

## LEA Plan on the Safe Return to In-Person Instruction and Continuity of Services

This document is intended to meet the federal statutory requirement that, within 30 days of receiving ARP ESSER LEA allocation (anticipated May 24th), an LEA shall publish an LEA Plan on the Safe Return to In-Person Instruction and Continuity of Services, which is often called a "school district reopening plan."

Note, if an LEA developed a plan before *The American Rescue Plan Act* (ARPA) was enacted on 03/11/2021 that complied with the federal statutory requirements for public posting and comments but does not meet all of the requirements below, then the LEA must revise its plan no later than six months after receiving ARP ESSER funds

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

### I. General Information

1. LEA Name: FREMONT / SAU83
2. Date of Publication: JUNE 9, 2021

### II. Transparency and Accessibility

1. This plan for the safe return to in-person instruction and continuity of services was published and made publicly available online here:  
Description: WWW.SAU83.ORG
2. Before making the plan publicly available, the LEA sought public comment on the plan and took such comments into account in the development of the plan (please check one).  
Yes: ☒ Somewhat: ☐ No: ☐  
Description: SUMMER REOPENING MTE IN 2020 INCLUDED SEVERAL COMMUNITY MEMBERS.COMMUNITY INVOLVEMENT IN THE PLAN DEVELOPMENT; PUBLIC INOUT DURING SCHOOL BOARD MEETING
3. The plan is in an understandable and uniform format (please check one):  
Yes: ☒ Somewhat: ☐ No: ☐  
Description: SEE ATTACHED PLAN
4. The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable, orally translated (please check one):  
Yes: ☒ Somewhat: ☐ No: ☐  
Description: SEE ATTACHED PLAN
5. The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please check one):  
Yes: ☒ Somewhat: ☐ No: ☐  
Description: PARENT REQUESTS FOR EXPLANATIONS ARE READILY AVAILABLE

### III. Health and Safety

1. How the LEA will maintain the health and safety of students, educators, and other school and LEA staff:

Description during SY20-21: SEE ATTACHED PLAN

Description during SY21-22: PLAN FOR 2020-21 WILL BE UPDATED DURING SUMMER OF 2021 AND SHARED VIA THE WEBSITE AND PARENT COMMUNICATIONS

2. The LEA's adoption of the following CDC health and safety strategies are described below:  
(Note federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

- a. Universal and correct wearing of masks:

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☐ Somewhat: ☒ No: ☐

Description of both SYs: REQUIREMENTS WILL BE UPDATED DURING THE SUMMER OF 2021

- b. Physical distancing (e.g., use of cohorts/podding and modifying facilities):

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☐ Somewhat: ☒ No: ☐

Description of both SYs: REQUIREMENTS WILL BE UPDATED DURING SUMMER OF 2021.

- c. Handwashing and respiratory etiquette:

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☒ Somewhat: ☐ No: ☐

Description of both SYs: HANDWASHING STATIONS ADDED THROUGHOUT THE BUILDING.

- d. Cleaning and maintaining healthy facilities, including improving ventilation:

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☒ Somewhat: ☐ No: ☐

Description of both SYs: VENTILATION ANALYSIS WAS COMPLETED DURING SUMMER OF 2020 AND UPGRADES WILL CONTINUE IN 2021.

- e. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments:

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☒ Somewhat: ☐ No: ☐

Description of both SYs: SCHOOL NURSE HAS WORKED CLOSELY WITH DHHS AND WILL CONTINUE TO DO SO IN 2021.

- f. Diagnostic and screening testing:

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☒ Somewhat: ☐ No: ☐

Description of both SYs: DAILY HEALTH CHECKS PERFORMED BY PARENTS ; AND SYMPTOMS MONITORED BY STAFF. ANY SYMPTOMATIC STUDENTS WERE SENT HOME FOR MANDATORY TESTING.

