

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER funds"

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly \$122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This template is intended to collect all federally-required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, within 90 days of receiving ARP ESSER LEA allocation (90% of New Hampshire's total allocation), an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan."

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 in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

1. LEA Name: Hopkinton School District (SAU 66)
2. Date of Publication: 8/10/2021
3. Contact Name and Title: Michael Flynn, Superintendent
4. Email and Telephone: mflynn@sau66.org, 603-746-5186, Ext. 2251

II. Transparency and Accessibility

1. This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Description: There was a school board meeting on 8/10/21 that included a public hearing on uses. This meeting there was also discussion on the safe learning plan. The plan was emailed to all staff and parents on 8/12/21 and the uses document is a live document on the district website under the business department.

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

Yes: Somewhat: No:

Description: _____

3. The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please check one):

Yes: Somewhat: No:

Description: _____

4. 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: _____

III. Stakeholder Engagement

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA’s plan for the use of ARP ESSER funds and take such input into account:

Description: Public input was solicited at the 8/10/21 school board meeting as well as indicated in email sent to staff and parents on the plan.

2. How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please check one):

Yes: Somewhat: No:

Description: Testing was completed to determine what needs if any exist due to COVID.

- b. Families (please check one):

Yes: Somewhat: No:

Description: Surveys were completed to gain information

- c. School and district administrators, including special education administrators (please check one):

Yes: Somewhat: No:

Description: Meetings over the last 6+ months.

- d. Teachers, principals, school leaders, other educators, school staff, and their unions (please check one):

Yes: Somewhat: No:

Description: Meetings over the last 6+ months.

- e. Tribes, if applicable (please check one):

Yes: Somewhat: No:

Description: N/A

- f. Civil rights organizations, including disability rights organizations (please check one):

Yes: Somewhat: No:

Description: Director of Student Services ensures that student needs are addressed.

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please check one):

Yes: Somewhat: No:

Description: Homeless liason which is Director of Student Service works with all to ensure needs are addressed.

- h. Community-based organizations, including partnerships to promote access to before and after-school programming (please check one):

Yes: Somewhat: No:

Description: Work with Boys and Girls Club and After School organization

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes: Somewhat: No:

Description: Public hearing and surveys

IV. Supporting the Continuous and Safe Operation of In-Person Learning

1. The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:
(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.)

Description during SY21-22: Please see attached documentation

V. Addressing the Academic Impact of Lost Instructional Time (20 percent of an LEA's Allocation)

1. How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school building closures;
 - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - c. Students most at-risk of dropping out of school.

Description during SY21-22: Administration looked at the student testing and numbers in class size to determine gaps if any. At this time reading/math in the elementary level and additional 4th grade.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA (<https://ies.ed.gov/ncee/wwc/essa>), such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22: Adding an additional 4th grade class, additional reading/literacy support in early elementary, math specialist support and K-6.

Description during SY22-23: Will evaluate over the year to determine the need(s).

Description during SY23-24: Will evaluate over the year to determine the need(s).

3. How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please check one):

Yes: Somewhat: No:

Description: None known at this time.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please check one):

Yes: Somewhat: No:

Description: Staff does have PD funds in the budget for this. If funds run out would look at grant to provide funding.

4. How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description: STAR, Aims Web, state testings, ect.

VI. Addressing Learner and Community Needs (80 percent of an LEA's Allocation)

1. After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A.):

Description during SY21-22: Please see attached listing

Description during SY22-23: Will evaluate over the year to determine need.

Description during SY23-24: Will evaluate over the next 2 years to determine need.

2. The LEA's use of funds to address the top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. Providing individualized instruction:

During SY21-22 (check one):	Yes: <input checked="" type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Please see attached

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers:

During SY21-22 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
During SY22-23 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
During SY23-24 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>

Description of all SYs: Please see attached

- c. Improving family engagement:

During SY21-22 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
During SY22-23 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
During SY23-24 (check one):	Yes: <input type="checkbox"/>	Somewhat: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

Description of all SYs: Please see attached

3. The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: 0.00

Percentage: _____

Allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
Amount: 0.

Percentage: _____

Description, including funds used to support learner obtainment of industry-recognized credentials:
Nothing known at this time but if something arises, we will evaluate and adjust if necessary.

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 21-24 (check one): Yes: Somewhat: No:

Description of all SYs: If this is a need then we will look at this in the future.

