Re-Entry Plan for Rye School District
2020-2021

Introduction

The SAU 50 Mission Statement for 2020-2021 is to meet the physical, mental, and emotional safety and well-being of students so meaningful learning can continue. Safety of students and staff while maintaining best practices is the objective. Rye School District staff has worked collaboratively with the SAU Administrative Team in order to create a fluid plan for the 2020-2021 school year. The plan reflects the New Hampshire Grades K-12 Back-to-School Guidance issued by the New Hampshire Department of Education in July 2020, as well as recommendations for the Center for Disease Control and the American Academy of Pediatrics. This plan takes into consideration not only our students' academic needs, but also students' social emotional needs, in addition to the needs of the Rye School District staff. It will also provide guidelines for families and staff in the event we need to go into remote learning. Plans will be reflective of circumstances on the ground at any given time and will likely be fluid and change as circumstances change. Plans will be re-evaluated in November 2020 to take into consideration the ever changing facets of this situation. The Rye School District has the right to change the components of this plan at any time as the circumstances warrant.

Guiding Principles
- Providing safe reentry in order to maintain a healthy community while following the CDC and state guidelines
- Provide consistent guidelines for elementary and middle level learners
- Creating a rigorous learning environment that can be fluid whether we are in school or remote

Highlights of the Plan

All students will be able to return to the building four days a week at the start of the year. Preventative measures will be taken to promote the safety of all staff and students. These measures include students and staff wearing masks, physical distancing, utilizing student pods, and limiting group sizes. At the same time, we will prioritize the mental and emotional well-being of staff and students. Although physical distancing requires that we

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[1] Updated 8/21/20

limit mixing among different classes, staff will create a sense of belonging, significance, and fun within their classes, and foster healthy, caring relationships between and among the Rye Community.

	Rye Elementary	Rye Jr. High
Health & Operational Logistics		
Before School Starts Communications (first week in August)	- Bus protocols - Visiting the School protocols - When to stay home/ when entry to school will be denied (link to symptoms of Covid) - Student Needs (cloth mask, headphones, pencil box with instruments) - Daily safety procedures in school - School structure to ensure safety - Video from a 4th grader with what school will look like - Open House for all new students plus 1 parent on September 3rd. - Open House for kindergarteners plus 1 parent on September 3rd. - Guidance Newsletter - Virtual Meeting for parents to explain changes - Student personal supply list including mask, pencil box…	- Bus protocols - Visiting the School protocols - When to stay home/ when entry to school will be denied (link to symptoms of Covid) - Student Needs (cloth mask, headphones, pencil box with instruments) - Daily safety procedures in school - School structure to ensure safety - Video from a 8th grader with what school will look like - Open House for 5th grade students on August 24th 6th, 7th & 8th grade will receive a video specific to their grade before school starts - Guidance Newsletter - Virtual Meeting for parents to explain changes

	● Links for parents:
	  a. <u>Checklist of symptoms of COVID-19</u>
	  b. Risk factor screening questions
	  c. <u>Self-isolation guide</u>
	  d. <u>Discontinuation of isolation</u>
	  e. <u>Using cloth face coverings</u>
		● Student personal supply list including mask, pencil box…
		● Links for parents:
		  a. <u>Checklist of symptoms of COVID-19</u>
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		  c. <u>Self-isolation guide</u>
		  d. <u>Discontinuation of isolation</u>
		  e. <u>Using cloth face coverings</u>

Building/Grounds Preparations Before School Starts	● School will have signage on entrances alerting visitors to entrance rules ● Bathrooms will have signage on washing hands ● Floors inside will have floor markers for spacing ● Classrooms will be set up with bearing physically distancing guidelines from the CDC. ● Plexiglass dividers will be utilized to help with physical distancing. ● Minimize the potential for the spread of germs in the classroom space by temporarily removing items that are not easily cleanable	● School will have signage on entrances alerting visitors to entrance rules ● Bathrooms will have signage on washing hands ● Floors inside will have floor markers for spacing ● Classrooms will be set up with bearing physically distancing guidelines from the CDC. ● Plexiglass dividers will be utilized to help with physical distancing. ● Ionic Air filters installed ● School deep cleaned ● Paint spots on playground at RES & RJH for lining up (create a sensory pathway with this)

	and not necessary for educational purposes. ● Facilities will remove water tables, sensory tables, etc. from use for the time being and limit shared teaching materials to those that can be easily cleaned and disinfected at the end of the day or more often as needed. ● Ionic Air filters installed ● School deep cleaned ● Paint spots on playground at RES & RJH for lining up (create a sensory pathway with this) ● Classrooms have disinfectant wipes, gloves, and extra masks on hand ● Nurse's office is stocked with masks, gloves, hand sanitizer and other safety materials ● Plexiglass dividers will be made for center work in classrooms ● Because of prolonged unuse, water faucets will need to be flushed and tested before students and staff return	● Classrooms have disinfectant wipes, gloves, and extra masks on hand ● Nurse's office is stocked with masks, gloves, hand sanitizer and other safety materials ● Because of prolonged unuse, water faucets will need to be flushed and tested before students and staff return ● 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.
Daily Operations for Return		

