

LEA Plan on the Safe Return to In-Person Instruction and Continuity of Services
SAU 34
Hillsboro-Deering and Washington School Districts

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:** Hillsboro-Deering and Washington School Districts
- 2. Date of Publication:** June 11, 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: hdsd.org**

Description:

Both the 2020-2021 Re-Entry Plan and the 2021-2022 School Plan are published on the district website [HDSd.org](https://hdsd.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:

As part of the plan development process for both the 2020-2021 Re-entry Plan and the 2021-2022 School Plan stakeholder groups were surveyed, including families, staff, and students. The Re-entry planning process also included advisory groups of both staff and families as well as opportunities for public questions and comments via Zoom.

- 3. The plan is in an understandable and uniform format (please check one):**

Yes: Somewhat: No:

Description:

- 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:

The written plan is provided in English. A translation will be made available upon request.

- 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:

The plan will be provided in an alternative format upon request.

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:

Follow and update protocols in accordance with CDC and DHHS recommendations. The school nurses are all members of the NH School Nurses Association and provide updated recommendations of best practices.

Description during SY21-22:

Continue to follow and update protocols in accordance with CDC and DHHS recommendations. The school nurses are all members of the NH School Nurses Association and provide updated recommendations of best practices.

**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:

Per the 2020-2021 Re-Entry Plan:

Physical Distancing and Mask Requirements

Physical distancing is the primary challenge within the confines of the Hillsboro-Deering and Washington schools. While the plan requires students and staff to maintain a six foot distance, additional protocols may be called for when that amount of space is not practical, to include:

- All students and staff will wear a mask over their nose and mouth at all times.
 - Cloth face coverings should meet the CDC recommendations.
 - Disposable surgical face masks will be available for those who do not have a mask or require a replacement during the school day.
 - Masks will be required in hallways, school common areas, and when moving about within a classroom to work in small groups without the benefit of a desk shield or transparent barrier.
 - Exception- while students are seated in class where maintaining a six foot distance is possible and appropriate; teacher may be seated or standing in the front of the room maintaining a six foot distance.
 - Students who refuse to wear a mask when required to do so, will not be allowed to remain in school and will be expected to participate in remote instruction.
- Students and staff will receive training regarding proper mask use.
- Face shields serve as eye protection and cannot be used to replace a face mask.
- The District will supply the staff with necessary PPE including gloves, masks, shields and gowns for direct contact services.
- Individuals who require adaptations due to a medical condition should contact the school nurse
- Student desks will be separated by a minimum of six feet.

- Students will be assigned to seats in each classroom and will be expected to sit in their assigned seat accordingly.
- SAU 34 will provide a mask for students who do not have one to use.
- When possible, students should not mix with other classes during art, gym, music sessions, etc.

Mask Exceptions and Distribution

The plan requires the Hillsboro-Deering and Washington School Districts to provide masks and accommodate a number of situations where masks will not be needed or will be impractical, harmful, or disruptive to the learning process.

- Exception - Medically documented health conditions that prevent effective mask use
- Exception- while students are seated in class where maintaining a six foot distance; teacher may be seated or standing in the front of the classroom maintaining a six foot distance.
- All staff and students will be issued at least one washable and reusable cloth mask at the start of the school year for personal use.
- Disposable masks will be available in every school for visitors and others who will be required to wear a mask and do not have their own.
- Each classroom will be stocked with additional disposable masks and reusable masks for students and staff as needed.
- In our school setting, school nurses or other employees assessing students for symptoms of COVID-19 and staff providing services to students with individualized education programs, may require more intense or prolonged student-teacher contact. In such circumstances, more advanced PPE will be provided to implement such services. Some roles that may require PPE may include:
 - Educators working with special education students as needed.
 - For health employees engaged in symptom screening.
 - Maintenance/Custodial staff responsible for deep cleaning and disinfecting of the school facility and grounds.

As the district moved to fully in-person instruction five days per week in April of 2021 the spacing of some student desks needed to move to less than six feet apart. A minimum distance of three feet was maintained in accordance with NH DHHS recommendations.

