

COVID RESPONSE PLAN

Health and Safety Protocols

Weare School District

SAU 24

2021-2022

Reaffirmed 12/19/21

2021-2022 School-Specific Details

- [Center Woods Elementary School](#)
- [Center Woods Upper Elementary School/Weare Middle School](#)

Introduction to SAU 24 COVID Response Plan

The schools and districts within SAU 24 opened in September 2020 under the Continuous Learning Plans approved by each district's school board. Those plans were developed through a representative Continuous Learning Task Force composed of administrators, teachers, staff, and parents. The SAU 24 Fall 2021 COVID Response Plan is an update of the originals and is designed to articulate how we will respond to pandemic concerns that may arise.

Throughout 2020-2021, SAU 24 demonstrated the need to be both flexible and responsive. We have also demonstrated a commitment to operate as normally as possible and still mitigate the risks poised by COVID-19. Looking to the future, this response plan enables us to respond to the specific situation as it impacts a classroom, school, district, or the entire SAU.

This plan provides the general principles and guidelines under which we will operate. The specific school-specific details will be developed as part of normal back-to-school planning and with the most current NH-DHHS information available.

Center Woods Elementary School

Purpose: This document represents the ongoing work to flesh out an opening plan for Center Woods Elementary School in the fall of 2021.

Lessons Learned:

Over the course of the 2020-2021 school year we learned much about operating and responding to a global pandemic.

- We implemented a “multiple layers” approach to reopening and worked with staff and students to ensure two layers of protection in every situation. We accomplished this largely through distancing and mask wearing. Face shields and plexiglass barriers were also in place in certain situations.
- We reallocated staffing to reduce the size of classroom cohorts and ensure distancing in classrooms. We strived to provide six feet of distancing whenever possible and when students were unmasked.
- We restricted cohort interactions and tracked adult movements among cohorts to prevent transmission across classroom cohorts. We limited the use of shared spaces according to a spectrum that allowed for movement and opening up spaces.
- Our Nurse and full Administrative team conducted Contact Tracing, as outlined by DHHS. We followed all the DHHS guidance for quarantines.
- We performed daily screening check-ins for each student and staff member through the Pick Up Patrol application.
- We increased the level of cleaning building-wide and ensured high-touch areas were sanitized frequently

These efforts were successful and allowed us to have students in school for the vast majority of the school year.

We also learned much about online platforms, integrating online learning and 1:1 devices across the curriculum areas and implemented a new math program that combines in-class instruction and practice with online components. We'll continue with our implementation of Ready Math and our 1:1 program for K-3.

We learned new arrival and dismissal procedures through the use of the Pick Up Patrol, some of which will continue in the 21-22 school year.

Academic Focus: Responding to Learning Gaps

We continued to use data to guide our decision making. Two new initiatives related to responding to learning gaps were that we created an after school tutoring program and a Summer Program based on the learning data. We used I Ready data, teacher input, and Dibels scores (in K and 1) to determine students who need additional support. We catered the support around each individual student's needs in an after school tutoring model. The after school tutoring was in addition to the support they received throughout the school.

This data was also used to determine eligibility for the first round of invites to CWES Academic Summer Camp to ensure that those students identified as academically at-risk had priority registration. Despite staffing challenges, we were able to develop summer programming for incoming 1st, 2nd and 3rd grade students. This program will run for four weeks in the month of July and focus on foundational skills delivered in a fun camp-like atmosphere. Assistant Principal Jacqui Cornwell is conducting an action research project that will utilize summer 2021 data to identify best practices associated with closing

learning gaps during summer learning. This project will be beneficial to inform future summer programming offerings at CWES.

Social and Emotional Learning Focus: Connections

As a Responsive Classroom school, CWES has always focused on building classroom and school communities by integrating the core principles:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

All classes integrated Choose Love as the Social Emotional Learning Curriculum into the principles above. This was well received by the students and the teachers. The students internalized the Choose Love Formula which is courage, forgiveness, gratitude, and compassion. This will continue in the 21-22 school year.

School Day

Arrival

We will continue to provide a staggered arrival time for buses and parent drop off from 8:05 am to 8:25am. Students will be separated by grade upon arrival.

Dismissal

Students will be dismissed by bus number through Pick Up Patrol starting at 2:45pm. Parent Pick Up will also begin at 2:45pm but in a separate location in the school. Students will not congregate because of how they are called to their dismissal location.