Parents, Delivery, Visitors	- Only essential people will be allowed to enter the building. That would include postal, delivery, contract workers - Essential visitors are required to wear a mask. - Parents and guardians are not allowed in the building - If parents are dropping off items there will be a drop off on table inside the front lobby - A log of visitors who enter the building will be kept showing name, phone, date and time.	- Only essential people will be allowed to enter the building. That would include postal, delivery, contract workers - Essential visitors are required to wear mask - Parents and guardians are not allowed in the building. - If parents are dropping off items there will be a drop off on table inside the front lobby - A log of visitors who enter the building will be kept showing name, phone, date and time
Monitoring Health	- Parents must complete a health checklist each morning and submit it to the school certifying that their child is symptom free before being sent to school. - Students will hand sanitize as they enter school. Hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used - Students/Staff will be screened by temperature upon entry to classroom	- Parents must complete a health checklist each morning and submit it to the school certifying that their child is symptom free before being sent to school. - Students will hand sanitize as they enter school. Hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used - Students/Staff will be screened by temperature upon entry to classroom - Any temperature higher than 100 is considered a fever and the

	- Any temperature higher than 100 is considered a fever and the child/staff member will be sent home. If the parent has left, they will be sent to a holding room until the parent comes back to pick them up. - Staff will be required to wear a mask (provided by school district) - Staff will wash or sanitize hands when entering classrooms. - Students will be required to wear masks or face coverings except for certain suituatins including when doing so leads to trouble breathing, a student is unconscious, incapacitated or otherwise unable to remove the mask without assistance. Students in which having cloth, ties, elastics etc. around their mouths and necks which can pose choking or strangulation hazards, or may interfere with the functioning of certain medical equipment or assistive technology - Students/staff will sanitize hands upon entry to school after recess	- child/staff member will be sent home. If the parent has left they will be sent to a holding room until the parent comes back to pick them up. - Staff will be required to wear a mask (provided by school district) - Staff will wash or sanitize hands when entering classrooms. - Students will be required to wear masks or face coverings except for certain suituatins including when doing so leads to trouble breathing, a student is unconscious, incapacitated or otherwise unable to remove the mask without assistance. Students in which having cloth, ties, elastics etc. around their mouths and necks which can pose choking or strangulation hazards, or may interfere with the functioning of certain medical equipment or assistive technology - Students/staff will sanitize hands upon entry to school after recess - Families who want to supply their own Hand Sanitizer due to health concerns must get it approved prior to student using it in school.

	● Families who want to supply their own Hand Sanitizer due to health concerns must get it approved prior to their student using it in school.(Hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol.)	● (Hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol.)
Building/Grounds	● Daily wiping down of high touch areas every 2 hours (door handles, bathrooms) ● Unified Arts will take place in each homeroom except for two classes per day in a unified arts room (morning session, afternoon session) if it is necessary to hold class in that room (such as pottery) ● Between UA sessions, tables, chairs, and materials used will be cleaned ● Water fountains will only be water bottle stations. Disable fountain portion ● Sensory Pathway on playgrounds to display line up spots ● Outdoor Use Protocols will be created for classrooms ● Students in grades K-2 will use their classroom bathroom at all	● Daily wiping down of high touch areas every 2 hours (door handles, bathrooms) ● Unified Arts will take place in their spaces as possible. Physical Education will be held outside while permitted by weather. ● Between UA sessions, tables, chairs, and materials used will be cleaned ● Water fountains will only be water bottle stations. Disable fountain portion ● Sensory Pathway on playgrounds to display line up spots ● Outdoor Use Protocols will be created for classrooms ● When students need to move between classes,staff/teachers will monitor the hallways to encourage students to maintain physical

	times. Students in grades 3 & 4 will be assigned a bathroom and each classroom will use an assigned stall. (labeled on door) ● When students need to move between classes,staff/teachers will monitor the hallways to encourage students to maintain physical distancing. (one way patterns may be established in some hallways) ● Students will utilize bins instead of coat racks for personal items	distancing. (one way patterns may be established in some hallways) ● Lockers will be assigned by cohort or classroom
Lunch	● Students will eat lunch in classroom while maintaining physical distancing ● Depending on weather, classes will be encouraged to eat outside using their yoga mats. ● Students will wash hands before and after lunch	● Students will eat in the classrooms. ● Classroom eating will maintain physical distancing ● Students will wash hands before and after lunch ● Depending on weather, classes will be encouraged to eat outside using their yoga mats.
Recess	● No contact sports allowed (football, gaga, basketball) kickball & softball permitted ● No early morning recess off bus. Students go to their classroom. ● One grade per time on playground ● Students/staff will wear masks when physical distancing is not	● No contact sports allowed (football, gaga, basketball) kickball & softball permitted ● No early morning recess off bus. Students go to their classroom. ● One grade per time on playground ● Students/staff will wear masks when physical distancing is not possible.