- g. Efforts to provide vaccinations to school communities:

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☐ Somewhat: ☒ No: ☐

Description of both SYs: ALL STAFF WERE PROVIDED THE OPPORTUNITY TO RECEIVE VACCINES DURING THE WORK DAY IN SPRING 2021. IN 2021, VACCINATION FOR STUDENTS WILL DEPEND ON AVAILABILITY.

- h. Appropriate accommodations for children with disabilities with respect to health and safety policies:

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☒ Somewhat: ☐ No: ☐

Description of both SYs: ANY STUDENT NEEDING ACCOMMODATIONS DUE TO MEDICAL OR SOCIAL/EMOTIONAL REASONS WERE GRANTED THEM.

- i. Coordination with state and local health officials (please check one):

During SY20-21 (check one): Yes: ☒ Somewhat: ☐ No: ☐

During SY21-22 (check one): Yes: ☒ Somewhat: ☐ No: ☐

Description of both SYs: ONGOING COORDINATION WITH DHHS HAS OCCURRED VIA THE SCHOOL NURSE AND DR. CHAN.

#### IV. Continuity of Services

1. The LEA has provided continuity of services in addressing student academic needs:

Description during SY20-21: STUDENTS/FAMILIES WERE PROVIDED THE OPPORTUNITY TO ATTEND SCHOOL IN PERSON 5 DAYS A WEEK OR ACCESS REMOTE INSTRUCTION SUPPORTED BY A TEACHER.

Description during SY21-22: PLAN WILL BE UPDATED IN SUMMER OF 2021.

2. The LEA has provided continuity of services in addressing student social, emotional, mental, and other health needs, which may include student health and food services:

Description during SY20-21: ALL SERVICES HAVE CONTINUED FOR STUDENTS, BOTH THOSE LEARNING IN PERSON AND THOSE LEARNING REMOTELY.

Description during SY21-22: SERVICES WILL CONTINUE FOR ALL STUDENTS IN 2021-22.

3. The LEA has provided continuity of services in addressing staff social, emotional, mental, and other health needs:

Description during SY20-21: SUPPORT FOR STAFF HAS BEEN PROVIDED THROUOUT THE SCHOOL YEAR.

Description during SY21-22: TO BE ADDRESSED IN THE SUMMER OF 2021.

#### V. Plan Review

1. The LEA will meet the federal regulatory requirement to review and, as appropriate, revise its Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2023 (the award period including the Tydings period). (Note an LEA that developed a plan before ARPA was enacted on 03/11/2021 that complied with the federal statutory requirements for public posting and comments but does not meet all of the requirements above must revise its plan no later than six months after the LEA receives LEA ESSER funds.)

Yes: ☒ No: ☐

Description: AN ONGOING COMMITTEE WILL REGULARLY REVIEW AND UPDATE THE PLAN ESTABLISHED IN THE SUMMER OF 2021.

2. In doing so, the LEA will meet the federal statutory requirement to seek public input and take such input into account in determining whether to revise the plan and, if revisions are determined necessary, on the revisions it makes to its plan.

Yes: ☒ No: ☐

Description: ANY UPDATED PLAN WILL BE SHARED WITH THE COMMUNITY VIA THE WEBSITE AND PARENT COMMUNICATIONS AND FEEDBACK WILL BE ENCOURAGED.

3. In doing so, the LEA will also meet the federal regulatory requirement to address CDC safety recommendations and, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated CDC safety recommendations.  
(Note federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.)

Yes: ☒ No: ☐

Description: CDC GUIDANCE WILL BE REGULARLY REVIEWED AND THE PLAN UPDATED TO ENSURE COMPLIANCE.

## VI. Authorization

LEA Superintendent's Signature:

Allyn W. Hutton

Date:

6-3-2021

# Ellis School Reopening Plan

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## *Return to Learn 2020*

The Coronavirus pandemic and its global spread in 2020 is unprecedented and has had worldwide impact on schools. Our students, families, staff and community have demonstrated incredible resilience during this time. Our plan for the 2020-21 school year requires collaboration and flexibility given the changing conditions of this global pandemic. While reopening of school has inherent risks, our focus is on mitigating those risks in multiple ways.