VII. Addressing the Unique Needs of All Learners

1. How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description: Please see attached.

VIII. Authorization

LEA Superintendent's Signature:

_____ 

Date:

8/23/21

VIII. Appendices

Appendix A. ARPA Statutory Excerpt

(e) *USES OF FUNDS.*—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air

conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan 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;

(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; and

(iv) Be made publicly available on the LEA's website.



HOPKINTON SCHOOL DISTRICT
School Administrative Unit 66

204 MAPLE STREET · CONTOOCCOOK, NH 03229
TEL: (603) 746-5186 FAX: (603) 746-5714

Above All, Care

**NOTICE OF PUBLIC HEARING
FOR
UNANTICIPATED FUNDS**

In accordance with RSA 198:20-b, the Hopkinton School Board will hold a public hearing on Tuesday, August 10, 2021 at 5:15 pm in the Art Room at Maple Street School, 194 Maple Street, Contoocook, NH to discuss the acceptance and expenditure of unanticipated funds from the federal government's Elementary and Secondary School Emergency Relief Fund (ESSER II & III federal grant) in the amount of \$367,404.

The public is welcome to attend.

Michael T. Flynn
Superintendent
mflynn@sau66.org

Michelle R. Clark
Business Administrator
mclark@sau66.org

Mandie Hibbard
Director of Student Services
mhibbard@sau66.org

Matthew P. Stone
Director of Technology
mstone@sau66.org

Hopkinton School District
ESSER II and III

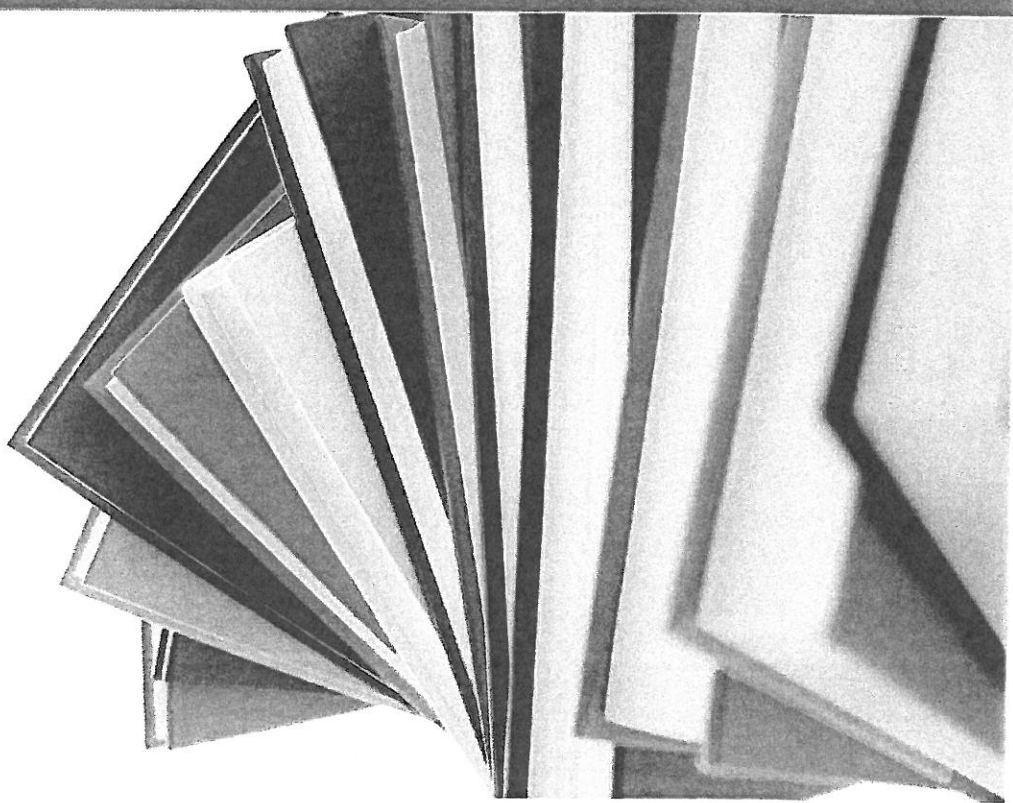
ESSER II - \$170,377.63 - good thru 9/30/2023