	possible. ● Students will be shown how to take "chin breaks" to avoid overheating if wearing masks. ● Students will use sensory spots to line up ● Sanitize hands upon entering school	● Students will be shown how to take "chin breaks" to avoid overheating if wearing masks. ● Students will use sensory spots to line up ● Sanitize hands upon entering school
Arrival/Dismissal	● Congregation/waiting outside of the school in the morning or afternoon should be avoided. Any waiting students should have clear instructions and spaces marked for appropriate physical distancing. Staff should be monitoring before/after school to encourage physical distancing on school grounds. ● Parents will drop off students in the morning no earlier than 8:00 for a school start time of 8:15. ● Grades 3 & 4 (and siblings) will drop off at lobby entrance and K-2 will drop off outside the primary and kindergarten wing. ● Bus dismissal times will be flipped with RJH so as to accommodate the expected increase of parent pick ups	● Congregation/waiting outside of the school in the morning or afternoon should be avoided. Any waiting students should have clear instructions and spaces marked for appropriate physical distancing. Staff should be monitoring before/after school to encourage physical distancing on school grounds. ● Dismissal times will be flipped with RES to meet the needs of that building. ● Each grade will have their own entrance/exit to the building. Grades upstairs (6,7,8) will each be assigned a staircase and only be allowed to travel in and out of the building using that staircase and their designated door. ○ Grade 5: doors by the gym

	- Students will report to the gym where physical distancing is possible for bus dismissal - Parents will pick up out the end of the building by the playground (primary wing)	○ Grade 6:side entrance in parking lot, nearest to the road ○ Grade 7:front entrance ○ Grade 8: sided entrance in parking lot, furthest from the road
Buses	- Students and parents/guardians are encouraged to seek private individual or small group (e.g., carpool) transportation to/from school to minimize potential close contact exposures. - Students and parents/guardians need to maintain at least six feet of physical distancing at bus stops and while loading and unloading the bus. - Students will wear a mask when on the bus. - Students will have assigned seats whenever on the bus and seats will be spaced out to maintain physical distancing (siblings may sit together) - Expected behavior will be maintained for students while on	- Students and parents/guardians are encouraged to seek private individual or small group (e.g., carpool) transportation to/from school to minimize potential close contact exposures. - Students and parents/guardians need to maintain at least six feet of physical distancing at bus stops and while loading and unloading the bus. - Students will wear a mask when on the bus. - Students will have assigned seats whenever on the bus and seats will be spaced out to maintain physical distancing (siblings may sit together) - Expected behavior will be maintained for students while on the

	the bus (no walking in aisles, or hopping from seat to seat) ● Buses will be cleaned with disinfectant between runs ● Windows will be open weather permitting ● All bus drivers should wear a cloth face covering over their nose and mouth at all times while stopped and students are present on the bus, or while students are boarding/exiting the bus. Bus drivers should also wear a cloth face covering while driving, if safe to do so. If the cloth face covering causes obstruction of the driver's view, or unsafe driving conditions, it can be removed, but in those circumstances, students should be at least six feet away from the bus-driver, or Department of Safety approved plastic barriers should be installed between seating areas and the bus driver.	bus (no walking in aisles, or hopping from seat to seat) ● Buses will be cleaned with disinfectant between runs ● Windows will be open while the weather permits ● All bus drivers should wear a cloth face covering over their nose and mouth at all times while stopped and students are present on the bus, or while students are boarding/exiting the bus. Bus drivers should also wear a cloth face covering while driving, if safe to do so. If the cloth face covering causes obstruction of the driver's view, or unsafe driving conditions, it can be removed, but in those circumstances, students should be at least six feet away from the bus-driver, or Department of Safety approved plastic barriers should be installed between seating areas and the bus driver.
Social & Emotional Support		

Before School Begins	● Guidance Newsletter for parents before school begins with topics to cover with their child to help them prepare for re-entry	● Guidance Newsletter for parents before school begins with topics to cover with their child to help them prepare for re-entry

Once School Begins	● Morning meetings held each day for all students. The meetings will last 20-30 minutes with topics covered each day that will be pertinent to them such as: self-management, relationship skills, decision-making. (to be outlined by guidance and leadership
	● Attendance will be taken and morning announcements given during this period.
	● Morning Meetings will include teaching children ways to greet from a distance (air high fives, dance party, jazz hands) Might take one a week during first month to practice
	● Morning meetings will occur on a daily basis for all students K-4 whether in school classroom or remote.
		● Longer advisory meetings each day, 8 - 8:30. Advisors will be assigned a small group of 10 students.
		● Every adult responsible for 10 kids from brick to click:
		   ○ Daily check in
		   ○ Organization
		   ○ Task completion
		   ○ PowerSchool
		● Attendance will be taken, morning announcements
		● These will continue if we go remote

Fall Benchmark Assessments		
Fall Administration- September	- In grades 1 & 2 running records will be administered to each student. - K-Pals will be used in kindergarten as the preferred assessment while in the building - iReady Diagnostic in Reading and Math will be administered to provide a source of information about students' current level of achievement - Writing prompt for opinion writing will be given K-4	- STAR for ELA and Math for grades 5-8 - Writing prompt for argumentative writing given in grades 5-8 - Science - CER (claim, evidence, reasoning) administered grades 5-8
Data Teams	- Leadership team will meet to discuss data, issues, and student needs. - Team will be composed of one person from each grade and specialists. - Grade level teams will meet weekly to review data &/or student work	- Leadership team will meet to discuss data, issues, and student needs. - Team will be composed of one person from each grade and specialists. - Grade level teams will meet weekly to review data &/or student work

