, matching the elementary schools, with the exception of Fridays.

Teaching and Learning Glen Lake: Connected Learning Delivery Model 1.2



100% Connected Learning



Connected Learning (CL) will be consistent with the classroom instruction being provided at the corresponding grade level (language arts, math, social studies and science, SEL). Any required books or printed materials will be provided to students.

Students will be divided into two cohorts, (M-W and T-Th). Direct instruction will be provided for each cohort on their assigned days. Beginning in October 2020, each cohort will also receive direct instruction on alternating Fridays. The other days of the week will be utilized for guided practice and application of skills taught.

On the direct instruction day, CL teachers will hold a mandatory synchronous morning meeting at a designated time via a video conferencing platform. Attendance will be taken during this meeting.

Assignments provided for guided practice and application days will be turned in on the next direct instruction day to document attendance.

On direct instruction days, each teacher will conduct a connected learning lesson. These could be synchronous video lessons or pre-recorded asynchronous lessons. During these lessons, teachers will engage in teaching core concept/skills in math, ELA, science, social studies, and/or SEL, and introducing assignments for student completion.

Teachers will offer synchronous small group instruction with students in the areas of literacy and math on the direct instruction day.

CL teachers will provide links to motor group and guidance assignments developed by school staff. OT and School Counselor will consult with CL teachers.

Special education and related services will be provided via synchronous/asynchronous instruction based on individual student need. If staffing allows, paraprofessionals will be available to meet with students via video conferencing platform in order to assist with application of skills.



Teaching and Learning: Expectations 1.3

Goffstown High School

GHS Administration has met departmentally and whole group with faculty/staff this summer. A GHS Professional Development Google Classroom has been maintained and added to, and electronic documents have been shared with all regarding the fall of 2020. Topics have included: scheduling, instructional best practices, available technology, classroom set-ups, and anticipated building protocols.

Professional Development Days prior to the first day of school will be used to solidify consistent expectations.

Sub-committee work continues for the:

- Development of a Resource Map for students, faculty/staff, and families
- Creation of videos addressing new practices and protocols for daily operation of the building
- Amending of the 20/21 GHS Handbook

Teaching and Learning: Expectations 1.3

Mountain View Middle School



Staff will receive training on a variety of protocols during the professional development days prior to the start of school (including arrival/dismissal, traffic patterns, lunch, classroom and desk cleanliness, bathrooms, wearing masks, etc.).

The MVMS PBIS committee will also be creating videos to model expectations of all the protocols for students.

Staff will also be responsible for creating introductory videos for their classes/teams, which will include classroom norms and expectations, a brief bio of the teacher(s), and any other team-specific information that students/families will need to know.



Teaching and Learning: Expectations 1.3

New Boston Central School

Staff will receive training on a variety of protocols during the professional development days prior to the start of school (including arrival/dismissal, traffic patterns, snack, classroom and desk cleanliness, bathrooms, wearing masks, etc.). Staff will also be provided with professional development regarding technology and social emotional learning.

The New Boston Central School Re-opening Team identified areas in which proactive video instruction will be necessary to explain safety procedures and to model expectations of protocols for students and parents/guardians.

In addition to creating those videos, staff will also be responsible for creating introductory videos for their classes, which will include a classroom tour, expectations, an introduction to the teacher and paraprofessional(s), and any other class specific information that students/families will need to know.





Maple Avenue and Bartlett

Teaching and Learning: Expectations 1.3

Staff will receive training on a variety of protocols during the professional development days prior to the start of school (including arrival/dismissal, traffic patterns, lunch, classroom and desk cleanliness, bathrooms, wearing masks, etc.). Staff will also be provided with professional development regarding technology and social emotional learning.



Staff will also be responsible for creating introductory videos for their students, which will include classroom norms and expectations, "at home day" expectations and any other grade specific information that students/families will need to know.

Our school nurses will provide training videos about health and safety precautions, such as handwashing and updated best practices.





Teaching and Learning: Expectations 1.3

Glen Lake School

Staff will receive training on a variety of protocols during the professional development days prior to the start of school (including arrival/dismissal, traffic patterns, snack, classroom and desk cleanliness, bathrooms, wearing masks, etc.). Staff will also be provided with professional development regarding technology and social emotional learning.