Academic Structures

Preschool: Age 3 and 4

The in person preschool program will return to Center Woods Elementary School in the 2021-2022 school year! Students will attend 4 days/week for 2.5 hour morning or afternoon sessions.

Elementary School: grades K-3

Students in grades K-3 will maintain a classroom-based instructional model with primary instruction in core academic and social skills happening with the assigned classroom teacher and classroom peers.

Students in grades 1-3 will have five 45-minute periods of (UA) unified arts instruction weekly including one 45-minute period each of art, computers, music, library, and physical education. Due to Kindergarten running on a half-day schedule, all unified art classes will be 20 minutes for each half day section. Depending on the level of transmission, students will have UA in homeroom classrooms or in the UA spaces.

Recess and Lunch for 1-3 will each be 30 minutes in length. Depending on the level of transmission students will either eat in their classroom or in the cafeteria. Recess may be by location in cohorts depending on the level of transmission.

Leveled Operations

To maintain responsiveness to unknowns related to COVID-19 surges, we'll operate with a designated levels approach. This approach will allow us to flexibly respond to conditions and circumstances to keep students safe and in-school as much as possible. We'll be able to adjust each operational element as necessary; moving along the spectrum from least-restrictive to most-restrictive as circumstances require.

Movements across levels will take into account developmental levels of students across the Preschool to grade 3 span.

Operational Levels are broadly understood as follows:

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
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Meals: snack/breakfast

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
K-3 <ul style="list-style-type: none"> - Classroom ordering - Classroom Consumption 	K-3 <ul style="list-style-type: none"> - Classroom ordering - Classroom consumption 	K-3: <ul style="list-style-type: none"> - Classroom ordering - Sent home previous day for consumption

Meals: lunch

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
1-3: <ul style="list-style-type: none"> - Serving line; choice - Cafeteria consumption - Cohort Restrictions 	1-3: <ul style="list-style-type: none"> - Serving line; fixed item - Cafeteria consumption - Cohort restrictions and distanced seating utilizing entire gym 	1-3: <ul style="list-style-type: none"> - Classroom ordering - Classroom consumption - If remote, lunch pick up at building

Recess

<i>Normal operations</i>	<i>Modified operations</i>	<i>Modified operations</i>
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<i>Least restrictive</i>	<i>More restrictive</i>	<i>Most restrictive</i>
K-3: <ul style="list-style-type: none"> - Flexible locations; student choice - Mixed cohorts 	K-3: <ul style="list-style-type: none"> - Specified locations; student choice - Cohort restrictions 	K-3: <ul style="list-style-type: none"> - Specified locations - Cohort restrictions - Spacing between students in the cohort

Unified Arts

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
<p><i>K-3: UA in shared spaces</i></p> <p>UA teachers will plan and implement lessons in assigned spaces (art room, music room, computer room, library, gym).</p> <p>Students may work with shared materials.</p>	<p>K-3: Push-in UA, depending on the best space</p> <p>UA teachers will plan and implement lessons in UA assigned spaces with increased sanitization.</p> <p>Students may work with shared materials that are properly sanitized between cohorts.</p>	<p>K-3: Push-in UA, depending on the best space</p> <p>UA teachers will plan and implement lessons in spaces that are the most appropriate (Gym is a better space than the classroom)</p> <p>Students will hand wash before and after sharing materials. Material sharing will be limited and carefully monitored.</p>

Weare Middle School & Center Woods Upper Elementary School

Purpose: This document represents the ongoing work to flesh out an opening plan for WMS/CWUES in the fall of 2021.

Lessons Learned:

Over the course of the 2020-2021 school year, we learned much about operating and responding to a global pandemic.

- We implemented a “multiple layers” approach to reopening and worked with staff and students to ensure two layers of protection in every situation. We accomplished this largely through distancing and mask wearing. Face shields and plexiglass barriers were also in place in certain situations.
- We created both a 5-day and hybrid schedule to reduce the size of classroom cohorts and ensure distancing in classrooms. We strived to provide six feet of distancing whenever possible and when students were unmasked.
- We restricted cohort interactions and tracked adult movements among cohorts to prevent transmission across classroom cohorts. We limited the use of shared spaces according to a spectrum that allowed for movement and opening up spaces.