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## Guiding Principles

- **Safety first.** *The safety of our students, faculty, and community is our highest priority. Public health guidance and COVID-19 data will determine the movement between phases in this framework.*
- **In-person instruction.** *Remote learning is not equivalent to, or a replacement for, onsite teaching and learning and students deserve the best public education we can provide when it is safe to do so.*
- **Community impact.** *Schools reopening is an important factor to support economic recovery as parents need the ability to work and not continue providing childcare and remote learning supports during work hours.*
- **Weighing the risks.** *Reopening SAU83 schools comes with risk during the COVID-19 pandemic. It is important to establish precautionary measures to minimize risk where possible, including asymptomatic transmission during this highly dynamic public health crisis. It is also important that families assess the level of risk that they personally feel comfortable taking with their child(ren).*
- **Framework needs to be fluid.** *That means having the ability to transition from a remote learning model off-site to a phased-in approach to safely reopen our schools as we progress through the phases. It may be necessary to progress or regress through the phases as public health conditions change.*
- **Teachers' capacity.** *Teachers cannot be expected to plan and execute remote lessons and in-person lessons and teaching at the same time. This would be unsustainable for our staff members.*
- **Equity lens.** *This reopening framework must support educational equity for all students, and ensure that our most vulnerable students receive the supports necessary for their success, particularly in a remote instruction environment.*



## **Members of the Fremont School District Reopening Task Force**

### **Operations/ Communications**

Sharon DeVincent, Ellis School Principal  
Susan Penny, Business Administrator  
Carole Humes, Director of Food Services  
Paul Normandin, Director of Facilities  
Katherine Schreiber, Teacher  
Deb Gobeil, Teacher  
Lauren Manteau, Teacher  
Dana Crowell, FEA President, Teacher  
Stefani Diskin, Paraeducator  
Lisa Margraff, School Board  
Angela O'Connell, Parent  
Doris Nichols, Durham Bus Co  
Sara Lundquist, Parent

### **Instruction**

Brigid Connelly, Ellis School Asst Principal  
Carla Smith, Director of Technology  
Karen Baldasaro, Special Services Coordinator  
Andrea Bancroft, Teacher  
Leighann Maher, Teacher  
Melissa Kimball, Teacher  
Kristine Kane, Teacher  
Lauren Wesnak, Teacher  
Erina Kelly, Reading Specialist  
Irma MacEachern, Math Specialist  
Jamie Bolduc, Teacher  
Amy Leslie, Parent/School Board  
Brittany Thompson, Parent  
Jane Pelligrini, PTA President/Parent

### **Health/Wellness/Safety**

Allyn Hutton, Superintendent  
 Erin Drake, Teacher  
 Martha Abney, Teacher  
 Melissa Simard, School Counselor  
 Courtney Royal, School Counselor  
 Karen McCusker, Nurse  
 Cheryl Townsend, Paraeducator  
 Emily Phillips, Parent/School Board  
 April Phelps, Parent/Fremont Health Officer  
 Leah Kennedy, Parent

## Phases of Reopening

The following chart outlines four phases of reopening. Recognizing how conditions of the pandemic may change, the phases are designed to be able to move from one phase to another with the least disruption to the continuity of student learning.