On-Going Benchmarks	● Benchmark assessments in iReady reading and math in Sept, Jan, May ● Growth & Progress Monitoring throughout	
Instruction		
Classroom Group Routine Instructions	● During the start of school students will be familiar with platforms and accessing online programs such as iReady, Google Classroom, SeeSaw, and Symbaloo. Teachers will review passwords, logins, navigation of sites, uploads, downloads etc. ● Teachers will review norms for online learning and group meetings as part of morning meeting norms in the classroom. (ie. dressed and sitting at table for the meeting, raising hand to speak, on time for lesson, materials ready, toys put away, no changing of backgrounds during the meeting…)	● During the start of school students will be familiar with platforms and accessing online programs such as Google Classroom, and PowerSchool.. Teachers will review passwords, logins, navigation of sites, uploads, downloads etc. ● Teachers will review norms for online learning and group meetings as part of morning meeting norms in the classroom. (ie. dressed and sitting at table for the meeting, raising hand to speak, on time for lesson, materials ready, toys put away, no changing of backgrounds during the meeting…) ● Teachers will use Mastery maps to introduce procedures and protocols and also get students used to using the maps.

		○ Google Classroom Folders in Google Drive example

Classroom Structure & Protocols	● Students in each grade will be divided into the following number of classrooms allowing for 10-15 students in a classroom
	
	   ○ Kindergarten-2 classrooms; 24 students
	   ○ First grade-4 classrooms; 36 students (extra classroom space:Kim Boulay's old room)
	   ○ Second grade 4 classrooms; 42 students (extra classroom space: Liz Barrett's old room)
	   ○ Third grade 4 classrooms; 51 students, (extra classroom space: World Language room)
	   ○ Fourth Grade: 4 classrooms; 41 students (computer lab room)
	● These classrooms will stay together all day, every day.
	● One classroom pod will be designated as a remote classroom.
		● Students in each grade will be divided into the following number of classrooms allowing for 10-15 students in a classroom
		
		   ○ 5th grade - 4 classrooms; 42 students (3 rooms + Discovery Room)
		   ○ 6th grade - 4 classrooms; 39 students (3 rooms + Maria Gamvas's room)
		   ○ 7th grade - 3 classrooms; 36 (+MHT?)
		   ○ 8th grade - 3 classrooms; 36 students
		
		We have broken into 2 phases. Phase 1 has more restrictions and keeps student and staff exposure to one another low. Each pod of 10-12 students will only interact with the one teacher in the room and one additional staff member who will be providing breaks, throughout the day.We will evaluate the situation on Oct.2. If we feel comfortable moving to phase 2 at that point, we will.

	● Students should have assigned seating in all classrooms so they are consistently sitting next to the same person. Switching of seating can periodically occur, but should be minimized. Take attendance for each class every day. In the event of a public health investigation into a person with confirmed COVID-19 assigned seating and attendance records will aide in identification of students in close contact and potentially lessen the number of students needing to undergo quarantine. ● Classroom activities should be conducted to minimize close contact and avoid groups whenever possible. Any small group activities should be conducted so that students are spaced at least three feet apart wearing a mask. ● RES will arrange for developmentally appropriate activities for smaller group activities, rearrange furniture, and	Phase 1: ● Students and teachers remain in the same classroom for the day. ● Teachers will instruct all students live on screen from their classroom. ● Advisory teachers will be facilitators of learning in the pods. ● Only one pod at a time for recess ● Language classes will all be done "remotely" from the pods. ● Lunch will be ordered in the morning and delivered to classrooms. Phase 2: ● Pods of students stay in the classroom for the day, teachers rotate to the classrooms for instruction. ● Recess can happen with multiple pods in one grade level. ● Students pick up lunch from the cafe and go back to their classrooms to eat. ● One classroom pod will be designated a remote classroom.

	play spaces to maintain physical distancing, when possible. ● When possible teachers will avoid the use of shared materials. If shared teaching material is necessary, then focus on hand hygiene before and after each educational session and use (frequent hand hygiene in this setting would be facilitated by having an alcohol-based hand sanitizer available for in-classroom use, which is monitored and stored safely to avoid misuse by children). ● Focus of instruction will be placed on the Priority Standards. ● Sample cross curricula unit: Grade 4 Green Housing & Grade 2 Sister City ● Teachers will instruct in 50-60 min blocks an assigned subject each day. (sample schedule at end of document) ● Students will be using iReady Math and iReady Reading for their individual pathway to support their learning.	● Students should have assigned seating in all classrooms so they are consistently sitting next to the same person. Switching of seating can periodically occur, but should be minimized. Take attendance for each class every day. In the event of a public health investigation into a person with confirmed COVID-19 assigned seating and attendance records will aide in identification of students in close contact and potentially lessen the number of students needing to undergo quarantine. ● Classroom activities should be conducted to minimize close contact and avoid groups whenever possible. Any small group activities should be conducted so that students are spaced at least three feet apart while wearing a mask. ● RJH will arrange for developmentally appropriate activities for smaller group activities, rearrange furniture, and play spaces to maintain physical distancing, when possible.