These efforts were successful and allowed us to have students in the Upper Elementary school for the vast majority of the school year and those in the Middle School to be supported for 5 days, with 2 days in the building until April 19th when they moved to a 5 day a week schedule.

We also learned much about online platforms, integrating online learning and 1:1 devices across the curriculum areas, and implemented a new math program that combined in-class instruction and practice with online components. We'll continue our work with online platforms through further integration of the iLearnNH platform and Google Apps next year. We'll continue with our implementation of Ready Math and our 1:1 program for 4-8. We will also begin to use Canvas as our learning management system, which will be one way to better support students and parents to navigate online resources and programs.

We learned new arrival and dismissal procedures, as well as new cleaning and sanitizing procedures.

Academic Focus: Responding to Learning Gaps

Our schools have a history of responding and adjusting to meet the needs of the children. In 2020-2021 we responded to expected learning gaps by adjusting our instructional model and focusing on the competencies seen as vital to success in the following year's curriculum and content. Additionally, teachers work with students to continue to move forward in instruction, and to close gaps as they arise, versus making assumptions about learning loss from the instruction that was impacted by Covid and therefore starting instruction in perceived deficit areas.

To ensure that all students achieve success, we'll maintain our instructional focus on core content and continue to address gaps as they are identified. Our staff will continue to work on both interdisciplinary units as well as social and emotional learning (SEL). Our SEL work will build on the foundation we have in place to respond to the increased need for trauma informed instruction and care across New Hampshire as a result of the Opioid Crisis.

With the exception of one .5 special education teacher, we are fully staffed in positions that support core curriculum. Our increased needs and numbers of identified students have resulted in most interventionists

working with identified students. In our Middle School our FLEX block does allow for any student to receive additional academic support.

Social and Emotional Learning Focus: Connections

As part of our professional development work at the start of the 2020-2021 school year, we reviewed Responsive Classroom, Choose Love, and Sweethearts & Heroes SEL curriculums. These lessons and resources were important to our success that year, and we will continue to use them to support positive connections and community at our schools. Students in all grades in the building (4th thru 8th) are participating in advisories. These groups allow students to connect with an adult with a smaller cohort and create a schedule that supports SEL work.

Continuing a focus on SEL we have:

- ***Utilized new routines and practices to create community with students including more opportunities for them to make decisions in the building. This work was done using the lessons specifically created by the SEL committee.***
- ***We continue to provide professional development to support staff for this work. Grade level teams reviewed and implemented practices to address SEL needs apparent due to the disruption of our learning environment..***
- ***We empowered students and staff with more frequent and meaningful forms of communication.***
- ***The creation of a homeroom block in all grades ensured that each student began the day with a connection with an adult that they know and trust - their classroom/homeroom teacher.***
- ***During All-Staff meetings and Early Release days, we will continue to focus on ways to support the mental wellness of our staff and model SEL strategies for our teachers.***
- We created a resource page in Canvas that includes many SEL resources to meet the various needs across our building.

School Day

Arrival

Buses and parents will drop off at 7:10 with core instruction beginning at 7:30. From 7:20-7:30 will be homeroom time. While only a 10 minute time frame, we have seen how important a brief morning check-in can be to monitor student readiness to learn.

Dismissal

Dismissal will begin at 1:55 and continue until 2:10. Due to the configuration of our building, we are able to dismiss students to the buses and for parent pick-up concurrently. All students should be boarded on buses or picked up by 2:10.

Specific procedures for drop-off and pick-up are included in the Student and Parent Handbook.

Academic Structures

Elementary School: grades 4-5

Students in grade 4 will maintain a classroom-based instructional model with primary instruction in core academic and social skills happening with the assigned classroom teacher and classroom peers. In 5th grade students will be taught by two teachers working as partners to provide core instruction.

Students in grades 4-5 will have 50-minute periods of unified arts instruction daily.

Middle School: grades 6-8

Our middle school students will maintain instruction in all four content areas and rotate to teachers for 50 minute instructional blocks each day.

Students in grades 6,7 and 8 will share their preferences for unified arts topics and a schedule will be developed to best accommodate their requests. Students will have three unified arts topics per trimester with band and chorus running as full year programs. Each unified arts topic will meet for 50-minute periods each school day. All students will have a 50-minute period of Health or PE each trimester as one of their rotations. If students elect to pursue Spanish or French in grades 7 and 8, and thereby demonstrate competency in Spanish 1 or French 1, they would be able to pursue Spanish/French 2 upon high school entry. Students who are not enrolled in a World Language will be in an E3 course (Enriching, Engaging, Extending).