Phase	General Conditions	Learning Environment
<b>Phase 1</b> <i>Governor's Stay at Home order in effect: Significant local escalation of the pandemic</i>	<b>Full Remote Learning</b>	<ul style="list-style-type: none"> <li>All students are home</li> <li>Students access learning through remote learning only.</li> <li>4.5 day student week               <ul style="list-style-type: none"> <li>Wednesday afternoons will allow learners to catch up on incomplete work.</li> </ul> </li> </ul>
<b>Phase 2</b> <i>Infections rising with limited capacity recommendations</i>	<b>Hybrid</b> <ul style="list-style-type: none"> <li>6' social distancing requirement</li> <li>Cohorting of groups up to 10</li> <li>No intermingling of cohorts</li> <li>Maximize outdoor learning opportunities</li> <li>Screening, hygiene and disinfection protocols</li> <li>Face coverings (masks/ face shields) required for staff, with breaks during the day, as appropriate.</li> <li>Face coverings (masks/ face shields) required for students with breaks during the day, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Students access learning remotely two days a week and in-person two days a week</li> <li>Four day student week               <ul style="list-style-type: none"> <li>Wednesdays                   <ul style="list-style-type: none"> <li>Student independent learning day</li> <li>Staff planning day</li> </ul> </li> </ul> </li> <li>Five day staff week</li> <li>Breakfast and lunch in the classroom.</li> <li>Full remote option available to families that are not comfortable sending their student to school</li> </ul>
<b>Phase 3</b>	<b>Full return-with Restrictions</b> <ul style="list-style-type: none"> <li>3'-6' social distancing requirement</li> </ul>	<ul style="list-style-type: none"> <li>Students attend school daily</li> </ul>

<i>Infections low but present in the region</i>	<ul style="list-style-type: none"> <li>• Cohorting of groups based on room size.</li> <li>• Additional staffing and classrooms</li> <li>• Minimize intermingling of cohorts</li> <li>• Maximize outdoor learning opportunities</li> <li>• Screening, Hygiene and disinfection protocols</li> <li>• Face coverings (masks/ face shields) required for staff, with breaks during the day, as appropriate.</li> <li>• Face coverings (masks/ face shields) required for students with breaks during the day, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers deliver instruction in person</li> <li>• Daily class schedules close to normal with movement modifications</li> <li>• Limited student interaction to comply with social distancing,</li> <li>• Breakfast and lunch in the classroom.</li> <li>• Scheduled use of outdoor or alternative space to allow for movement break</li> <li>• Remote option available to families on a case by case basis.</li> </ul>
<b>Phase 4</b> <i>No new infections</i>	<b>Full Return with No Restrictions</b> <ul style="list-style-type: none"> <li>• No social distancing recommendation</li> <li>• No PPE required</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom instruction with possible restrictions</li> </ul>

## School Operations

### Health and Safety Procedures

#### Health Screening

Parents/guardians **will screen their child(ren) for symptoms or risk factors daily before allowing the child to travel to school.** A checklist of symptoms and risk factor screening questions will be provided to the parents/guardians so they can clearly identify what symptoms and risk factors warrant the student to stay at home.

Ellis faculty and staff will also **screen themselves for symptoms or risk factors daily before travelling to school.** A checklist of symptoms and risk factor screening questions will be provided so they can clearly identify what symptoms and risk factors warrant the student to stay at home.

#### Cohorting

Classrooms will be **grouped/cohorted together in one classroom** an effort to avoid interaction (i.e., crossover) with another classroom/group. Students will not mix with other classes during unified arts classes.

Classrooms will be arranged to minimize close contact (i.e., maximize physical distance) between students.

When students need to move throughout the building faculty and staff will monitor the hallways to encourage students to maintain physical distancing. Additionally, procedures for hallway movement and visual markings will be implemented in order to minimize congregation in hallways

### Face Coverings

**Face coverings are required for all students and staff.** Safe and appropriate breaks will be implemented throughout the day. Because of increased risk for coming into close contact with other students in an uncontrolled fashion, NH DPHS recommends that cloth face coverings be used when a student is:

- **Waiting to enter, or entering, the school building**
- **Leaving the school building**
- **Arriving to, or leaving, a classroom**
- **Boarding, exiting, or seated on a school bus**
- **Traveling in hallways, and transiting between classes or to the restroom**
- **Engaged in classroom or group activities where students may come closer than 3 feet of other students or staff**

Face coverings are required for faculty and staff of The District. Educators and other staff provide students effective modeling exemplars. All educators and staff working with students will wear cloth face coverings over their nose and mouth when at the educational facility and six feet of physical distancing may be difficult to maintain (including in the classroom) and/or when caring for potentially vulnerable students with underlying health conditions and disabilities. This includes when indoors in education areas, but also when outdoors where other adults or students are around, and in shared staff areas (e.g., offices and break rooms).