During the course of the 2020-2021 school year masking requirements were modified in late Spring in accordance with guidance from CDC and NH DHHS to allow masks to be removed outdoors when physical distancing can be maintained and while playing non-contact sports.

2021-2022 School Pandemic Response Plan will continue to follow the most current CDC and NH DHHS guidance.

June 9, 2021: Guidance from New Hampshire Department of Education and Division of Public Health Services issued a joint statement regarding masks in schools. This guidance recommended “that there should be flexibility in school face mask policies so that if situations arise where it becomes potentially unsafe to wear a face mask for prolonged periods of time (e.g. due to the potential for heat exhaustion, dehydration, significant discomfort or inability to wear a face mask, etc.) that steps be taken to allow masks to come off, even in indoor environments.”

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:

Per the 2020-2021 Re-Entry Plan:

See above.

Campus/Building Physical Distancing

- Congregating/ waiting outside of the school in the morning or afternoon will not be permitted.

- Any waiting students will have clear instructions and spaces marked for appropriate physical distancing.
- Staff should be monitoring before/after school to encourage physical distancing on school grounds.
 - Hillsboro-Deering Elementary School will open doors at 8:20am.
 - Hillsboro-Deering Middle and High School will open doors at 7:10am.
 - Washington Elementary School will open doors at 8:30am.
- Schools will have hallway movement processes and clear markings to allow streamlined flow/movement of students and minimize congregation in hallways (ie, have one-way hallways if possible, or split hallways for unidirectional flow).
- Classroom activities should be conducted to minimize close contact.
- Any small group activities should be conducted so that students are spaced at least 6 feet apart.
- Students will not be assigned lockers at the middle and high school for the 2020-2021 school year.
- Flexible storage options will be provided at the elementary school for the 2020-2021 school year.
- Staff should maintain at least 6 feet of physical distancing from other staff in their work environment.
- In-person group meetings should be limited whenever possible.

Classroom Configuration

- Classrooms will be reconfigured to maximize physical distancing between students.
- Outside air will be circulated, through open windows if available.
- Evaluate the ability, weather permitting, to use outside spaces as learning spaces.
- Limit cohort mixing to minimize opportunities for transmission between groups of students and teachers.
- Assigned seats for all students in all classrooms

2021-2022 School Pandemic Response Plan will continue to follow the most current CDC and NH DHHS guidance.

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:

Per the 2020-2021 Re-Entry Plan:

HAND HYGIENE PROTOCOLS

The committee recognizes the importance of hand washing in combination with physical distancing and mask wearing as one of the most effective means of limiting the spread of the virus. The plan therefore, includes the following recommendations:

- Opportunities will be scheduled for younger students to frequently wash their hands and use hand sanitizer.
- Every classroom, common space, and office will have hand sanitizer or sanitizing stations available for students, staff, and visitors as needed.
- Lessons will be provided to all students and staff prior to the start of the school year that reflect available equipment and uses as well as proper hand-washing and hygiene protocols.
- For Pre-K through Grade 2 students, teachers will demonstrate equipment and strategies.

Staff and students should practice frequent hand hygiene:

- 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.
- Always wash hands with soap and water if hands are visibly dirty.

- For younger children, when soap and water are not readily available, alcohol-based hand sanitizer should be used under the direct supervision of staff.
- Teachers and staff will 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).
- Supervise and help students needing assistance to ensure they are washing/sanitizing hands correctly, and to prevent swallowing of alcohol-based hand sanitizer.
- Hand hygiene will be practiced when arriving at the facility, before and after meals or snacks, before and during meal preparation or service as necessary to prevent cross contamination, after outside time, before and after going to the bathroom, after handling any bodily fluid, before and after medication administration, after cleaning up and handling any garbage, before and after touching a person's face covering or face, and prior to leaving for home.
- Advise students, educators and staff 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.

During 2020-2021 the nursing team taught handwashing and respiratory etiquette at the ES level and posted visuals to support and reinforce the practices in all buildings. This will continue in 2021-2022.

2021-2022 School Pandemic Response Plan will continue to follow the most current CDC and NH DHHS guidance.