E3 courses include Walk on the Wild Side, Science Mysteries, History's Mysteries, Conflict/Compromise/Culture, and Tech/Talk/Tools.

Building Schedule:

2021-2022 Master Schedule

Timeline										
Gr. 8	H o m e r o o m	A1 7:30-8:20am	FLEX	A2 9:05-9:55am	B R E A K	LUNCH 10:10 - 10:35am	A3 10:35-11:25am	A4 11:25-12:15am	UA 8 12:15-1:05pm	A5 1:05-1:55pm
Gr. 7		A1 7:30-8:20am	FLEX	A2 9:05-9:55am	A3 9:55-10:45am	B R E A K	LUNCH 11 - 11:25am	A4 11:25-12:15am	A5 12:15-1:05pm	UA 7 1:05-1:55pm
Gr. 6		UA 6 7:30-8:20am	FLEX	A1 9:05-10:05am	Break	A2 10:30-11:30am	LUNCH 11:30 - 11:55am	A3 11:55-12:55pm	A4 12:55-1:55pm	
5th	Morning Meeting	Math 7:50-9:05am	UA 5 9:05-9:55am	Writing / Reading 9:55-10:45am	Reading / Writing 10:45-11:35am	Recess	LUNCH 12-12:25 pm	Sci / Soc St 12:25-1:10PM	Soc St / Sci 1:10-1:55PM	
4th	Morning Meeting	Reading or Writing 7:50-9am	S n a c k	Math 9:15-10:35am	LUNCH 10:35 - 11am	Recess	UA 4 11:25-12:15pm	Writing or Reading 12:15-1:15pm	Soc St / Science 1:15-1:55pm	

Dismissal

Leveled Operations

To maintain responsiveness, we'll operate with a leveled operations approach. This approach will allow us to flexibly respond to conditions and circumstances to keep students safe and in-school as much as possible. We'll be able to adjust each operational element as necessary, moving along the spectrum from least-restrictive to most-restrictive as circumstances require.

Operational Levels are broadly understood as follows:

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
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Meals: Breakfast

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
4-8: - Serving line; choice - Common Room/Homeroom consumption - Mixed cohorts	4-8: - Serving line; fixed item - Common Room/Homeroom consumption - Cohort restrictions	4-8: - Delivery to classrooms; fixed item - Classroom Consumption - Individual Seating

Meals: Lunch

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
4-8: - Serving line; choice - Self-select - Cafeteria consumption - Mixed cohorts	4-8: - Serving line; choice - Cafeteria consumption - Cohort restrictions	4-8: - Serving line; fixed item - Cafeteria/Music room consumption - Individual seating

Recess

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
4-5: - Flexible locations; student choice - Mixed cohorts	4-5: - Specified locations; - Modified mixing of cohorts	4-5: - Specified locations - Cohort restrictions

Unified Arts

<i>Normal operations Least restrictive</i>	<i>Modified operations More restrictive</i>	<i>Modified operations Most restrictive</i>
4-8: UA in assigned spaces	4-8: UA in assigned spaces	4-8: Push-in UA

<p>UA teachers will plan and implement lessons in assigned spaces (art room, music room, tech ed room, FACS room, gym, etc).</p> <p>Students may work with shared materials.</p>	<p>UA teachers will plan and implement lessons in assigned spaces (art room, music room, tech ed room, FACS room, gym, etc).</p> <p>Students will work with individual materials.</p>	<p>UA teachers will plan and implement lessons in classrooms/outside.</p> <p>Students will work with individual materials.</p>
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Community Transmission and Impact of COVID on School

Decisions to adjust prevention strategies will be based on the [New Hampshire COVID-19 Dashboard](#) and [The NH-DHHS School-Childcare Toolkit 2021-2022](#).

The guidance coming from the Center for Disease Control, New Hampshire Department of Public Health, and local public health officials uses three criteria outlined in the table below to determine the impact of COVID-19 on a school: Transmission within the school facility, Student absenteeism due to illness, and Staff capacity to conduct classes and school operations.