	Item	Cost	Notes
1	Items needed to support outdoor classroom or break/lunch periods	Approximately \$35,000.00	Tents, picnic tables, umbrellas, outdoor trash cans, etc.
2	Building supplies needed for indoor activities - custodial area	Approximately \$35,000.00	Air purifiers, disinfectant wipes, masks, mobile desk shields, etc.
3	Additional desks needed to support social distance	Approximately \$7,450.00	
4	Learning online systems	Approximately \$10,000.00	HMS for reading support for 3rd grade, MSS math support and possibly reading support
5	Streaming of HS graduation 2021	\$3,155.00	
6	Additional Fourth Grade Teacher	Approximately \$72,432.82	
7	Additional .05 for JW due to additional 4th grade	Approximately \$7,339.81	

ESSER III - approximately \$382,643.96 - good thru 9/30/2024

	Item	Cost	Notes
1	Converting Numeracy Assistant for HMS/MSS to full time Numeracy Specialist MSS	Approximately \$50,000.00	
2	Additional Literacy Interventionist - .60 to 1.0 HMS	Approximately \$45,000.00	
3			
4			
5			
6			

8/16/21



Safe Learning Plan

Hopkinton School District

Michael Flynn

Guiding Principles and Objectives

- In Person Learning
- Safe Learning Environment for Students and Staff
 - Well-being of all involved
 - Minimal risks
- Health and Safety
 - Effective safety and health protocols
- Learning and Teaching
 - Minimize disruptions
 - Develop continuity

Guiding Documents

- New Hampshire Grades K-12 Back to School Guidance - NH Department of Education
- New Hampshire Department of Health and Human Services
- American Academy of Pediatrics
- CDC School Guidance
- New Hampshire COVID-19 Back to School Data

CDC Guiding Principles (National)

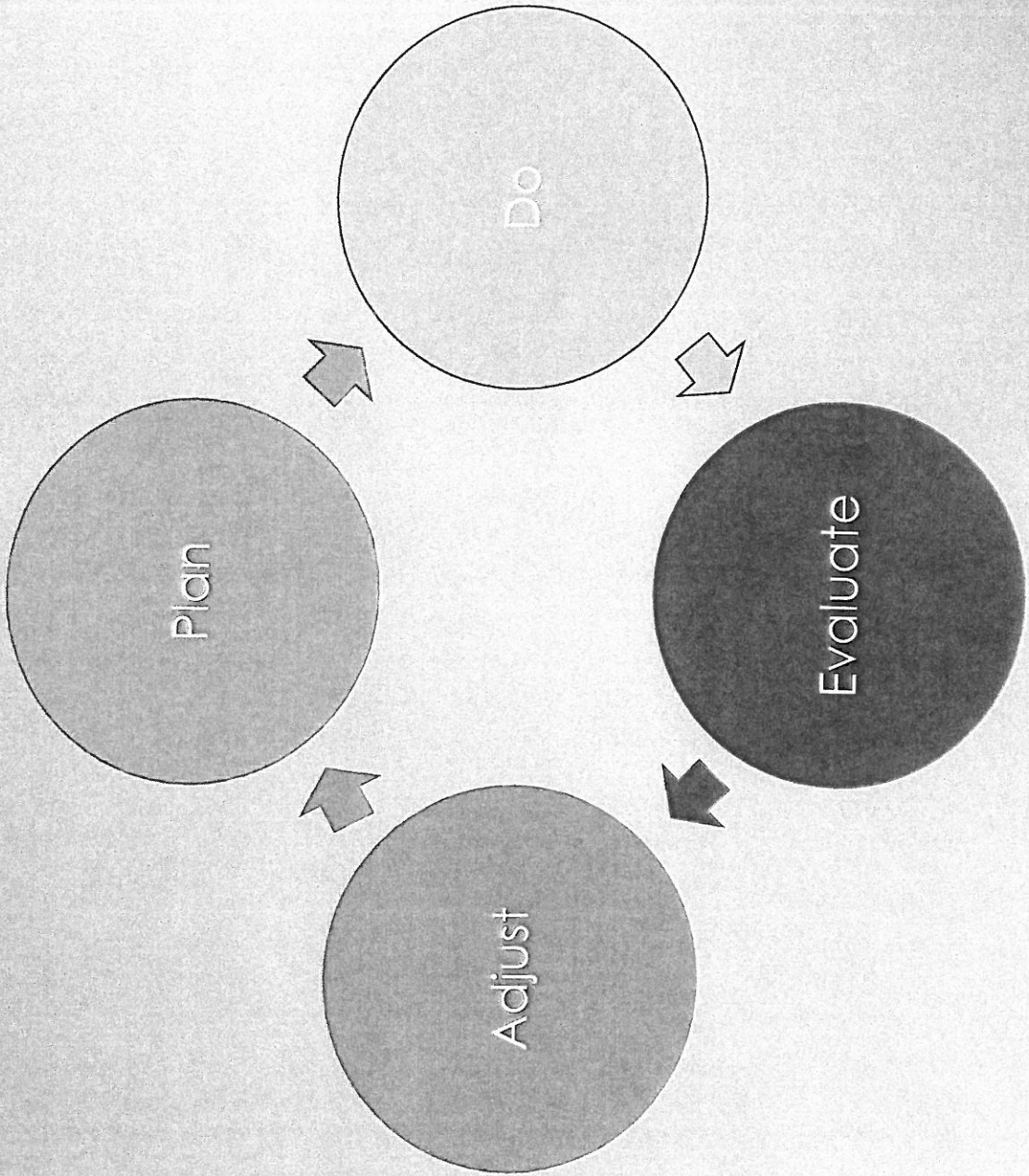
- Prevention Strategies Most Important for Safe In-Person Learning in K-12 Schools
- Students benefit from in-person learning, and safely returning to in-person instruction in the Fall 2021 is a priority.
- CDC recommends universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status.
- Maintain at least 3 feet when possible of physical distance between students within classrooms to reduce transmission risk.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies
 - Level of community transmission of COVID-19.
 - COVID-19 vaccination coverage in the community and among students, teachers, and staff.
 - COVID-19 outbreaks or increasing trends in the school or surrounding community.

NHDHHS Guiding Principles (State)

- Schools don't drive the risk; the community drives up the risk.
- Vaccination is the most important action and we should promote vaccinations among our constituencies.
- Face masking: Risk benefit shifts to masks coming off where community transmission is low, especially in lower risk settings. The decision is based on local assessment of risk. No outdoor masking. Cannot require masking based on vaccination status.
- Physical Spacing: maximum distance possible-goal of three feet.
- Screening testing: Continue to self screen
- Staying/going home: We want to move away from sending all students home with singular symptoms. Send those home with viral or respiratory viral symptoms and ask to test.
- Contact tracing: only close household contacts need to quarantine when a person has tested positive-not a whole class or cohort.
- Cleaning: clean once a day and disinfect only in the space a positive Covid person was. More of a focus on routine cleaning.
- Lunches: try to physically distance six feet, but at least three.
- Physical barriers: may be removed.
- Water fountains: can open up.
- Cohort size: no requirements
- Transportation: Mask Required

Safety Protocols

- **Cleaning**
 - Schools and school buses will be cleaned and disinfected on a regular daily schedule specifically targeted toward frequently touched surfaces at least daily and/or between use.
 - HVAC ventilation filters will be maintained in all school facilities.
 - Hand-sanitizing and hand-washing will be encouraged throughout the school day
- **Self Screening**
 - Parents are asked to assess their children before leaving home and to contact their schools if symptoms develop.
 - Each and every day prior to coming to work, employees will self-assess whether they have possible COVID-19 symptoms .



COVIDACTNOW.COM

HOPKINTON SCHOOL DISTRICT

COVID DASHBOARD | August 9 – August 13

Students	
0 Active Absent & Quarantine	0 Active Positive Cases
Staff	
0 Active Absent & Quarantine	0 Active Positive Cases

Merrimack County Metrics

COVID RISK LEVEL



DAILY NEW CASES
PER
100K

7.5

Over the last week, Merrimack County, New Hampshire has averaged 9 new confirmed 11 cases per day (7.5 for every 100,000 residents).

CURRENT STATUS: **Medium**

TRENDING TO: **High**

Absent & Quarantined: Number of Students and Staff absent from school with COVID-like symptoms or quarantined due to possible exposure.

Positive Cases: Number of Students and Staff who are currently positive for COVID-19.

Monitoring and Determination

- Weekly Leadership Team Meeting
- Weekly Building Leadership Meetings
- HSD Standing Item on School Board Meeting Agenda
- Public Health Conditions
 - Monitor what is occurring in Hopkinton
 - Monitor what is occurring in Merrimack County
 - Monitor what is occurring in New Hampshire
- Continued Changes to Rules and Recommendations
 - CDC
 - NH DHHS
 - NH DOE

FAQ

- May a school require COVID-19 vaccination for attendance?
 - No
- May a school require that students who have not received a COVID-19 vaccine wear a mask (when others are not required to do so) or that they occupy different physical spaces than vaccinated students?
 - No
- Can we collect vaccination data?
 - No

Mask Requirement Options

Modified Mask

- Middle High School Students
 - Masks are optional
- Harold Martin and Maple Street Students
 - Masks required
- Hopkinton Employees
 - Masks are optional
- Outside
 - Mask are optional
- Transportation
 - Masks required (Public Transportation)
- ***If our state and federal officials (NH DHHS, NH DOE, and the CDC) mandate that this safety tactic is required, we will adjust our student and staff safety protocols.***
- ***If our state and local data (number of cases) increases, we will adjust our student and staff safety protocols.***

Universal Mask

- Middle High School Students
 - Masks required
- Harold Martin and Maple Street Students
 - Masks required
- Hopkinton Employees
 - Masks required
- Outside
 - Mask are optional
- Transportation
 - Masks required (Public Transportation)
- ***If our state and federal officials (NH DHHS, NH DOE, and the CDC) mandate that this safety tactic is required, we will adjust our student and staff safety protocols.***
- ***If our state and local data (number of cases) increases, we will adjust our student and staff safety protocols.***

↑
School Board
3-2

8/23/24

Safe Learning Update

Hopkinton Leadership Team

Superintendent Office FAQ's

What is going on with athletics?

Is virtual instruction an option?

What are the rules for school events?

What was discussed in the Dr. Chan Call?

What if a student refuses to wear a mask?

HMS Safe Learning Update

Three elements in HMS's return preparation:

- Construction completion and building readiness
- Decisions and preparation for safe learning
- Communication and traditional preparation

Building Readiness

- Punch list items, flooring, 1958 bathroom reconstruction, digital infrastructure (cameras, intercom, projectors, alarm, security)
- FFE: furniture, furnishings, and equipment
- 10 Classrooms moving! All classrooms are now in '88, '21 wings

Safe Learning Plan

- Modification to cohorting; students have full access to the playground
- Drop off remains the same, 7:30 for families who need it
- Pick-up system stays same; the Pandemic taught us a better way; hoping for more bus students
- Lunch: K-1 in lunch room and others in classrooms

Communication

- Publish new Safe Learning Plan to parents as part of Summer Scoop
- Ice Cream Social/Move-Up
- PickUp Patrol

Traditional Preparation

- Ensuring teachers have what they need
- PLC Leaders
- Looking at aimsweb and piloting Illustrative Math
- Week of the 23rd
- First day
- New faces, Laura Shaw (Music), Laura Bailey (Speech/Language),
Deidra Turmelle (Reading Specialist)

Photos

Outdoor Learning Opportunities

- Many classes utilize our tents for lessons.
- P.E. classes are generally outside weather permitting.
- This is in addition to fresh air breaks, recess, and some eating lunch outside

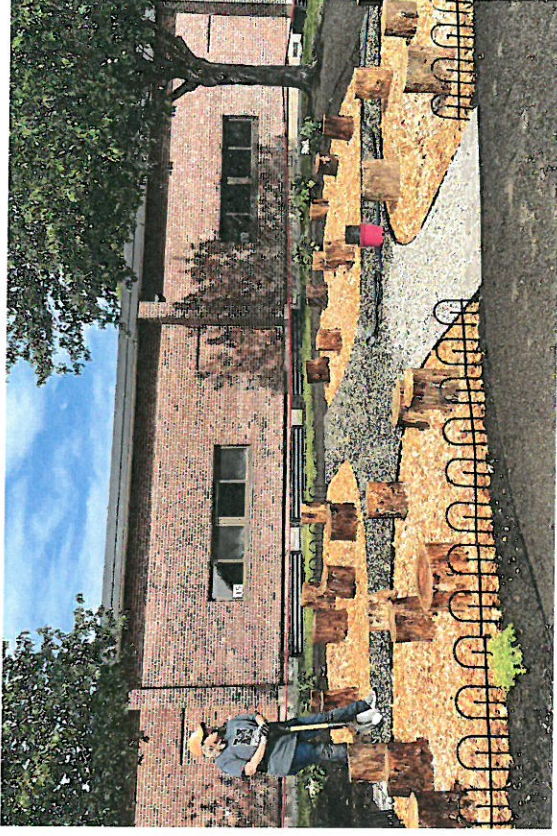
Maple Street School - Preparation for Return

- Reflecting on routines and practices that grew out of the pandemic, as well as the historical and typical preparations that build excitement for the school year.
- Use of data to advocate for Grade 4 teacher and additional mathematics support.
- Facilities Work - Computer Lab, Library, flooring, windows.
- New Outdoor Classroom - thanks to Amy Rothe, Hopkinton PTA, and Todd Olkonen!



New Outdoor Classroom!

Thank you to
Amy Rothe,
Hopkinton PTA, and
Olkonen Landscape!



New Flooring & Remodeled Computer Lab



Walk-Off Carpeting at Every Entrance!

Computer Lab is in Progress!



Maple Street School - Routines & Procedures

- Arrival and dismissal routines will be consistent from last year:
 - Students can arrive after 7:30 am
 - Dismissal is at 2:40 pm
- Snack & lunch will be outdoors and/or physically spaced in the cafeteria.
- Limited large group gatherings and visitors during the school day.
- Prioritizing safety and health of our community.
- Open lines of ongoing and continuous communication efforts through the [MSS Skimm](#) and weekly updates.



Maple Street School - Safe Learning Plan

- Masks will be worn by all members of our community. Mask breaks will be incorporated into the school day.
- Instruction and practice will be provided by staff to include mask etiquette, handwashing, and hygiene expectations.
- Whenever and wherever possible, maintaining at least 3 feet of physical distance.
- Symptom screening required for students, families, and staff - please stay home if you are sick.
- No longer cohorting, but limiting large group meetings and co-mingling of students in tight learning spaces.
- Following quarantine/isolation practices established by DHHS.





HMHS Classroom Mitigation Strategies



Classrooms set up to maintain 3 feet of separation wherever possible



Window fans for every room, facing out



Cleaning supplies available in every room

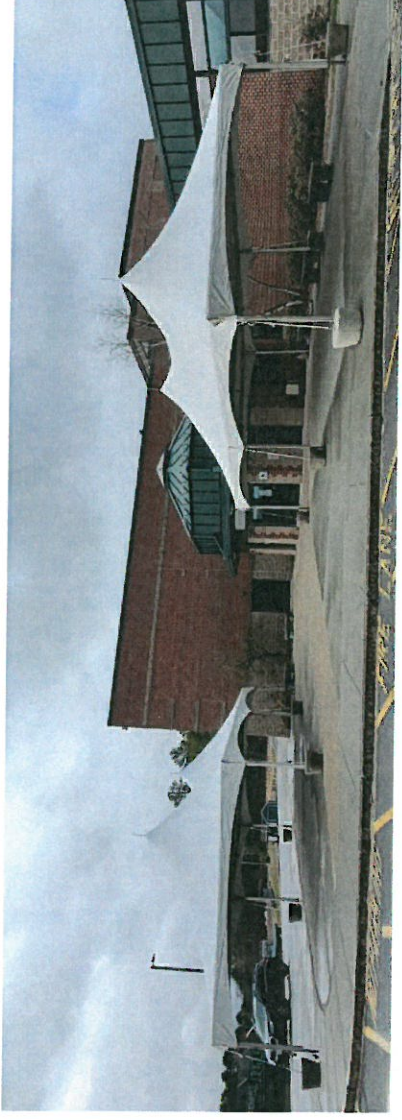


Masks will be available for students who need them or would like a fresh mask during the day

HMHS Increased Outdoor Space



Tables donated by the
Classes of 2009 & 2011
now have umbrellas



Two tents out front for classes, morning break,
and lunches

- Tent out back for classes, morning break, and lunches
- Pavillion can offer additional classroom space



HMHS Balancing Time Spent Wearing Masks

Daily Schedule:

- Four class blocks - 80 minutes each with 10 minute mask break during class
- Morning break for 15 minutes, unmasked
- Lunch for 30 minutes, unmasked
- Advisory for 30 minutes at end of day

In conjunction with Board Policy IMAH: Daily Physical Activity, mask breaks:

- Typically last 10 minutes
- Occur during each class block
- Provide approximately a half-mile of walking each mask break (2 miles a day)