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:

Per the 2020-2021 Re-Entry Plan:

SCHOOL CLEANING AND DISINFECTION PRACTICES

Best practices include the following:

- Cleaning and disinfection will follow CDC guidance for cleaning and disinfecting.
- We will use an EPA-approved disinfectant effective against the novel coronavirus. Use alcohol wipes to clean keyboards and electronics.
- A protocol for cleaning, sanitizing, and disinfecting surfaces/objects that are frequently touched, including toys, equipment, teaching materials, and other surfaces (e.g., doorknobs, light switches, countertops, chairs, desks, cubbies, etc.).
 - Frequently touched surfaces will be cleaned and disinfected at least daily.
 - If students are moving between classrooms, cleaning and disinfecting classrooms will occur more frequently.
- When possible, sharing materials will be avoided by students and staff.
- 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. Most fabric items will be removed from classrooms.
- Water tables, sensory tables, etc. will be removed from use for the time being.
- Extensive use of disinfectant products will be done when students are not present and the facility thoroughly aired out before students return.
- Our schools will have a Safety Data Sheet (SDS) for each chemical used in the facility
- Disinfectants, sanitizers, and other cleaning supplies will be available.
- Outside wooden surfaces or groundcovers on the playground will not be sanitized. Plastic or metal railings or grab bars will be cleaned regularly.

BUILDING VENTILATION

- Guidance from the CDC and ASHRE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) will be reviewed for best practices regarding ventilation.
- The HVAC building management system will increase the run time of units to flush the buildings before and after the school day.
- Air handling unit dampers will be adjusted to allow for greater outside air flow and limit air recirculation.
- Verification of operation for all exhaust fans is being completed.
- When possible, windows will be utilized for increased air movement, as according to CDC guidelines, equipment that recirculates air (e.g. portable air conditioners, box fans, etc.) are not to be used.

There is a planned upgrade for the H-DES ventilation system in accordance with ASHRAE standards waiting on state approval for the project under the recently released guidelines. The disruptive nature of the work requires it be completed during the summer, delays in the approval process may require a postponement until the summer of 2022.

There is a planned upgrade of the hot water system at the High School to support proper hand washing and cleaning.

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:

Per the 2020-2021 Re-Entry Plan:

- 100% wellness protocols outlined home and school screenings in accordance with CDC and DHHS guidelines.
- All health offices utilized isolation pods for students identified as demonstrating possible covid symptoms.

In response to potential exposure line lists were completed and submitted to DHHS in order to follow contact tracing procedures.

- Community outreach (i.e. parent guide) through blackboard calls, emails and posting on the district website.
- Nurses made direct contact with families and staff who were required to isolate and/or quarantine to provide guidance and support as needed.

The 2021-2022 School Pandemic Response Plan will continue to follow the most current CDC and NH DHHS guidance and protocols to meet requirements for contact tracing, isolation, and quarantine.

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:

During the 2020-2021 school year the nursing team collaborated with local health care providers (i.e. PCPs) for diagnostic tests and referred to local providers (i.e. Rite Aid, Convenient MD) for screening and/or testing as needed. The districts were unable to implement on site-testing due to a lack of health provider partner.

During the 2021-2022 school year the districts plan to implement “Safer at School Screening” procedures recommended by NH DHHS.

The 2021-2022 School Pandemic Response Plan will continue to follow the most current CDC and NH DHHS guidance and protocols to meet requirements for diagnostic and screening 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:

During the 2020-2021 school year the districts partnered with local health agencies to provide vaccination clinics for staff and students for influenza in the fall. The district participated in the Capital Area Health Vaccination clinics for school personnel in March and April and partnered with Rite Aid to provide COVID vaccination clinics on the Hillsboro-Deering campus for all eligible students and staff in May and June.

During the 2021-2022 school year the districts will continue to partner with local health providers to provide vaccination clinics.

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

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

Description of both SYs:

In the 20-21 school year and as outlined in the SAU #34 re-entry plan the districts implemented the following strategies in order to meet the unique learning needs of students with disabilities:

- Students continued to receive services in small groups as outlined in their individualized plan.
- Meetings were held remotely to the maximum extent possible.
- Whenever possible, evaluations will be completed in-person, using established health and safety guidelines.
- Individual decisions for students with complex needs were handled in collaboration with families, the IEP/504 team, Special Education Coordinator and the Director of Student Services.
- Offered parents Special Services Re-Entry FAQ in response to common questions/concerns.