Criteria	Level of School Impact		
	Low	Medium	High
Transmission within the school facility	Zero or sporadic cases with no evidence of transmission within the school setting	One cluster* in the school	Two or more unrelated clusters* in the school with onset (based on source case symptom onset dates) within 14 days of each other
Student absenteeism due to illness	<15%	15-30%	>30%
Staff capacity to conduct classes and school operations [†]	Normal	Strained	Critical

** A cluster is defined as 3 or more individuals confirmed with COVID-19 who are part of a related group of individuals (e.g., classroom) who had the potential to transmit infection to each other through close contact.*

† This subjective assessment should factor in a school's ability to maintain adequate staff for facility operations, transportation, teaching, and administrative functions.

Note: Sporadic is defined as isolated or scattered single cases within 14 days of each other.

Each week, we will [report out on the level of COVID impact](#) on SAU 24 schools so that the community can be aware of the most current situation and prepared for potential adjustments to prevention strategies

Mitigation Strategies

SAU 24 has a duty to provide for the health and sanitation of its schools (see NH RSA 194:3, VIII). This duty includes "the daily administration and provision of educational services to students at the school facility including . . . staff, student and parent safety. . ." (see RSA 194-C:4, II(j)).

Should the level of COVID impact increase at any point in the year, SAU 24 schools will implement a variety of mitigation strategies aimed at keeping people safe. While the

following routines address mainly students and staff members, these requirements apply equally to anyone needing to enter a school building.

The mitigation strategies may be implemented in response to:

- A change in the level of COVID impact on the school (minimal, moderate, substantial)
- Student/staff positive COVID-19 tests and exposures, as directed by NH-DHHS
- Inability to staff a group due to COVID-19 impacts
- State-ordered closure

Schedules

SAU 24 schools demonstrated a commitment to keep students in-person as much as possible. We continue that commitment going forward. If, however, the impact of COVID-19 increases, shifts to remote learning may be necessary to support physical distancing and limit transmission. SAU 24 is able to shift to remote for up to two days. Should a situation arise that necessitates a longer shift, approval from the NH Department of Education is required.

Cleaning Protocols

Each school will create a schedule for cleaning and disinfecting, employing guidance from the Centers for Disease Control and state guidelines. All cleaning and disinfecting supplies will meet the approved EPA List N: Disinfectants for Use Against SARS-CoV-2. Teachers will have access to safe and appropriate supplies for use in their classrooms to clean surfaces as necessary. Playgrounds and athletic fields will be included as appropriate .

All cleaning activities scheduled during a typical school year will be conducted, which involves daily, weekly and monthly tasks. The most important of these tasks is the daily removal of trash and the thorough cleaning of restrooms and nurses' offices. These are always the priorities, even when the cleaning staff is short-handed.

To assure the schools are safely sanitized, in addition to the normal cleaning activities, the following measures will be implemented:

- Periodic sanitizing of door handles, handrails, door bells, elevator buttons, restrooms, and other frequently touched surfaces during the school day.
- Using electrostatic sprayers, sanitize all spaces nightly after students and staff have left for the day. We will use an EPA approved disinfecting and sanitizing product, which has been proven to kill the COVID-19 virus.

Maintenance

In addition to typical maintenance and repair activities, the following additional measures will be implemented:

- Increase the MERV rating on filters where allowable.
- Increase run time to thoroughly ventilate building each evening after staff/students have vacated AND for two hours before school commences in the morning.
- For areas of high traffic we will provide polycarbonate partitions. Places for these might be main offices (in front of the secretaries), library circulation desks, cafeterias, and teachers' desks.
- Each morning, the head custodian will verify all air handling equipment is working properly. If some systems or components are found to be not operating, the issue will be immediately reported to the Facilities Manager. See Appendix 1 for more details about Air Quality in SAU 24

Hand Hygiene

All students and staff are expected to practice effective hand hygiene at the following times; arrival at school, before and after eating, after using the restroom, after coming in contact with bodily fluid, before and after handling facial coverings, after playing outdoors, and before switching locations. Before and after face covering breaks.

Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.

Mask Use

Masks serve two purposes. First, to protect the person wearing the mask and second, to prevent the spread of COVID-19 from the person wearing a mask to others (source control). Currently, the NH-DHHS recommends face masks for "anybody who desires maximal protection for themselves and others." Masks should conform to current CDC recommendations.

As of 8/11/21, face masks are required to be worn on school buses and other forms of public transportation under the [federal CDC order](#). Face masks are not recommended in most outdoor locations.