	● School-based learning will take place M-Th with Fridays being a non-screen day or project day for remote learning. This allows for a deep clean of the building and planning time for teams of teachers which is not possible in the schedule M-Th.	● When possible, avoid the use of shared materials. If shared teaching material is necessary, then focus on hand hygiene before and after each educational session and use (frequent hand hygiene in this setting would be facilitated by having an alcohol-based hand sanitizer available for in-classroom use, which is monitored and stored safely to avoid misuse by children).
		
		● All subjects will use the Modern Classroom framework.
		   ○ Model for personalized learning that can work in school and out of school
		
		● Units of study will be created using Mastery Maps. See following example:
		   ○ ELA example
		
		How to incorporate non-computer based assignments
		● Include PBL where possible
		● Smaller scaled projects
		● School-based learning will take place M-Th with Fridays being for remote learning. This allows for a

		deep clean of the building and planning time for teams of teachers which is not possible in the schedule M-Th.
Unified Arts	- Unified Arts teachers will cover the extra classroom in each grade for all homeroom activities. They will be the homeroom teacher for the year. - Library classes will instruct students on copyright information, and online responsibilities. - Unified Arts classes will be taught in 3 week segments. This is to limit exposure and provide continuity within Unified Arts. - Unified Arts instructors will integrate the theme or project of each grade into their units of study during those three weeks to offer a broader exposure to the arts and make the connection to core learning. - Librarians will use a UV light wand to disinfect books. - Students will primarily use the online library catalog to check out a book as well as a library cart	- Unified Arts teachers will cover the extra classroom in each grade for all homeroom activities. - Unified Arts teachers will be taught to each grade level for one quarter. 1st quarter assignments are as follows: 5th grade - Library 6th grade - Physical Education 7th grade - Art/Lifeskills 8th grade -STEAM - Unified arts instructors will integrate with the core subjects. - Students will primarily use the online library catalog to check out a book as well as a library cart delivered to a classroom for check outs. - Librarians will use a UV light wand to disinfect books.

	delivered to a classroom for check outs.	
Intervention/WIN Block "What I Need"	- Pre-unit assessments and student work will drive the WIN block in math and literacy. - Collaborative teams (by grade level) share data and effective instructional strategies on a regular basis to strategically plan core instruction and intervene or enrich as necessary to propel progress for all students on priority standards. - Students that need enrichment will be provided with extensions to the curriculum and/or personal plans which include iReady. - WIN (What I need) blocks of time will be incorporated into the day and may take the form of small group, 1:1, or iReady pathways.	- We will have an intervention block daily (WIN), 8:30 -9:10 - Students will receive interventions or extensions - Interest based projects for high achievers Reaching all the learners - Support for the underachievers - Reallocate resources
Building-Based Instruction	- This option includes regular in school teaching and learning as put forth in this plan. - Regular classroom teacher will provide remote learning in the event a student(s) or class must be	- This option includes regular in school teaching and learning as put forth in this plan. - Regular classroom teacher will provide remote learning in the event a student(s) or class must be

	quarantined or the whole school moves to remote learning.	quarantined or the whole school moves to remote learning.

Non-Building Based Instruction	Parental Choices for Learning
	Students who will not be on campus due to parental choice may choose from the following three options:
	
	1. Full Time Rye Remote Learning
	   ● All remote students in each grade will be grouped into its own pod.
	   ● One teacher in each grade level will be assigned as homeroom teacher for the remote pod
	   ● All grade level teachers will instruct that pod remotely as part of their daily rotation. For example:
	      ○ Pod 1: in school
	      ○ Pod 2: in school
	      ○ Pod 3: in school
	      ○ Pod 4: remote - teacher uses free classroom to Google Meet during this block
	   ● Remote students will have the same teachers and curriculum as building-based students.
		Parental Choices for Learning
		Students who will not be on campus due to parental choice may choose from the following three options:
		
		1. Full Time Rye Remote Learning
		   ● All remote students in each grade will be grouped into its own pod.
		   ● One teacher in each grade level will be assigned as homeroom teacher for the remote pod
		   ● All grade level teachers will instruct that pod remotely as part of their daily rotation. For example:
		      ○ Pod 1: in school
		      ○ Pod 2: in school
		      ○ Pod 3: in school
		      ○ Pod 4: remote - teacher uses free classroom to Google Meet during this block
		   ● Remote students will have the same teachers and curriculum as building-based students.
		   ● Remote students will be included in the following:
		      ○ Assemblies

	- Remote students will be included in the following: - Assemblies - Field trips, guest speakers - Projects and special events - Other situations as appropriate and feasible - Any student(s) who must be quarantined will join the remote pod during the quarantine only. - An evaluation of the situation will be conducted each quarter. 2. Virtual Learning Academy Charter School - NH has an online school for grades K12 which is free to NH residents. VLACS 3. Home Education-- Home Education Information Home Education (Home-schooling) - Students whose parents will have the sole responsibility to educate. - The parent has completed the Home Education letter and sent it to the Assistant Superintendent. - Home Education letter template	- Field trips, guest speakers - Projects and special events - Other situations as appropriate and feasible - Any student(s) who must be quarantined will join the remote pod during the quarantine only. - An evaluation of the situation will be conducted each quarter. 2. Virtual Learning Academy Charter School - NH has an online school for grades K12 which is free to NH residents. VLACS 3. Home Education-- Home Education Information Home Education (Home-schooling) - Students whose parents will have the sole responsibility to educate. - The parent has completed the Home Education letter and sent it to the Assistant Superintendent. - Home Education letter template