In the 21-22 school year in order to meet the unique needs of students with disabilities the districts will continue to meet the needs of students with disabilities the following manner and in accordance with DHHS and DOE guidelines:

- Students will continue to receive services in small groups as outlined in their individualized plan.
- Hold in-person meetings when physical distancing and mitigation strategies can be implemented, but hold virtual meetings as an alternative based on individual circumstances.
- Complete evaluations in-person using established health and safety guidelines and continue to explore appropriate and valid means of remote assessment if/when appropriate.
- Continue to handle individual decisions for students with complex needs in collaboration with families, the IEP/504 team, Special Education Coordinator and the Director of Student Services.
- If appropriate, update Special Services Re-Entry FAQ for parents in response to any new common questions/concerns.

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:

During the 2020-2021 school year the districts collaborated with Granite United Way for vaccine clinics, as well as NH Department of Public Health in all instances of identification of positive cases, and maintaining appropriate standards regarding isolation and quarantine.

During the 2021-2022 school year the districts will continue to collaborate with Granite United Way for vaccine clinics, as well as NH Department of Public Health in all instances of identification of positive cases, and maintaining appropriate standards regarding isolation and quarantine.

IV. Continuity of Services

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

Description during SY20-21:

- The 2020-2021 school year began with a choice of Hybrid and Full Remote learning models
 - At Hillsboro-Deering grades 1-12 Hybrid learning consisted of 2 days of in-person learning in a small, socially distanced cohort and 3 days of synchronous on-line learning. Washington Elementary School and H-D Kindergarten students in the Hybrid model began the year with 4 days a week of in-person learning and one day of synchronous learning. Students who chose Hybrid Learning had the option to transition to Full Remote Learning at any time.
 - Full remote consisted of five days of synchronous on-line learning. Students who chose Full Remote had the option to transition to Hybrid instruction at the beginning of each marking period.
 - Students with identified needs, both academic and otherwise, were prioritized for a return to four day per week in-person instruction regardless of grade span.
 - Beginning on October 13, 2020 Hybrid H-DES students in grades 1 and 2 transitioned to four days a week of in-person learning and one day of synchronous learning.
 - Due to health and safety concerns and in alignment with the Re-Entry Plan all students transitioned to Full Remote Learning from November 30, 2020 - January 17, 2021.
 - Beginning on February 8, 2021 Hybrid H-DES students in grade 3 transitioned to four days a week of in-person learning and one day of synchronous learning.
 - Beginning on February 15, 2021 Hybrid H-DES students in grade 4 transitioned to four days a week of in-person learning and one day of synchronous learning.
 - Beginning on March 1, 2021 Hybrid H-DES students in grade 5 transitioned to four days a week of in-person learning and one day of synchronous learning.
 - Beginning on March 6, 2021 Hybrid students in grade 6 transitioned to four days a week of in-person learning and one day of synchronous learning.
 - Beginning on March 22, 2021 Hybrid students in grades 7 and 8 transitioned to four days a week of in-person learning and one day of synchronous learning.
 - Beginning on April 5, 2021 WES Hybrid students transitioned to five days a week of in-person learning.
 - Beginning on April 19, 2021 Hybrid students in grades K-12 transitioned to five days a week of in-person learning.
 - Some families have continued to choose Full Remote Learning for the full 2020-2021 school year.
- All students had an individually assigned, dedicated, internet connected device. Early learners have tablets and students in grades 2-12 have chromebooks.