On September 21, 2021, The Weare School Board adopted the following to make decisions about mask usage in the district.

Indoor mask use		
<i>*adopted 9/21/2021 by Weare School Board</i>		
Cases within School	LOW - Zero/Sporadic case without school transmission	Optional
	MEDIUM - Single Cluster	Targeted
	HIGH - Multiple clusters/larger outbreak	Universal

DEFINITIONS

Optional but Recommended: Masks are recommended but not required throughout the school.

Targeted: Masks will be required when in transit and other higher risk activities. Masks will be required for individuals who are close contacts with someone who is positive.

Universal: All individuals are required to wear a mask inside the school buildings.

Cluster: 3 or more individuals confirmed with COVID-19 who are part of a related group (classroom, team) who had the potential to transmit infection to each other through close contact

Outbreak: Two or more unrelated clusters in the school with onset within 14 days of each other.

Strained: With difficulty, the school is able to maintain adequate staff for operations, transportation, teaching and administration.

Critical: The school is not able to maintain staff to adequately operate all school functions.

Protocols that may be instituted should the impact of COVID-19 increase in SAU 24 schools.

Physical Distancing

A return to pre-pandemic school schedules makes it difficult to continue cohorting and physical distancing measures. We will maximize the space between students and staff within the school, with a goal of maintaining at least three (3) feet of separation. Should the impact of COVID-19 necessitate, schools will take measures to create additional distance between students. Additionally, one-way traffic patterns may be identified and labeled in hallways and on stairs to maximize physical distancing. Depending on the level of impact within the school, students may need to eat meals in their individual classrooms, a designated indoor space that allows for physical distancing, or in a designated outdoor spaces

Shared Materials

Sharing of materials will be discouraged, but when necessary, objects will be disinfected between uses. When objects are shared, hand washing or sanitizer use will be required. Schools will support the use of individual supplies such as texts, scissors, and writing utensils as best they can. Details of proper health practices such as cough etiquette, proper mask wearing, and hand hygiene will be communicated with students, parents/guardians, and staff before the start of school.

Screenings

Should the level of COVID school impact increase, all members of the community may be asked to complete a screener questionnaire that is based on the most recent COVID-19 guidance from the NH-DHHS. The most essential element of the COVID response plan is for people who display symptoms, even mild symptoms, to remain home. Please be sure to report symptoms to the school nurse.

Transportation Procedures

Please note that as of the release of this document, face masks are required to be worn on school buses and other forms of public transportation under the [federal CDC order](#). In the event that the COVID impact dictates, the SAU will institute additional COVID protocols in order to minimize the risk of community spread. Those include,

- Assigned seats and/or siblings sitting together.
- Recommendations that family members drive students to and from school or that licensed students drive themselves.
- Consider increasing the number of bus routes in order to implement recommended guidelines for physical distancing.
- Masking and physical distancing guidelines related to waiting at bus stops, entering a bus, traveling on a bus, and exiting a bus will follow the recommendations of NH DHHS.

Limitations to Building Use and Accessibility

If the impact of COVID-19 increases, non-essential people, including outside groups, may be restricted from entering the building. Service providers for the purpose of special education or required support services will follow the same procedures as all staff when in the building.