Special Education Programming		
	● The district will continue to work with parents to ensure FAPE based upon whether the student is participating in building based or non-building based instruction. IEP teams will meet to consider the unique needs of the student and mutually agree on a plan for special education service delivery for students who are not accessing building based learning. ● The district will work with parents to amend IEP to reflect the changes in the school schedule ● IEP teams will convene prior to the start of building based learning to develop return plans for complex learners ● Parents will continue to be offered remote access to IEP team meetings. Parents attending IEP team meetings in person will be required to wear masks. The district will make every effort to socially distance during meetings and will wipe down the room before/after the IEP team meeting	● The district will continue to work with parents to ensure FAPE based upon whether the student is participating in building based or non-building based instruction. IEP teams will meet to consider the unique needs of the student and mutually agree on a plan for special education service delivery for students who are not accessing building based learning. ● The district will work with parents to amend IEP to reflect the changes in the school schedule ● IEP teams will convene prior to the start of building based learning to develop return plans for complex learners ● Parents will continue to be offered remote access to IEP team meetings. Parents attending IEP team meetings in person will be required to wear masks. The district will make every effort to socially distance during meetings and will wipe down the room before/after the IEP team meeting

	- Planning around masks (full clear preferable) will be based upon student needs - Health and Safety: - Special Educators and related service providers will wipe down the room between students. - Students will maintain 3 feet physical distancing during small group instruction - Students will have their own labeled, closed container of manipulatives used by special education teachers or service providers. - Special Educators/Service Providers will wear masks during direct instruction with students. - Service providers who move between buildings will wash hands prior to entry to the building, change face mask, and any clothing that may have been compromised during student services in the previous building. - The guidance from	- Planning around masks (full clear preferable) will be based upon student needs - Health and Safety: - Special Educators and related service providers will wipe down the room between students. - Students will maintain 3 feet physical distancing during small group instruction - Students will have their own labeled, closed container of manipulatives used by special education teachers or service providers. - Special Educators/Service Providers will wear masks during direct instruction with students. - Service providers who move between buildings will wash hands prior to entry to the building, change face mask, and any clothing that may have been compromised during student services in the previous building. - The guidance from NHDOE regarding Summer Services will be utilized for staff regarding student materials,

| | | NHDOE regarding Summer Services will be utilized for staff regarding student materials, PPE and etc. This applies to 1:1 paras, OT, PT, Speech and staff with mixed cohorts
○ Contracted service providers will be held to the same requirements around health and safety as district staff
● Instruction:
○ Instruction will continue to incorporate web based platforms that provide Specialized instruction as appropriate for student needs
○ On Fridays, students receiving Special Education will access web based instruction for fidelity of programming
● Paraprofessionals will be scheduled to reduce contact with multiple cohorts. | PPE and etc. This applies to 1:1 paras, OT, PT, Speech and staff with mixed cohorts
○ Contracted service providers will be held to the same requirements around health and safety as district staff
● Instruction:
○ Instruction will continue to incorporate web based platforms that provide Specialized instruction as appropriate for student needs
○ On Fridays, students receiving Special Education will access web based instruction for fidelity of programming
● Paraprofessionals will be scheduled to reduce contact with multiple cohorts. |
| | Governor Sununu's Emergency Order #48 includes the requirement that:

"Each school district must ensure that they hold IEP team meetings for every student identified for special education services no later than 30 calendar days after the first day of the school district's 2020-2021 school year. At the meeting, the IEP team will consider what | |

	Compensatory Education Services, if any, are required to be provided to make up for services not provided during period of remote instruction and support, student regression, or student's failure to make expected progress as indicated in the student's IEP. " The section above requires the IEP teams to review data (including, but not limited, to progress reports, curriculum based measures) to determine a student's progress towards their IEP goals during remote learning. The IEP team will review this data and determine if any additional services are necessary to continue the student's progress towards meeting their IEP goals. The IEP team may also determine that it needs to reconvene at a later time once additional data can be collected. Sarah Reinhardt, SAU 50 Director of Special Education, will be coordinating a plan to comply with this order.	
Covid Exposure Protocols		
Symptomatic Staff and students at home	Students or staff who show symptoms of being ill, whether COVID related or not, will stay home	Students or staff who show symptoms of being ill, whether COVID related or not, will stay home
Covid Symptomatic Patient in School	- Any student or staff showing symptoms of being ill, whether COVID related or not, will be sent to the nurse's office for evaluation. - Students or staff members with symptoms will stay in an isolated room across from the nurse's office. (Hepa Air Filter in room) - The school nurse should record the symptomatic person's temperature and perform a brief assessment of the	- Any student or staff showing symptoms of being ill, whether COVID related or not, will be sent to the nurse's office for evaluation. - Student or staff member will stay in nurses offices (Hepa Air Filter in room) - The school nurse should record the symptomatic person's temperature and perform a brief assessment of the person's complaints or symptoms (this becomes important for the purposes of

	person's complaints or symptoms (this becomes important for the purposes of a public health investigation if the person is confirmed to have COVID-19). Any brief assessment can be performed from at least six feet away with the nurse wearing a surgical face mask. If the school nurse needs to be in close contact with the individual (within six feet), they should have personal protective equipment (PPE) on hand. See NH Division of Public Health Services (DPHS) guidance for the most up-to-date recommendations for healthcare providers.
	● Parent called for immediate release & encouraged to get Covid testing
	