- A variety of tools, such as Zoom and Google Classroom, were utilized to ensure all students had consistent access to instruction.
- Each school developed and implemented a consistent system for the transfer of necessary physical materials to ensure full access to the curriculum.
- Teachers were able to consistently conduct individual meetings with fully remote students due to the utilization of an alternative schedule on Wednesdays.
- The schools worked with families to resolve the limited number of issues with home internet access.
- The high school made in-person support available to full remote students during times when other students were not in the building.
- Each school developed a system to track attendance concerns and provide support to families and students.
- The districts enhanced bandwidth to support the synchronous learning model
- Teacher technology hardware was upgraded to support greater stability and reliability
- Continued to explore and make available appropriate and engaging online learning tools
- Created collaborative professional development opportunities that support best practices in (and staff comfort and fluency with) hybrid/remote learning and the use of technology tools for in-person learning

Description during SY21-22:

- The 2021-2022 school year will open with a 100% in-person learning model.
- All students will be assigned a dedicated, internet connected device. Tablets for early learners and Chromebooks for grades 2-12.
- A variety of tools, such as Google Classroom and Zoom, will be utilized to ensure all students have consistent access to instruction.
- While there will be no synchronous remote option, teachers and students will be able to utilize video conferencing tools for academic support as needed and appropriate.
- During the 2020-2021 school year, each school developed and implemented a consistent system for the transfer of necessary physical materials to ensure full access to the curriculum. These systems remain in place and can be utilized as needed.
- The schools will continue to work with families to resolve the limited number of issues with home internet access.
- Continue to upgrade teacher technology hardware to support great stability, reliability, and innovation
- Continue to explore and make available appropriate and engaging learning tools
- Continue to create collaborative professional development opportunities that support best practices in (and staff comfort and fluency with) the use of technology tools for learning

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:

- To address social emotional Supports administrators and mental health staff, in each building, worked together to assess and respond mental and emotional needs of students by:
 - The Mental Health Task Force underwent 12 hours of Trauma Training related to COVID-19 with Dr. Cassie Yackley
 - The district extended these trainings to all members of Re-Entry Team
 - Included Administration and Teachers from WES to all three H-D buildings
 - Created Mental Health Student Visit Protocol
 - Created SAU #34 Mental Health Resources for *Emotional, Mental, Physical, and Financial and Social Wellness* for HDSD staff, students, and families to access on

- District Webpage
 - Provided daily dose of emotional wellness professional development to teachers on 5 PD days prior to school starting and followed up within PD days within the school year.
 - Maintained rituals and routines such as recognition, celebrations and parent informational sessions virtually.
 - Counselors created virtual counseling offices where resources were available for students and students could contact them via email or messaging if they needed assistance
 - Increased monitoring through use of Go Guardian and conducted risk assessments as needed
 - Continued work on the development and implementation of Multi-Tiered System of Support
 - Teachers and counselors met with students individually and in small groups to provide instruction and support and social emotional support
- Other means the district utilized to support the social, emotional, mental and other health needs of families:
 - Offered free lunch and breakfast to all students, in-person and remote
 - bus stop delivery
 - available for pickup here at both the H-D and Washington Campuses
 - Ensured students had direct access to snacks within the buildings
 - Free onsite sports physicals
 - Free on site impact testing

Description during SY21-22:

- To address social emotional Supports administrators and mental health staff, in each building, will continue to work together to assess and respond mental and emotional needs of students by:
 - Maintaining a Mental Health Task Force to examine, determine needs and support the district's mental/emotional/social needs.
 - Update and promote the SAU #34 Mental Health Resources for Emotional, Mental, Physical, and Financial and Social Wellness for HDSD staff, students, and families to access on District Webpage
 - Continue to provide embedded wellness into professional development days as directed by the district's strategic plan.
 - Maintain rituals and routines such as recognition, celebrations and parent informational sessions.
 - Counselors update and maintain virtual resources for students (i.e. middle school resting room) and ability for students could contact them via email or messaging if they needed assistance
 - Continue monitoring, through use of Go Guardian, and conducted risk assessments as needed
 - Continued work on the development and implementation of Multi-Tiered System of Support by development of Tier I teams in each building and use of SWIS for data based decision making.
 - Teachers and counselors meet with students individually and in small groups to provide instruction and support and social emotional support
 - Revise and use an advisory model to connect and provide social emotional learning instruction.
 - Expanded Advisory Program at the HS with a focus on Restorative Practices and MS for grades 7 & 8 with focus on project based SEL: Positive Actions for