The Glen Lake School Re-opening Team identified areas in which proactive video instruction will be necessary to explain safety procedures and to model expectations of protocols for students and parents/guardians. In addition to creating those videos, staff will also be responsible for creating introductory videos for their classes, which will include a classroom tour, expectations, an introduction to the teacher and paraprofessional(s), and any other class specific information that students/families will need to know.





Teaching and Learning: Educational Offerings 1.4

Goal: To safely provide the most appropriate, comprehensive educational experience for each member of our school community.

Focus has been on maintaining full programming in all areas of the curriculum PreK to Grade 12.

Considerations:

- Class sizes and use of facilities
- Purposeful scheduling of courses throughout the year
- Adapting curricular activities and skill based in-classroom instruction to align with COVID 19 facility restrictions



Teaching and Learning: Connected Learning 1.5

Grading:

Pass/Fail assessment and evaluation was specific to Spring 2020 only.

All schools will return to typical grading for the 2020-2021 school year (GHS with Board approved 4.0 change).

Grading practices are defined in each school's Parent/Student Handbook and in the GHS Program of Studies.

Attendance:

The return to school plans will, to the best extent possible, mirror practice prior to March 13, 2020.

Daily attendance practices will be reinstated. These practices will be posted to individual school websites and included as part of each school's handbook addendum.

Additionally, a separate attendance code will be created and integrated into PowerSchool to designate scheduled out-of-school days.



Teaching and Learning: Healthy Hygiene 1.6

The NH DHHS and the CDC have developed extensive guidance relative to personal hygiene practices.

The Districts will:

- Create practices that will be directly taught, modeled and required/encouraged
- Schools will create and disseminate videos and other communications that will directly teach expectations for families and students prior to returning to school



Teaching and Learning: Social Emotional Learning 1.7

SEL for staff:

- Employee Assistance Program (EAP)
- SEL: Empathy, self-awareness, relationship building: Suicide Prevention Training – NAMI NH module
- Loss Protocols: student, staff, community
- Purposeful and persistent check-ins by administration with individual staff members
- Self-care dip-sticking by administration in the form of schoolwide feedback (verbal and written)

SEL for Students:

- See School specific SEL plans for staff and students by level
- Meet students where they are and move them forward (Future Ready Skills) - student support and interventions
 - Use SAU19 Transition Forms and academic data from prior school year to establish student needs and strengths prior to the start of school
 - Teacher provided supports and interventions (in-person and videoconferencing) before and after school will be implemented at the universal level
 - Teachers purposefully embed SEL instruction into beginning of the year relationship building, establishing of routines and instruction



Teaching and Learning: Co-curricular 1.8

All SAU 19 athletic and co-curricular activities are "on hold."

GHS will continue to follow all guidelines put forth by the NHIAA and NFHS as well as local, state and federal organizations. MVMS will follow similar guidance from the Tri-County league.

Decisions regarding the return of athletics and co-curricular activities will be made after consultation with stakeholders based on current conditions.

SAU 19 reserves the right to have parents/students sign waiver agreements in order to participate in athletic and/or co-curricular activities.



Technology: Device Availability 2.1

Spring 2020: 250 Chromebooks were purchased and distributed to families last spring using District funds:

- New Boston: 25 chromebooks
- Goffstown: 225 chromebooks

For fall 2020: CARES/ESSER and IDEA Grants:

- New Boston: 24 Dell laptops with software licenses and a mobile cart from CARES/ESSER
- Goffstown: Dell laptops with software licenses and mobile carts
 - 175 Dell laptops from CARES/ESSER
 - 95 Dell laptops from IDEA
 - An additional 150 Dell laptops are budgeted in the CARES/ESSER grant; they have not been ordered yet.



Technology: Remote Support 2.2

IT staff will continue to provide support for students, families, and staff.

- During the last three months, we have deployed tablets (iPad and android), laptops, and chromebooks. The deployment of such different devices contributed to an overwhelming demand of “how do I use this” needs on the Tech Department, teachers and support staff. Additionally, accessibility for students is further complicated by the number of devices and the number of browser options. By orchestrating the deployment of common devices to students in the fall, we will have a more streamlined approach to support all students and teachers to better access and integrate technology into brick and mortar learning as well as to implement connected learning.
- Instruction and technology support for the devices will be provided by primarily by the SAU 19 Tech Department in conjunction with technology proficient teachers, Library Media Generalists, and support staff.