Given that visitors may not be members of the local community, **SAU 83 has limited non-essential visitors.** Visitors are required to be screened prior to entering the building and are required to wear cloth face coverings upon entry to educational facility grounds.

### Additional PPE Provisions

The provision of certain services in a school setting, including school nurses or other employees assessing students for symptoms of COVID-19 and services to students with individualized education programs, may require more intense or prolonged student/teacher contact. In such circumstances, more advanced PPE may be required to implement such services.

**The District will provide PPE for employees who work in circumstances where PPE may be required.** Some roles that may require PPE may include:

1. Educators working with special education students as needed.
2. For health employees engaged in symptom screening.
3. 3. Classified staff responsible for deep cleaning and disinfecting of the school facility and grounds.

### **Proper Hygiene Protocols**

**Hygiene practices will be taught, modeled, and encouraged** through instruction, posters and other communications, including communications that help reinforce such practices at home and establish expectations for families and students returning to school. Staff and students should practice frequent hand hygiene:

- a. Wash hands often with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- b. Always wash hands with soap and water if hands are visibly dirty.
- c. For younger children, when soap and water are not readily available, alcohol based hand sanitizer should be used under the direct supervision of staff.
- d. Teachers and staff should have an alcohol-based hand sanitizer available in all classrooms. When not in use, hand sanitizer should be kept out of reach of younger students (on a high shelf, cabinet, or in a backpack worn by staff outside).
- e. Supervise and help students needing assistance to ensure they are washing/sanitizing hands correctly, and to prevent swallowing of alcohol-based hand sanitizer.
- f. Hand hygiene should be practiced
  - i. when arriving at the facility,
  - ii. before and after meals or snacks, before and during meal preparation or service as necessary to prevent cross contamination,
  - iii. after outside time,
  - iv. before and after going to the bathroom,
  - v. after handling any bodily fluid,
  - vi. before and after medication administration,
  - vii. after cleaning up and handling any garbage,
  - viii. before and after touching a person's face covering or face, and
  - ix. prior to leaving for home.

Students, educators and staff will be advised to avoid touching their eyes, nose and mouth. Cover coughs or sneezes with a tissue, then throw the tissue in the trash and clean hands with soap and

water or hand sanitizer (if soap and water are not readily available). Alternatively, cough or sneeze into elbows.

### School Cleaning and Disinfection Practices

1. **Cleaning and disinfection will follow CDC guidance for cleaning and disinfecting your facility.** Cleaning reduces the number of germs, dirt and impurities on a surface. Disinfecting kills germs on surfaces.
2. Facilities staff will use an EPA-approved disinfectant effective against the novel coronavirus.
3. A schedule will be developed for cleaning, sanitizing, and disinfecting surfaces and objects that are frequently touched, including toys, equipment, teaching materials, and other surfaces not ordinarily cleaned (e.g., doorknobs, light switches, countertops, chairs, desks, cubbies, etc.). **Frequently touched surfaces will be cleaned and disinfected at least daily.**
4. When possible, avoid the use of shared materials. If shared teaching material is necessary, then focus on hand hygiene before and after each educational session and use (frequent hand hygiene in this setting would be facilitated by having an alcohol-based hand sanitizer available for in-classroom use, which is monitored and stored safely to avoid misuse by children).
5. Minimize the potential for the spread of germs in the classroom space by **temporarily removing items that are not easily cleanable** and not necessary for educational purposes.
6. Facilities water tables, sensory tables, etc. will be removed from use for the time being and we will limit shared teaching materials to those that can be easily cleaned and disinfected at the end of the day or more often as needed.
7. Staff cleaning will follow the disinfectant manufacturer's instructions:
  - a. Use the proper concentration of disinfectant.
  - b. Maintain the disinfectant for the required wet contact time.
  - c. Follow the product label hazard warnings and instructions for PPE, such as gloves, eye protection, and adequate ventilation.
  - d. Use disinfectants in a well ventilated space. Extensive use of disinfectant products should be done when students are not present and the facility thoroughly aired out before students return.
  - e. Education facilities must have a Safety Data Sheet (SDS) for each chemical used in the facility
  - f. Disinfectants, sanitizers, and other cleaning supplies are the responsibility of the education facility to have available.



