

# Arts Academy of NH

## 2022-23 return to school plan

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Welcome back to school!

## Student and Staff Health Considerations Health Screenings

All students and staff will be encouraged to do a Daily Health Check at home, as described below.

### Daily Health Check:

#### Ask the following questions:

1. Have you been in close contact with a person who has COVID-19?
2. Do you feel unwell with any symptoms consistent with COVID-19?

For example, have they had a cough, temperature, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell?

### Temperature check protocol:

Temperature checks will occur as needed. A non-contact thermometer is strongly recommended.

- ☺ Wash hands

If disposable or non-contact thermometers are used and the screener did not have physical contact with a child, gloves do not need to be changed before the next check. If non-contact thermometers are used, they must be cleaned routinely.

Follow instructions provided by the manufacturer for any device used.

**Conduct temperature screening, using the protocol provided below.**

- Students who answer either of the above questions affirmatively or have a temperature greater or equal to 100.4°F must be returned to their parent/caregiver as soon as possible.
- When a student appears unwell or becomes ill at school. Please see Building Considerations / Modifications regarding isolation rooms in the school building.

## School Staff

**The following guidance applies to school staff, as well as contractors.**

The following individuals might be at higher risk for severe illness from COVID-19. If you have staff members or teachers aged 65 or older, or with serious underlying health conditions, encourage them to talk to their healthcare provider to assess their risk and to determine if they should avoid in-person contact in which physical distancing cannot be maintained.

**Based on what we know now, those at higher risk for severe illness from COVID-19 are:**

- People 65 years and older

**People of all ages with underlying medical conditions, particularly if not well controlled, including:**

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised, including those undergoing cancer treatment, bone marrow or organ transplantation, and those with immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and/or other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

## Food Services Guidance

Arts Academy of NH does not currently have or operate a lunch program. We will be providing fresh vending.

- Students are encouraged to bring a bagged lunch in an isolated lunch box with an ice pack if necessary, as refrigeration will not be available.
- Students are encouraged to bring a refillable water bottle or sports bottle preferable spill proof.

### Additional Considerations

#### Social-Emotional Health of Staff and Students In general:

Schools will coordinate with families, school staff, and community and State resources to assess and assist in the psychological and emotional recovery of staff and students:

- In partnership with mental health partners, develop and implement universal social and emotional screenings in order to identify students who need support.
- Recognize that all students have had different experiences from COVID-19 and not everyone in the school will be in the same place. Be prepared to validate that some students are disappointed, some had fun, some are grieving, some are exhausted from added responsibilities at home, some have experienced trauma and some preferred remote learning and are reluctant to return.
- Establish a process, including community, social services and mental health partners, to help identify and provide support to students or staff at potentially higher risk for significant stress or trauma from COVID-19. This should involve triage to see who needs crisis intervention and support.
- Those who have experienced a death.
- Those with significant disruptions to their lifestyle (food insecurity, financial insecurity).
- Those with a history of trauma and chronic stress or pre-existing mental health problems.
- Those with exposure to abuse and neglect

- Those who have experienced significant anxiety, depression and/or suicidal ideation.
- Develop a referral system for individuals who need targeted support and/or community services.
- Develop strategies and support for students, families and staff members for each phase of recovery (before reopening, immediately after reopening and long-term support).
- Develop social emotional support for the potential of schools re-closing and/or a need to stay home and isolate due to exposure to the virus or becoming infected with the virus.
- Teach students how to screen themselves, take care of themselves and protect themselves during COVID-19.
- Explain, in a developmentally appropriate way, to students why school looks different and how changes are linked to individual, family and community safety.
- Staff will all receive training on how to identify Suicidal ideation

**Addressing Staff Needs:**

- Schools recognize that the social emotional health and well-being of staff is important to the social emotional health and well-being of the students and their families:
- Identify community resources available to support school staff.
- Work with human resources to determine procedures for staff to take sick leave due to COVID-19 concerns for themselves and/or their family.
- Establish system-wide approaches to address secondary traumatic stress and compassion fatigue (e.g., tap in, tap out; buddy classrooms; boundary setting; self-care).