Technology: Shared Technology 2.3

Computer labs and other fixed electronic devices will be sanitized once per day when the spaces are electrostatically cleaned.

- Each computer lab and cart will be provided with sanitizer and a micro-fiber cloth. Staff using technology with their students will be responsible for wiping down the devices before/after the students use.
- Each classroom will be provided with sanitizer and a micro-fiber cloth. Printers, phones and other technology devices in classrooms should be wiped down after each use by an adult as appropriate.
- Hand sanitizer will be available in all classrooms and common areas. Users should apply hand sanitizer (or wash their hands) before and after use.
- Copy rooms will be evaluated for appropriate ventilation, and fans added, or devices moved as needed. a spray bottle of sanitizer and a micro-fiber cloth will be with each copy machine. Devices should be wiped down after use.
- Intercoms, phones, timeclocks, etc., should be wiped down after each use.



Logistics: Legal Review 3.1

The SAU 19 School Reopening Framework was used as a model for other school districts in the state. Primex (the insurance/risk provider for many NH school districts and municipalities) held a re-opening webinar in July in which our framework was used as a template.

Components of the reopening plan have been developed based on guidance from school district legal counsel.

As circumstances change that require modifications to the reopening plan, legal counsel's assistance may be needed.

SAU 19 reserves the right to have parents/students sign waiver agreements in order to participate in athletic and/or co-curricular activities.



Logistics: School Campus 3.2

- School safety and security remain our top priority – access control will be maintained
- Schools will be in a modified Secure Campus status
- Access control will be strictly enforced
- Staff and student will follow arrival and dismissal protocols
- Visitors to the school will be restricted



Logistics: Emergency Operations Plan 3.3

- We have continued to work with our Police and Fire Chiefs as well as the Town Administrators.
- Changes and modifications will be evaluated with respect to emergency drills.
- It is important to know that components of our planning will not be made public per RSA91-A:3Ili.
- Emergency planning will include local responses to any positive COVID19 cases.



Logistics: Reopening Committee 3.4

The Administrative Team (26 members) worked collaboratively since March to develop district wide parameters in the areas of logistics, health management, facilities, teaching and learning and technology. The planning was comprehensive and served as an overarching framework for the entire SAU.

Each building set up CORE Reopening Teams with 8-14 staff members representing all areas of school operations.

CORE Reopening Teams determined the building level specifics and details using the comprehensive SAU 19 Re-opening Framework.

Building plans were shared with parent groups at each building and feedback was collected and reviewed.

Building plans were shared with staff at each building and feedback was collected and reviewed.



Logistics: School Handbook Changes 3.5

When approved, the logistical elements within each school's plan will be operationalized and documented in the form of an addendum. That addendum will be posted to each school's website with the school's current handbook.

The wearing of masks, the following sanitary protocols, adherence to the school traffic patterns (social distancing guidelines, numbers of students to the washrooms, etc.) are some of the logistical elements that will be include in the addendum. Behavioral expectations will also be clarified and stated.



Logistics: Communications Plan 3.6

Public Relations Officer: Superintendent Balke

- Our Communications Plan will continue to be a hybrid - Centralized and De-centralized model
- For General communications as well as Emergency communications
- In SAU19 – Communications will follow the 'Chain of command'
- Collaboration with Towns and First Responders – shared Communication expectations, beliefs, and communication tools – joint press releases/statements/videos, etc.
- Communication protocols for notifications of potential COVID cases to be developed as part of the Emergency Operations Plan
- Communication with DHHS info about notifications – restricting info being released per DHHS



Logistics: Communications Plan 3.6

Communication expectations for parent/community inquiries: phone calls/emails returned within 24 hours

Primary communication methodologies: Video, Email, Text Messages, Voice calls, Websites, social media, Facebook Live Q&A session(s), Press releases, Newsletters

YouTube/FaceBook Live Q&A sessions:

SAU/District level questions - Wednesday 08/05/20 at 7:00 PM

Each school will do a similar session later in August about the specifics of each school

- Questions may be submitted to: questions@sau19.org



Logistics: Transportation 3.7

- Student transportation is provided by two companies: STA (Regular Ed) and Durham Transportation (SPED)
- The SAU has been working with both companies to develop protocols around the health and safety of students, monitors, bus drivers, and their respective families.
- SAU 19 will continue to provide transportation services – Grades K through 12.
- The YMCA will provide bus transportation to and from their facility for before/after school programs.
- Flexibility is an important component
 - As circumstances change in the delivery of school services, transportation will adapt accordingly.
 - Bus routes are subject to change based on driver availability



Logistics: Transportation 3.7

- Students who intend to use bus transportation must register with their respective District. Parents/Guardians must register their student(s) by August 9th in order to ride on their first day of school.
- Those who register for student transportation are committing to ride the bus on a consistent basis. SAU 19 administration reserves the right to remove a student from the ridership list if they have not used the school bus in ten (10) school days.
- Ridership will be limited to one (1) student per seat except for siblings living together who will be asked to sit two (2) to a seat. This will result in an expected decrease in bus capacity to roughly 60% that of previous years.
- All students will be assigned seats on the bus. Students should sit facing forwards and not get up from their seat or exchange seats.



Logistics: Transportation 3.7

- Students will only be allowed to ride in their assigned seat on their assigned bus to and from school from their residence.
- SAU 19 schools will not be able to offer after-school drop-offs to alternative locations at this time (no bus passes will be issued).
- For their safety, students and drivers are required to wear face coverings at all times while on the bus and during entry and exiting
- On days where circumstances permit, and it is safe to do so, windows should be kept open to enhance the flow of fresh air.
- Drivers will sanitize handrails and seat tops before leaving the bus terminal. Drivers will follow the same procedures between bus runs. Thorough cleaning will be done at the end of the day.



Logistics: Transportation 3.7

- Parents/guardians should screen their children for symptoms of COVID-19 in the morning, students with any identified symptoms should not be sent to board the bus.
- Students will be asked to sit on the window side of their seat to enhance social/physical distancing.
- Special education transportation will be managed in a similar and consistent fashion with regular education. Exceptions will be made for students who, for medical reasons, cannot wear a mask.
- Parents/guardians are strongly encouraged to monitor their students while at the bus stop to ensure social/physical distancing.



Logistics: Attestation release 3.8

- On March 19, 2020, a staff attestation form was created and required for any employee who would be working onsite in any of the Goffstown or New Boston buildings
- This form has been adapted as conditions of the Pandemic change
- A similar tool will be created for parents to attest to student status prior to the start of the school year



Logistics: Symptom Screening 3.9

- Initially, schools will not conduct temperature or other symptom screen upon school entrance
- Currently all individuals (including vendors) must complete a daily check in prior to entering any building
 - Inquiries are based on NH and CDC guidance
 - Includes inquiries related to health, interaction with individuals who are suspected to have or have COVID and travel
 - Guidance is regularly monitored, and the form is adjusted accordingly
- A similar tool will be created and distributed to parents for student screening



Logistics: Entry & Dismissal 3.10

Students and staff will enter and exit consistent with school expectations. Students will enter on a staggered basis and go directly to their classroom rather than go to the playground for recess or to the cafeteria for breakfast.

School hours may be slightly adjusted to allow for social distancing during entry and dismissal.

Logistics: School Movement



School Movement (3.11)

Custodial team will work with each building Principal to determine the flow of students and staff and signage needed for each school

Staff will create videos modeling movement and following signage which will be sent out to families to pre-teach procedures to make transition back to school as easy as possible.

Students in grades PK-6 will stay within their classroom and with the same group of students. Students will use assigned bathrooms and social distancing will be set up with signage and arrows.

Students and staff all have designated entry points, exit points and traffic routes.

Logistics: High School Classrooms

Classrooms are set up to accommodate 12 students. All other excess furniture was removed and stored.

Students' seats and teachers' desks are all at or above six feet apart. All conference-style seating has been stored.





Logistics: MVMS Classrooms 3.12



Custodial staff with support from outside contractor to remove all excess chairs and furniture from all classroom as directed by the leadership teams at MVMS. All furniture will be placed in a storage container onsite.

Student seats will be spaced 6 feet apart so that masks can be removed when sitting.

13 trifolds and 1 sneeze guard will be available in each classroom.

Logistics: Elementary Classrooms





Logistics: Kindergarten Classrooms 3.12





Logistics: Groups 3.13

Students PK-6 will stay within one classroom (UA movement in grades 5/6) with one cohort of students.

Students in grades 7-12 will move from class to class. At MVMS, staggered start and end times will be utilized between classes, amongst teams, to lessen the number of students in the hallways. Cohorts will stay together as much as possible (WL, Algebra, Geometry).

Students in grades 9-12 will move from class to class. There will be three transition points during the day. All student movement will be conducted while masked. Students will follow established and marked traffic patterns.



Logistics: Contact Tracing 3.14

- Cohorts will be limited and tracked to assist with any potential COVID19 exposure allowing for isolation – quarantining and further contact tracing
- Schools will work with DHHS to identify any potential exposures to the virus
- SAU19 is investigating training staff in the Johns Hopkins Contact Tracing model – online course to assist public health officials and to protect our community if state resources are limited



Logistics: Bathroom Use 3.15

- Temporarily decommission some bathroom fixtures to conform with social distancing.
- Maintenance staff to disinfect all bathrooms on a 90-minute schedule
- Times to be adjusted if needed based on communication with building leadership team
- Schools to reinforce bathroom protocols regarding social distancing and handwashing.



Logistics: Cafeteria 3.16

- Elementary: All meals will be pre-ordered and delivered to the classroom. Meals for Maple & Bartlett will be prepared at GHS.
- MVMS: Breakfast will be served at entrance kiosks. Pre-ordered lunches will be delivered to classroom.
- GHS: Breakfast will be served in Senior Café with social distancing marked. Pre-ordered lunches will be delivered to the classroom.
- Vending machines will be in service at GHS.



Logistics: Meals for Kids 3.17

- USDA has not continued the Summer Waivers to allow for meals to be served for free.
- Meals will be offered for pre-ordering for students learning remotely and meal accounts will be charged according to eligibility.
- Payment for meals is strongly recommended via online payment.
- Cash or checks will be accepted at the schools but please send payment for 2 weeks of meals minimally.
- Per School Board EF-R charging limits will be \$20.00 per child.



Logistics: Sharing of Materials 3.18

Sharing of materials will be significantly restricted.

Students will be given their own supplies whenever possible. Individual work bins will be provided for students with their own pencils, crayons, glue, etc.

Materials like math manipulatives that cannot be proprietary will be provided for individual use and disinfected between students.

Some shared supplies and equipment, like early childhood dramatic play areas and sensory tables will be stored. Alternative options will be explored (e.g. individual sensory bins).

Logistics: PPE 3.19



Goffstown School District has purchased the following supplies:

- Disposable face masks
- Disposable vinyl gloves
- Face shields
- Disposable gowns
- Desk shields for student desks
- Sneeze guards to reception counters or desks
- N95 and KN95 face masks
- Infrared touch free thermometers
- Hand sanitizer
- Hand soap
- Disinfectant spray bottles with wipes and all classrooms/learning spaces/offices
- Purchase of Electrostatic handheld units in all schools/backpack electrostatic sprayers in all schools



Logistics: Staffing Coverage 3.20

- Staffing is a critical element to the success of effectively re-opening
- When possible, current staff will cover
 - Paraprofessionals
 - Staff with free periods
- Substitute coverage
 - Specific building assignments
 - Training for onsite and hybrid models
- Looking at communication with alumni for classroom coverage
- Parent inquiry on survey following this meeting



Logistics: Childcare Support Services 3.21

- We recognize the hybrid model will create unique childcare challenges for our staff and parents.
- Options being explored:
 - Flexibility for staff to bring school aged children onsite with them
 - Before and after school care (YMCA and New Boston Recreation Department)
 - Coordination with the YMCA- Allard Center – Full Day Childcare
 - Childcare feasibility – New Boston Recreation Department
- Local childcare facilities in both Goffstown and New Boston



Logistics: Union Support 3.22

- Ongoing work with the unions as we identify areas of concern relative to the contracts and working conditions
- Union representation on each of the re-opening committees at the building level



Health Management: Individual Health Risk 4.1

- Staff have been invited to communicate with Human Resources regarding specific individualized health risk concerns
- Each staff member is being processed to address concerns



Health Management: Nursing Services 4.2

Isolation of suspected COVID-19 individuals

- Suspected COVID-19 cases should be isolated from the general population as soon as possible
- Isolation rooms have been assigned in each school. These rooms are separate from the nurse's office, and wherever possible, have a window and designated bathroom.
- Dismissal with a parent/guardian will occur as quickly as possible, utilizing the closest exterior door for dismissal to minimize exposure to others.