- g. Outside playground equipment exposed to sun and other weather elements is probably a lower risk for fomite transmission and does not require the same frequent cleaning and disinfection as shared indoor equipment and surfaces. Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning:

#### **Additional Cleaning Protocols in the Event of Confirmed COVID-19**

Our facilities team will clean and restore the learning environment according to CDC guidelines so that in-person learning can continue.

1. If a sick child or staff person has been isolated in our facility, our facilities team will clean and disinfect surfaces in the isolation room or area after the sick person has gone home.
2. If COVID-19 is confirmed in a child or staff member:
  - a. Close off areas used by the person who is sick and move the children remaining in the classroom to another environment until cleaning protocols can be implemented.
  - b. Open outside doors and windows to increase air circulation in the areas.
  - c. If possible, we will wait up to 24-hours before cleaning or disinfecting to allow respiratory droplets to settle to reduce the risk to individuals cleaning.
  - d. Our facilities team will clean and disinfect all areas used by the person who is sick, such as classrooms, offices, bathrooms, and common areas.
  - e. If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

#### **School Building Use for Non-School Functions**

Depending on a district's specific circumstances at any given time, a district should limit the use of its facilities for non-school related functions. When outside groups access buildings, schools should evaluate the need for appropriate disinfectant procedures to maintain a healthy environment for students and staff re-entering the building.

Onsite Afterschool Childcare for students of each particular school may be considered and should follow district protocols, additional State Guidelines for Child Care, and NH DHHS Child Care Licensing Rules.

#### **Ventilation Systems**

As we learn more about the spread of COVID-19, the role of poor air circulation has become a concern. Schools should ensure that HVAC systems are working properly and are configured to increase the circulation of exterior air as much as possible. Schools should also consider other

opportunities to circulate exterior air into buildings, through the use of open windows and doors (with appropriate safety protocols) and moving instructional opportunities outdoors when the weather is conducive. Facilities should evaluate their buildings' ventilation systems to increase auditorium and overall building ventilation, increase the number of air exchanges, increase outdoor air ventilation, limit internal air circulation, and improve central air filtration. Ventilation systems' filters must be routinely replaced and other necessary maintenance should be performed as needed. CDC guidance should be reviewed and used in evaluating building ventilation.

### The Use of Common Areas

Large group gatherings and congregating continues to be discouraged during the COVID19 pandemic. When feasible, student and staff cohorts should remain as static as possible by having the same group of children stay with the same staff.

Enforcing physical distancing in an outside playground may be difficult. Our emphasis will be on limiting the size of groups and maintaining consistent small cohorts participating in outdoor recess or playground time at the same time. We will also schedule staggered recess times to maintain smaller group sizes.

### Transportation

#### Parent/Guardian Pick-Up and Drop-Off

1. **Procedures will be created to keep at least six feet of social distancing during drop-off and pick-up**, and so that students and parents/guardians from different groups do not interact.
2. There will be no congregating outside the school before/after school. When dropped off, students will go directly through their classrooms and be checked in.
3. Parents/guardians need to stay in their cars while dropping-off or picking-up students. They should not enter the building unless necessary.

#### Bus Transportation

1. **Parents/guardians will screen their children for symptoms of COVID-19 or risk factors for exposure before allowing them to ride the bus.** Students with any identified symptoms or risk factors should not board the bus.
2. **Parents/guardians are encouraged to transport their children to/from school when possible.**
3. Students should sit facing forwards and not get up from their seat or exchange seats.
4. If appropriate, seats will be assigned
5. Students will adhere to appropriate social-distancing of students while they are waiting prior to embarking and disembarking.