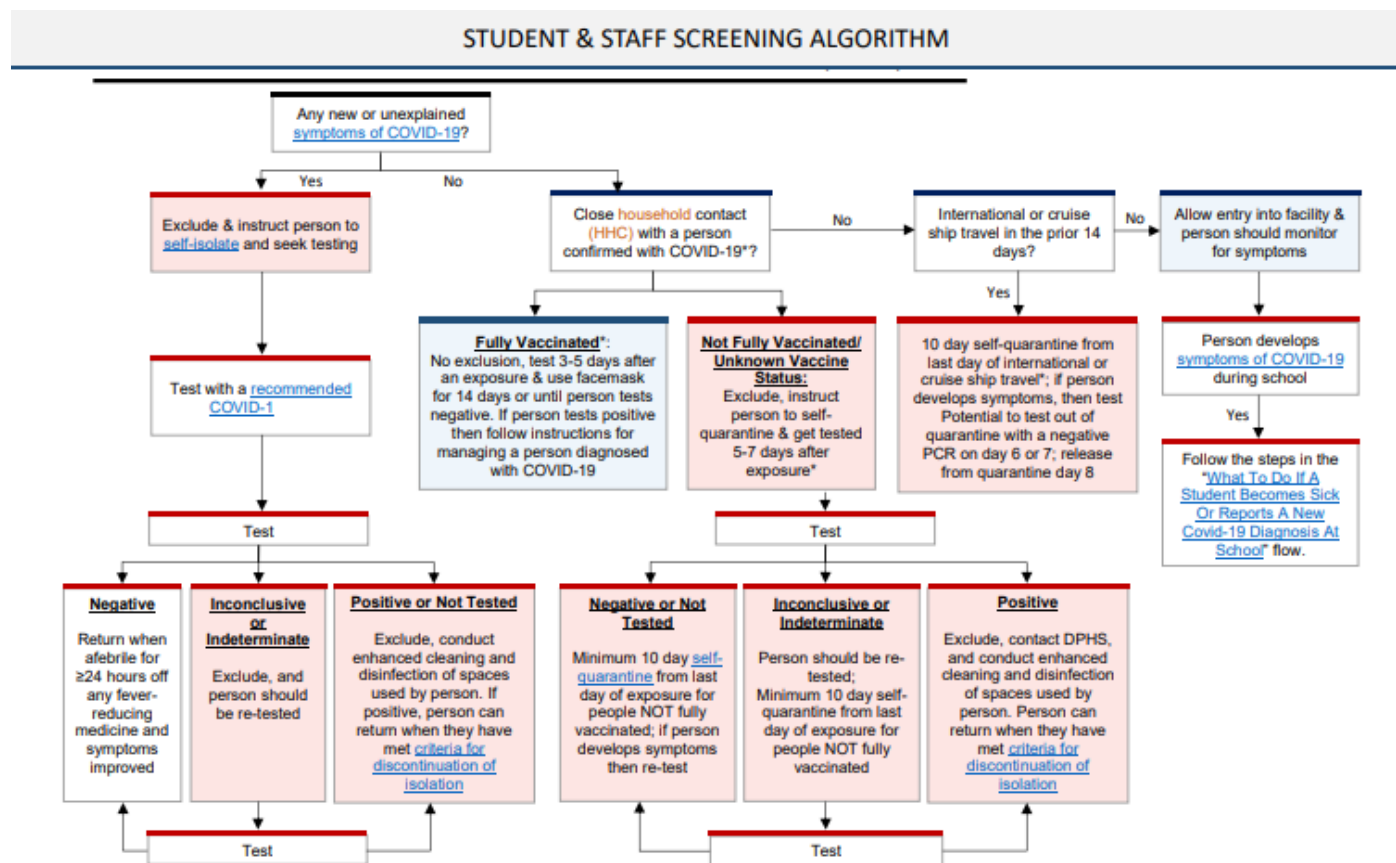
Co-Curricular Activities and Athletics Limitations

Should the impact of COVID-19 increase, athletics and co-curricular activities may be modified or cancelled. Athletics will follow NHIAA and Tri-Country League guidance.

Symptoms, exposure, and/or positive result for COVID-19

Parents of students with even minor symptoms should keep students home and contact their school nurse for further guidance. It is essential that students and staff stay home when they experience any new or unexplained symptom of COVID-19 and get tested. Accepted tests include the PCR, Rapid, or over-the-counter home test kits. Please share those results with the school nurse.

SAU 24 staff will follow the NH-DHHS Student & Staff Screening Algorithm when dealing with all COVID-19 symptoms. See graphic below and in the School & Childcare Toolkit.



Symptomatic individuals: A person with new or unexplained symptoms of COVID-19 will be excluded from school until

- they have tested negative and are without a fever for at least 24 hours (without medication) with improving symptoms.

OR

- Test positive (or is not tested) and met criteria for [removal from home isolation](#).

Positive individuals: If a student or staff member tests positive for COVID-19, the individual will need to stay home. Contact tracing will be done in cooperation with the NH DHHS and will follow their most updated protocols and procedures. As of the publication of this document (8/11/21) people who are diagnosed with COVID-19 must still isolate at home until they have met criteria for [discontinuation of isolation](#).