Wellness & Success

- Continue to utilize Second Step in grades K-6 as Social Emotional Learning Curriculum.
 - Addition of SEL Interventionist at the HS
 - New MS UA offerings will include a Wellness Class
 - Continue to expand Wellness as a district concept
 - Other means the district will utilize to support the social, emotional, mental and other health needs of families:
 - Advertised on website direct links for Emergency Supports
 - Offer free lunch and breakfast to all students
 - Ensured students had direct access to snacks within the buildings
 - Free onsite sports physicals
 - Free on site impact testing
 - Increase high quality school-family communication structures per strategic plan & Culture and Climate Survey results (Nov 2020)
 - Continue to expand Wellness as an inclusive district concept
- 3. The LEA has provided continuity of services in addressing staff social, emotional, mental, and other health needs:**
- Description during SY20-21:**
- The districts have a long-standing focus on wellness and a strategic plan that outlines specific strategies to continue to implement regarding establishing a collaborative culture with a focus on wellness model.
 - The Mental Health Task Force highlighted the Employee Wellness Resources through our business office (i.e. Health Trust resources) and online resources in areas of Financial, Social, Mental, Emotional and Physical wellness.
 - The Mental Health Task Force provided building based staff wellness activities during professional development time.
- Description during SY21-22:**
- Continue to expand Wellness as a district concept.
 - Continue to focus on building a sense of community by planning community events, such as district wide Open House and building level community events such as whole-school assemblies.
 - Continue to advertise and encourage the use of Employee Wellness Resources
 - Continue to provide and embed building based staff wellness activities during professional development time.
 - Continue to focus on the development and maintaining strong relationships between admin and teachers & staff focused on attunement and attachment to promote development of resiliency within teams.
 - Continue with development of Tier I teams as part of establishing the MTSS-B and provide necessary training to implement supports with fidelity.

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:

The plan will be reviewed and revised in August of 2021 and at least every six months thereafter through September 30, 2023..

- 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:

There will be a link on the district website for the public to provide input regarding the 2021-2022 School Pandemic Response Plan that will be available through September 30, 2023. Input provided will be regularly reviewed and taken into account.

- 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:**

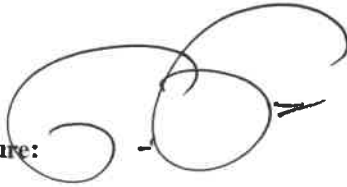
Description:

The 2021-2022 School Pandemic Response Plan will continue to follow the guidance provided by the CDC and NH DHHS. The plan will be updated as necessary.

VI. Authorization

LEA Superintendent's Signature:

Date: 6/21/21



VIII. Appendices

Appendix A. ARPA Statutory Excerpt

“(i) Safe return to in-person instruction.—

(1) **IN GENERAL.**—A local educational agency receiving funds under this section shall develop and make publicly available on the local educational agency’s website, not later than 30 days after receiving the allocation of funds described in paragraph (d)(1), a plan for the safe return to in-person instruction and continuity of services.

(2) **COMMENT PERIOD.**—Before making the plan described in paragraph (1) publicly available, the local educational agency shall seek public comment on the plan and take such comments into account in the development of the plan.

(3) **PREVIOUS PLANS.**—If a local educational agency has developed a plan for the safe return to in-person instruction before the date of enactment of this Act that meets the requirements described in paragraphs (1) and (2), such plan shall be deemed to satisfy the requirements under this subsection.”

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

“(3) *LEA Plan for Safe Return to In-Person Instruction and Continuity of Services.*

(a) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—

(i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

(A) Universal and correct wearing of masks.

(B) Modifying facilities to allow for physical distancing (*e.g.*, use of cohorts/ podding).

(C) Handwashing and respiratory etiquette.

(D) Cleaning and maintaining healthy facilities, including improving ventilation.

(E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

(F) Diagnostic and screening testing.

(G) Efforts to provide vaccinations to school communities.

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

(I) Coordination with State and local health officials.

(ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

(b) (i) During the period of the ARP ESSER award established in section 2001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.

(ii) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.

(iii) If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.

(c) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (a), the LEA must, pursuant to paragraph (b), revise and post its plan no later than six months after receiving its ARP ESSER funds to meet the requirements in paragraph (a).

(d) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent."