



# Epping School District COVID Plan

2021-2022 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. We have had great success with offering in-person learning four days a week all last year. To prepare our schools for the 21-22 school year, we continue to use the latest CDC and DHHS guidance. We understand that guidance may change in the next two months; however, this is the best possible plan to meet the various needs of Epping Schools based on current data, feedback, and current health and operational guidelines. 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 in-person learning to the greatest extent possible. Our COVID Plan is 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.

# 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

[Brenden Collins](#), Interim Technology Director

[Joe Parzych](#), Facilities Director

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

[Heather Cantagallo](#), EES Principal

[Brian Ernest](#), MS/HS Principal

[Sarah Wagner](#), School Psychologist

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

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

[Debbie Jankowsky](#), EES Teacher

[Rachael Pattee](#), EES Teacher

[Meghan Young](#), EES Nurse

[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

# 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, COVID-19 data, and school transmission rates 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 essential 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.

# Guiding Principles

Weighing the Risks

Fluid Framework

Equity Lens

- ★ **Weighing the risks.** It is essential to establish preventative measures to minimize risk where possible, including asymptomatic transmission during this highly dynamic public health crisis.
- ★ **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 open 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 COVID plan framework must support educational equity for all students and ensure that our most vulnerable students receive the support necessary for their success, particularly in a remote instruction environment.

# Five Phases of COVID Plan

The following chart outlines five phases of our COVID plan. Recognizing how conditions of the pandemic may change, the phases are designed to move from one phase to another with the least disruption to the continuity of student learning. This plan will be re-evaluated by reviewing local health conditions, regional health conditions, local safety officials, and guidance from NH DHHS throughout the school year. Our COVID Task Force continues to meet and update our practices and protocols based on the most recent CDC and DHHS guidance.

PHASE	GENERAL CONDITIONS	LEARNING ENVIRONMENT
<b>Phase 1</b> Full Remote Learning	<i>Governor's Stay at Home order in effect</i> <i>Significant local escalation of the pandemic</i>	Five day student week All students are home Students access learning through remote instruction only

## Phase 1 of COVID Plan

PHASE	GENERAL CONDITIONS	LEARNING ENVIRONMENT
<p><b>Phase 2</b></p> <p>Targeted Remote Instruction</p>	<p><i>Transmission within school buildings or school activities has been identified to a great extent</i></p> <p>Social distancing to the maximum extent possible</p> <p>Required limits on physical capacity of classrooms and buildings</p> <p>Face masks/shields required by all students and staff indoors</p> <p>High frequency of hygiene and disinfection protocols</p>	<p>Five day student week</p> <p>Majority of students attend in person</p> <p>Targeted classrooms/grade levels are instructed remotely</p> <p>Vulnerable populations receive support services and interventions in school classrooms - students identified by school</p>

## Phases 2 of COVID Plan



PHASE	GENERAL CONDITIONS	LEARNING ENVIRONMENT
<p><b>Phase 3</b></p> <p>In-Person with Safety Requirements</p>	<p><i>Multiple cases of transmission within school buildings or school activities has been identified</i></p> <p>Social distancing to the maximum extent possible</p> <p>Face masks/shields required for all students and staff when 3' 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 and mask breaks</p> <p>Limited remote options given to parents not comfortable sending their student to school (See Phase 3-5 Remote Options)</p>

## Phases 3 of COVID Plan

PHASE	GENERAL CONDITIONS	LEARNING ENVIRONMENT
<p><b>Phase 4</b></p> <p>Return with Limited Restrictions</p>	<p><i>No evidence of transmission within school buildings or school activities has been identified</i></p> <p>Social distancing to the maximum extent possible</p> <p>PPE To be determined by DPHS guidance</p> <p>Personal hygiene protocols encouraged</p>	<p>School schedules as normal</p> <p>Classroom instruction with limited social distancing restrictions</p> <p>Current mask guidance masks are required indoor due to substantial spread.</p> <p>No masks outdoors.</p>
<p><b>Phase 5</b></p> <p>Full Return with No Restrictions</p>	<p><i>No School Transmission</i></p> <p>No social distancing recommendation</p> <p>No PPE required</p> <p>Personal hygiene encouraged</p>	<p>School schedules as normal</p> <p>Classroom instruction with no restrictions</p>

## Phases 4 and 5 of COVID Plan

# Phases 3-5 Remote Options

Phases 3- 5 would provide limited remote options for students. 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 and APEX) will be used.

If the VLACS or APEX remote option is chosen, we require a two-week transition notification to transition students to in-person learning successfully. While we want to be as flexible as possible for all families, we cannot move students in and out of VLACS and APEX remote learning at will.

VLACS is the top choice for remote learning as it offers more support and guidance than APEX. APEX is available to all students who wish to either supplement their in-person curriculum or have an approved APEX plan by the guidance department and administration. If a child is not successful with APEX learning, a return to in-person learning will be recommended.

Synchronous teaching is not being offered as part of the 2021-2022 COVID 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, and feedback from the 20-21 school year. Thank you to all who continue to provide feedback and remain invested in this process. Together we will create and provide the best possible educational opportunities and setting for the students of Epping.