Health Management: Illness Management 4.3

The Districts will follow CDC rules and guidelines regarding the following:

- **Students and staff who should be excluded from school** (symptoms, contact, travel, etc.)
- **Length of exclusion** (timeline for when they may return)

Note: The most recent recommendations from NH DHHS/ CDC recommendations were provided on 7/24/2020.



Health Management: Illness Management 4.4

Preventative Measures:

Daily screenings, social distancing whenever possible, use of cloth face coverings, desk dividers and sneeze guards, handwashing and respiratory hygiene (sneeze/cough into your elbow) and deep cleaning at regular intervals.

Isolation, Contact Tracing and Notification

Note: NH DHHS has not yet released a contact tracing process for schools. Initial recommendations include isolation from school, remove siblings, report to DHHS.

Based on the specific situation, DHHS will work with the school to determine next steps around quarantine.



Health Management: Absenteeism tracking 4.5

Students:

As a practice, SAU 19 nurses track, record and submit instances of illness that are prevalent or trending within the Goffstown and/or New Boston schools to the Superintendent's Office on a daily basis. This practice is done typically during flu season, when multiple stomach viruses or sore throats present in a building, if students present with a cough that is suspected as whooping cough, etc. This same practice will be in place for tracking, recording and reporting cases and illness associated with COVID 19.

Staff:

Staff utilize an online tool to enter absences. This allows for tracking and analysis. An illness regulation was distributed to all staff on May 29, 2020 addressing the steps they must take when ill or exposed.



Health Management: Outbreak Planning 4.6

- In partnership with our Emergency Management partners, protocols will be established to manage and communicate with all stakeholders – schools have been told that DHHS will assist with this
- Cohorting allows for limiting exposure to potentially positive individuals
- Cohorting allows for limiting need for potentially exposed individuals to quarantine
- Communications disclosure – everyone needs to know that DHHS restricts what information can be shared with the public
- The continuum of service delivery will allow for flexibility to shift between in-person and remote learning



Facilities: Cleaning Schedule 5.1

Custodial cleaning schedules and frequency rates of cleaning increased to ensure buildings are properly clean and disinfected daily

Hire custodial subs to increase custodial staffing for buildings

- Add a substitute custodian on day shifts in buildings with one custodian
- This will support the increased scheduled cleanings of all bathrooms/common space disinfecting throughout the day
- To help with the lunch clean up as lunches will be served in classrooms



Facilities: Air Exchange 5.2

Air handlers, intake, exhaust equipment have been checked and serviced to support increased air flow throughout buildings.

- Classrooms in buildings have systems that pull "in" fresh outside air, as exhaust fans pull air "out" from the classrooms. Fresh air does not mix with outside air in these spaces.
- Areas with central A/C pull a combination of outside and inside airflow.
 - Media Center, Gyms with A/C units, theater
- The filter used in the H.V.A.C. units are MERV 8 (Minimum Efficiency Reporting Value)
- The higher the MERV number the small the microns the filter catches



Facilities: Air Exchange 5.2

Why are we using MERV 8 instead of a higher MERV rated filter?

- The availability of higher MERV rated filters are on a nine month back order from manufacturer.
- The higher number relates to a tighter weave of filter which makes the H.V.A.C. work harder to pull in outside air, and due to the age of our equipment could lead to failure.
- We already had MERV 8 filters that were purchased prior to the pandemic. When we inquired about MERV 9 through 13, all backordered.
- The building systems are monitored daily to verify proper operations. If needed, we can change pulleys for higher air flow during warmer temperatures will need to change back in colder temps to prevent freezing of equipment.



Facilities: Emergency Operations Support 5.3

- MVMS and NBCS serve as the Emergency Shelter for the communities of Goffstown and New Boston – these facilities must be ready for town Emergency Operations at all times
- GHS is a POD – Point of Dispensing site – this means that the school is set up to be the area location for potential vaccine dispensing – if a COVID19 vaccine is regionally administered, GHS would be a location for public health officials to vaccinate the public



Facilities: Facility Use 5.4

All facilities use under Policy KF have been suspended at this time during this pandemic to ensure the safety of the public staff and students.