6. All non-driver staff supporting the transportation of students will wear a cloth face covering over their nose and mouth at all times while boarding, riding, and exiting the bus.
7. All bus drivers will wear a cloth face covering over their nose and mouth at all times while stopped and students are present on the bus, or while students are boarding/exiting the bus. Bus drivers should also wear a cloth face covering while driving, if safe to do so.
8. If plastic barriers are installed in the bus driver area, side barriers will only be extended while students are boarding or exiting the bus. Side barriers should be pulled back/folded while the bus is in motion so that the driver's side view is not obstructed in any way.
9. **Students should wear a cloth face covering over their nose and mouth at all times while boarding, riding, and exiting the bus.**
10. Alcohol based hand sanitizer will be made available at the bus doors (monitored by the bus driver), and all students and staff will be asked to sanitize hands as they board the bus and when exiting the bus.
11. On days where circumstances permit and it is safe to do so, windows will be kept open to enhance the flow of fresh air.
12. Clean and disinfect the bus, seating, and commonly touched surfaces after each transportation run.

## **Food Service**

### **Classroom Meals**

**Since meals will be consumed in the classroom cohort, parents are encouraged to provide a bag lunch for their child to bring from home.** For students that wish to participate in our school lunch program, Ellis School will serve meals in the classroom in order to maintain social distancing, minimizing cohort intermingling or limit cohort sizes. It will be important that student orders for school provided meals are placed in advance (details coming). This will allow us to allotting time for preparation and accuracy when ordering provisions. School staff will deliver pre-packaged and individually wrapped meals to classrooms using a cart and any utensils will be disposable when practical. We will implement hygiene and disinfectant practices to protect food allergic students and establish protocols for proper cleaning, and the disposal of trash.

### **Meals for Students Not Attending On-Site School**

**It is possible that some students will be participating remotely in their instruction. A plan will be put into place to ensure that qualifying students have access to meals at home.**

## Instruction

### Social Emotional Learning

Our district and school community recognizes that the pandemic has created a traumatic event in the lives of students and educators, and that each person, family and community responds differently to these circumstances. Some people may experience responses such as anxiety and depression while others grow through the process and are ready to learn. School staff will become familiar with recognizing and responding to the signs of trauma and supporting the social and emotional needs of all students and staff by creating a learning environment that prioritizes their physical and psychological safety. **Students requiring mental health support will be referred to school and/or community-based mental health professionals.**

With the start of the school year there is a range of emotions and energy to new beginnings. Saying goodbye to the summer schedule and family time, as well as the unknown of who the teacher is and the expectations the teacher has for students, new classmates, and disappointment from not having last year's friend in a class. The 2020/2021 school year will be especially difficult. Concerns for students in September could range from worry about the health of family members to financial stress, while other students will be excited to return to school and spend time with friends. **Schools and parents will need to model a sense of calmness and self-assurance to their students as they enter the school year.**

The first weeks of school will focus on stabilizing students by spending time building relationships, modeling expectations, and implementing support systems utilizing the Responsive Classroom model. Educators and staff will also be prepared to discuss the COVID-19 pandemic with students and the importance for the changes to normal/expected school operations. The time spent on these activities will likely vary by grade level and the age of students served.

Activities that support a smooth transition will include:

- Academic and social health check-ins with students on a regular basis.
- Implementation of activities that de-stress the learning environment, such as time to play in elementary grades and student support teams in middle school

### Outreach Programs for At-Risk Students

We have a unique opportunity to advocate for children and provide services that strengthen families. During remote instruction, we identified students who may have been at risk. Prior to

the opening of school, our district, counseling and administration teams will establish strategies to define and identify at-risk students and put in place appropriate supports.

When students initially return, it will be difficult to make immediate assessments as a result of the disruptive effect of the pandemic. Students will be monitored and, when needed, both the students and their families may need to be supported. We will develop plans and work in partnership with local agencies for outreach strategies for difficult to reach families or students who do not return or have low engagement with school.

### **Mental Health Resource Partners**

As part of the student support structure, we will continue our relationships with community mental health professionals. As appropriate, we may find a need to refer families to the resources and a pre-existing relationship will help support that referral. For some families, such referrals will need appropriate follow up to help make the connections and ensure that important services are obtained. Staff members must be made aware of these vital resources for personal use, if needed.

### **Special Services**

The District will work with families and students to ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Act is achieved. The plans will seek to determine what FAPE looks like for each student and family. It may be different from the individualized education program (IEP) developed prior to the COVID-19 epidemic. Finally, it will ensure that children with special needs are included in all options of school education models by using the unique FAPE or IEP process to customize educational opportunities and provide supports when necessary. This includes any necessary changes to IEPs depending on circumstances.

Within the first 30 days of school the Special Education team will connect with families to consider what services, if any, are required to make up for services not provided during remote instruction and support, student regression, or student's failure to make expected progress as indicated in the student's IEP.

### **Remote Instruction**

Remote instruction means students engage full-time from the home or other safe environment. Some students who cannot return to any in-person instruction may need full-time remote instruction from the beginning of the school year. While New Hampshire responded incredibly well to the initial pivot in March 2020, the response to remote instruction was developed under crisis conditions. That experience and information has made us better prepared to ensure the safety of our children, provide all children with a high quality educational experience, identify and close equity gaps, and allow all children to engage in an education system that meets

individual student needs. Following the rapid pivot to remote instruction in March 2020, the **Instructional Subcommittee established clear expectations for educators and students to learn and deliver lessons remotely.**

The District will assign educators to focus exclusively on remote instruction students across the district. This provides an accommodation for the educator, avoids having classroom instructors doing double-duty with in-person and on-line instruction and supports students across the district who otherwise cannot access their education.

The District will also offer families the option to allow students to engage their education virtually using the Virtual Learning Academy Charter School (VLACS) with no adequacy penalty to the district. VLACS is an approved New Hampshire school with capability to teach grades K–12. Schools with no other viable options to offer their families should consider this alternative educational option.

#### **Technology for Dynamic Learning Environments**

A safe return to school is the goal. However, there is the anticipation of some students and educators with underlying health risks who are not able to return and will require accommodations. In addition, districts must be prepared for the possibility of an isolated outbreak of COVID-19 in a school or community. **In such cases, it may be necessary to quickly implement remote instruction for certain classrooms, or even the entire school, if only for a limited time period.** Such a transition would require appropriate technological supports and districts should consider the recommendations below in these cases.

- a) **Student and Staff Privacy Considerations** The broad deployment of remote instruction during the latter half of the 2019–20 school year highlighted the importance of maintaining student privacy data as educators and students across the state met via Zoom and Google, among other tools. As a result, assignments and digital portfolios were uploaded for grading and evaluation, and students and families logged on to cloud-based applications with much greater frequency. Such connectivity must be safe for students and educators alike. The NH DOE has established minimum standards for the privacy and security of student and employee data as well as best practices for applying those standards. The District’s remote-instruction plans, will be vetted against the minimum standards for privacy and security. In addition, The District will provide specific training to educators and students around strong security practices in order to prevent inadvertent data breaches.
- b) **Remote Learning Applications** The pivot to remote instruction in March 2020 took place over a very short period of time. Partly as a result of that rapid change, educators deployed the technology tools they had available, filling in gaps with technology that

enhanced the ability to deliver instruction virtually. The result was that individual students may have experienced multiple applications that differed for each class in which they engaged. The District has consolidated the number of applications deployed for remote instruction and streamlined the number of learning management systems to support students and parents. The deployment of strong and consistent learning management system across The District will elevate the quality of instructional opportunities for students and educators, whether in-person or if there is a need for remote instruction.