	Student or staff returning to school:
	● Symptomatic and confirmed with COVID-19:
	  ○ Will follow the CDC recommendations
	  ○ At least 10 days have passed since symptoms appeared, AND
	  ○ At least 24 hours have passed since last fever, with no fever reducing medications, (Fever is considered a temperature
		a public health investigation if the person is confirmed to have COVID-19). Any brief assessment can be performed from at least six feet away with the nurse wearing a surgical face mask. If the school nurse needs to be in close contact with the individual (within six feet), they should have personal protective equipment (PPE) on hand. See NH Division of Public Health Services (DPHS) guidance for the most up-to-date recommendations for healthcare providers.
		● Parent called for immediate release & encouraged to get Covid testing
		
		Student or staff returning to school:
		● Symptomatic and confirmed with COVID-19:
		  ○ Will follow the CDC recommendations
		  ○ At least 10 days have passed since symptoms appeared, AND
		  ○ At least 24 hours have passed since last fever, with no fever reducing medications, (Fever is considered a temperature reading of 100.4 degrees Fahrenheit or higher, AND
		  ○ Symptoms have improved.

	reading of 100.4 degrees Fahrenheit or higher, AND ○ Symptoms have improved. ● Symptomatic, but the person, student or staff, refuses teasing: they will have to follow the same requirements as if they are positive for COVID. See above. ● Asymptomatic, but tests positive: 10 days quarantine ● Exposed to someone suspected or confirmed to have COVID: 14 days quarantine ● Traveled outside of New England: 14 days from last day of travel ● Any person with suspect or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call). ● Communication will be made to parents of exposed students for potential risk.	● Symptomatic, but the person, student or staff, refuses teasing: they will have to follow the same requirements as if they are positive for COVID. See above. ● Asymptomatic, but tests positive: 10 days quarantine ● Exposed to someone suspected or confirmed to have COVID: 14 days quarantine ● Traveled outside of New England: 14 days from last day of travel ● Any person with suspect or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call). ● Communication will be made to parents of exposed students for potential risk
Decision to Go Remote & Protocols	● Classroom--determined by public health officials after investigation in consultation with principal and superintendent.	● Classroom--determined by public health officials after investigation in consultation with principal and superintendent.

	● School--determined by public health officials after investigation in consultation with the superintendent or by executive order of the Governor due to public health concerns.	● School--determined by public health officials after investigation in consultation with the superintendent or by executive order of the Governor due to public health concerns.
Reporting and Investigating COVID-19 in the Educational Facility	● Any person with suspected or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call) by the school nurse or principal only. The Superintendent's office will be notified by the reporting individual. ● Public health will conduct a detailed investigation to identify people who may have been in "close contact" with a student or staff member diagnosed with COVID-19 during their infectious period. As part of the public health investigation, investigators seek to identify close contacts starting two days before the person became	● Any person with suspected or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call) by the school nurse or principal only. The Superintendent's office will be notified by the reporting individual. ● Public health will conduct a detailed investigation to identify people who may have been in "close contact" with a student or staff member diagnosed with COVID-19 during their infectious period. As part of the public health investigation, investigators seek to identify close contacts starting two days before the person became symptomatic or tested positive for COVID-19 (if asymptomatic).

	symptomatic or tested positive for COVID-19 (if asymptomatic). ● "Close contact" for the purposes of the public health investigation in New Hampshire is defined as a person being within six feet of the individual diagnosed with COVID-19 during their infectious period for 10 minutes or longer. Depending on individual circumstances, and on a case-by-case basis, public health may identify other individuals considered at risk for exposure. ● Any person who is identified as a close contact or at risk for exposure to COVID-19 based on the public health investigation will be required to quarantine for 14 days from their last day of exposure. Depending on the specific circumstances, this may involve quarantine of only specific individuals (e.g., those sitting next to a person with COVID-19 in a classroom), but could include whole classes (depending on degree or likelihood of close	● "Close contact" for the purposes of the public health investigation in New Hampshire is defined as a person being within six feet of the individual diagnosed with COVID-19 during their infectious period for 10 minutes or longer. Depending on individual circumstances, and on a case-by-case basis, public health may identify other individuals considered at risk for exposure. ● Any person who is identified as a close contact or at risk for exposure to COVID-19 based on the public health investigation will be required to quarantine for 14 days from their last day of exposure. Depending on the specific circumstances, this may involve quarantine of only specific individuals (e.g., those sitting next to a person with COVID-19 in a classroom), but could include whole classes (depending on degree or likelihood of close contact, classroom size, age of students, etc.); this will be assessed on a case-by-case basis by public health.