### **Addressing Family Needs:**

Schools understand that families will need support to feel comfortable sending their children back to school and to help implement the new guidelines during COVID-19:

- Ensure that all efforts to engage and communicate with families are culturally sensitive.
- Ensure all written and oral communications are available in easily accessible formats, with multiple languages and translation services upon request.

Provide activities to help families feel comfortable sending their children back to school such as:

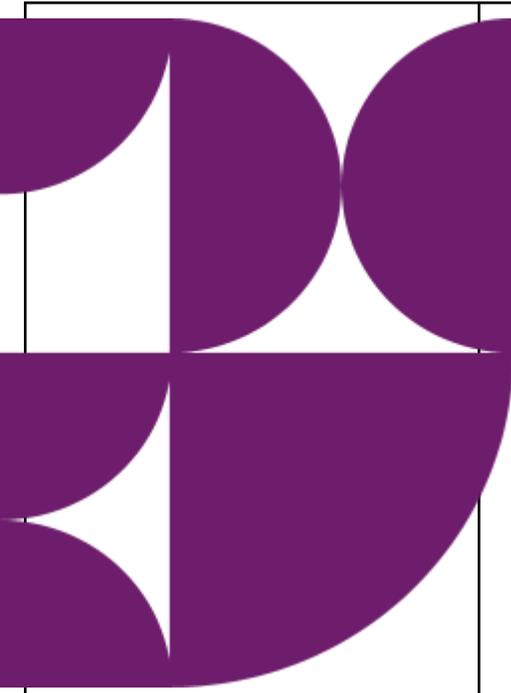
- Back-to-school open houses at the school or in the community, with the ability to ask questions, meet teachers and request opportunities to talk with school employed mental health staff, with appropriate COVID-19 precautions in place.
- A dry run of getting to school before school starts.
- Engage families to get a better understanding of their concerns regarding student needs and ways to collaborate to support a successful re-entry plan.

## **Communication Systems**

Arts Academy of NH will have clear, consistent, and regular communication with staff, students, families and community members during this time, including changes to policies and operations, such as health screenings, drop-off/pick-up, classroom arrangements, etc.

### **Communications will include:**

- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering in visible areas for students and staff to view.
- Employee handbooks and student handbooks should include information on how to recognize the signs of infection and directives not to come to school if sick.
- Basic information on COVID-19 and measures families can take to stay safe when not at school.
- Clear direction in student handbooks on when to keep a student



home and the process for notifying the school.

- The importance of mandatory immunizations and locations where they can be obtained, as well as the importance of flu vaccinations.
- Information on trauma-informed practices and helping students cope with stress and tragedies (see section on social emotional health).

**Availability of community resources, including:**

- Mental health resources
- Food security
- Medical/dental providers
- Health insurance
- Economic aid
- Housing assistance
- Prepare communications to the public sharing the practices that the school is implementing to keep staff, students and community members healthy.
- Use all communication channels available to you, including direct communications (face-to-face, letters), electronic communications (your program's or school's website or social media pages), and remote parent meetings to share updates.
- Ensure all communications are culturally and linguistically appropriate as well as accessible for individuals with disabilities.
- Intentionally and persistently combat stigma. Misinformation about coronavirus and COVID-19 can create fear and hostility that hurts people and makes it harder to keep everyone healthy. We are stronger as a community when we stand together against discrimination. Take advantage of these resources from the CDC to prevent, interrupt and respond to stigma.

## Role of Schools

Take measures so that persons exposed can be more easily traced:

- Use assigned seating for each class.
- Take attendance for every class and include all staff/contractors who were in the classroom.
- Use sign-in sheets for in-person meetings to document attendees.