Exposure:

Close household contacts: Unvaccinated students and staff will need to stay home if a household member has been diagnosed with COVID-19 until the positive person's isolation is complete AND the student/staff member's quarantine is over. (see guide- [Quarantine Guide for Unvaccinated People Exposed to COVID-19 in their Household](#)) Close household contacts of someone diagnosed with COVID-19 are NOT required to quarantine if they ARE fully vaccinated; however, in accordance with CDC guidance for people who are fully vaccinated, such persons are recommended to get tested 3-5 days following their exposure, and wear a facemask in indoor public settings for 14 days, or until they receive a negative test result

Non-household contacts should self-observe and monitor for symptoms. Students and staff who were physically present in the same classroom/cohort with someone diagnosed with COVID 19 who was in the building while infectious will be advised to self-observe (see guide - [Self-Observation Guide for People Exposed to COVID-19 Who Are Not Required to Quarantine](#))

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Appendix One: Air Quality

In the Weare and Henniker School Districts we have, like most districts, Heating Ventilation and Air Conditioning (HVAC) equipment of varying ages and designs. All of our units are serviced four times per year through a preventative maintenance (PM) contract with an outside contractor. Through our PM contract, if there are any issues or repairs needed for the system to operate as designed, the contractor does them at that time. Through this inspection process that occurs throughout the school year, we have systems that are operating correctly for staff and student occupancy in all district school buildings. None of the district's HVAC systems have failed any of these inspections. Additionally Henniker Elementary is in the process of a major HVAC upgrade and John Stark Regional High School is having 3 Rooftop ERVs replaced this summer.

All of our HVAC equipment utilizes a filtering system with the goal being that air inside the building is healthier for occupants than the air outside of the building, especially in relation to particulates and pollen. The filters will eliminate particulates that are in the air around us at all times which may cause respiratory issues for staff or students. Our filters are changed three times per year and the district currently uses Merv-8 filters. Merv-8 filters are the most popular filters for large commercial buildings, educational facilities, residences, industrial settings and large office spaces. These filters are excellent at controlling mold spores, hair, dust and other particulates that cause allergies. There are HVAC filters that filter out more particulates and even remove bacteria and virus particles in the air. However, not all systems are designed to use filters like that and in some instances HVAC systems cannot fit other types of filters at all. For example, Merv-16 (HEPA) filters are typically used in surgical or cleanroom applications. Merv-13 or Merv-14 filters are used in high performance buildings or general hospital and other medical office type settings.

The majority of the HVAC equipment serving John Stark Regional High School and Weare Middle School are Energy Recovery Ventilators (ERV) These units bring 100% fresh outside air into the building and exhaust 100% of the return air out of the building. Air changes then are accomplished with 100% outside air. This provides excellent indoor air quality in the facilities. All other HVAC equipment has a minimum outside air setpoint to meet designed ventilation requirements.

Center Woods Elementary School has a dedicated Fan Coil unit per classroom. These Fan coils will accept a MERV13 Air Filter. Each fan coils has a dedicated outside air duct

providing 10 to 20% fresh air to each classroom. One distinct advantage to this type of HVAC system is the fact that each classroom has its own HVAC unit meaning air is not actively recirculated through multiple classrooms.

As part of the reopening process SAU 24 has contracted with ENE Systems of NH to provide HVAC system analysis. The contract had ENE evaluate our systems using the current COVID-19 Centers for Disease Control (CDC) and the State of New Hampshire guidance for reopening schools and buildings (see below). We also asked ENE to look at our systems to see if we could possibly use a higher rated filter and to take a close look at the amount of additional outside (fresh) air that can be brought into district school buildings without compromising indoor air quality. As a test, ENE installed MERV13 Air filters in a Center Woods Elementary Fan Coil measuring air flow before and after. Since there was less than a 10% reduction in overall air flow between MERV 8 and MERV 13 air filters we have decided to move forward with MERV 13 air filters at Center Woods.

All of our outside dampers are operating accordingly for maximum designed ventilation. MERV13 air filters have been ordered for all HVAC equipment.

SAU24 HVAC operating controls have all been adjusted to provide maximum ventilation so that we are running earlier in the morning (about 2 hours earlier) and later in the day after the buildings become unoccupied (about 2 hours as well). We may adjust those times of operations as we get going in the school year so that the units come on even earlier and stay on later as the number of people in the buildings increase. Previously units were configured for energy conservation and now they are being adjusted for increased air flow. This will cause energy usage to increase and will affect that area of the budget.

For more information, please see:

[NH Department of Education Indoor Air Quality Guidance for K-12 Schools](#)