	contact, classroom size, age of students, etc.); this will be assessed on a case-by-case basis by public health. ● NH public health will work with schools to collect the necessary information (through the schools point-of-contact), interview the person diagnosed with COVID-19, and potentially other staff involved to gather information to make an informed decision about risk and need for people to quarantine. ● Public health will also assist with school and student/family communication. ● Person(s) with suspected or confirmed COVID-19 must stay out of education programming until symptom-based criteria are met for discontinuation of isolation.	● NH public health will work with schools to collect the necessary information (through the schools point-of-contact), interview the person diagnosed with COVID-19, and potentially other staff involved to gather information to make an informed decision about risk and need for people to quarantine. ● Public health will also assist with school and student/family communication. ● Person(s) with suspected or confirmed COVID-19 must stay out of education programming until symptom-based criteria are met for discontinuation of isolation.
Additional Cleaning Protocols in the Event of Confirmed COVID-19	● Clean and restore the learning environment so that in-person learning can continue. Cleaning protocols are further defined below. Be ready to follow CDC	● Clean and restore the learning environment so that in-person learning can continue. Cleaning protocols are further defined below. Be ready to follow CDC guidance

	guidance on how to disinfect your building or facility if someone is sick. If a sick child or staff person has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick person has gone home. ● If COVID-19 is confirmed in a child or staff member: 　○ Close off areas used by the person who is sick. If possible, move the children remaining in the classroom to another environment until cleaning protocols can be implemented. 　○ Open outside doors and windows to increase air circulation in the areas. 　○ If possible, wait up to 24-hours before you clean or disinfect to allow respiratory droplets to settle to reduce the risk to individuals cleaning. 　○ Clean and disinfect all areas used by the person who is sick, such as	on how to disinfect your building or facility if someone is sick. If a sick child or staff person has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick person has gone home. ● If COVID-19 is confirmed in a child or staff member: 　○ Close off areas used by the person who is sick. If possible, move the children remaining in the classroom to another environment until cleaning protocols can be implemented. 　○ Open outside doors and windows to increase air circulation in the areas. 　○ If possible, wait up to 24-hours before you clean or disinfect to allow respiratory droplets to settle to reduce the risk to individuals cleaning. 　○ Clean and disinfect all areas used by the person who is sick, such as classrooms,

	classrooms, offices, bathrooms, and common areas. ○ If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.	offices, bathrooms, and common areas. ○ If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.
Remote Instruction for Grade or School	● Daily Attendance will be taken based on submission of work. ● Staff and students will follow the same schedule as in school. ● Grade level teams will post an introductory letter/video on the first instructional day of eLearning explaining routine. ● Parents will be invited to sign up for a virtual conference with the homeroom teacher within the first 5 days of distance learning to make sure they are familiar with routines and expectations. ● Teachers in all grade levels will utilize Google Classroom as the primary platform for posting,	● Daily Attendance will be taken during advisory ● Grade level teams will post an introductory letter/video on the first instructional day of eLearning explaining routine. ● Parents will be invited to sign up for a virtual conference with the homeroom teacher within the first 5 days of distance learning to make sure they are familiar with routines and expectations. ● Teachers in all grade levels will utilize Google Classroom as the primary platform for posting, collecting, and scheduling assignments and activities. ● PowerSchool will be utilized

	- collecting, and scheduling assignments and activities. - SeeSaw will primarily be utilized as a digital portfolio. - All homerooms will host a daily remote morning meeting to facilitate connections socially and emotionally with students and lay out the schedule for the day. - Teachers will be encouraged to use a blended learning model for remote instruction so as to be conscious of online screen time in learning. - The Rye School District will provide tools for remote instruction that include but are not limited to 1:1 student devices, hotspots for the internet as needed, and document cameras for teachers. - Parents/Guardians will have the option to sign up for the assignment notification feature in Google Classroom in grades 2-4 - Students will follow norms set at beginning of year for Virtual Meetings (ie. dressed and sitting at	- All homerooms will host a daily advisory meeting to facilitate connections socially and emotionally with students and lay out the schedule for the day. - Teachers will record instruction or teach live to students the content they are responsible for teaching daily or every other day depending on the subject. - Teachers will be encouraged to use a blended learning model for remote instruction so as to be conscious of online screen time in learning. - The Rye School District will provide tools for remote instruction that include but are not limited to 1:1 student devices, hotspots for the internet as needed, and document cameras for teachers. - Parents/Guardians will have the option to sign up for the assignment notification feature in Google Classroom in grades 5-8 - Students will follow norms set at beginning of year for Virtual Meetings (ie. dressed and sitting at

	table for meeting, raising hand to speak, on time for lesson, materials ready, toys put away, no changing of backgrounds during the meeting…) ● Any 1:1 meetings must be recorded or have another school district employee on the call. ● Paras will be assigned a grade level and attend meetings remotely as a second person on the calls. ● Paras might be called on to provide support in breakout rooms during a meeting. ● Open Academic Help Desk (para supported) every day to field questions that arise for students 8:00-3:00 ● Paras might be called on to provide a study hall or social meeting for students in need. ● Unified Arts will hold lessons as well as Classroom Teachers as they assume responsibility for teaching some of the core instruction. All teachers follow the normal daily schedule.	table for meeting, raising hand to speak, on time for lesson, materials ready, toys put away, no changing of backgrounds during the meeting…) ● Any 1:1 meetings must be recorded or another school district employee is on the call. ● Paras will be assigned a grade level and attend meetings remotely as a second person on the calls. Priority given to literacy lessons. ● Paras might be called on to provide support in breakout rooms during a meeting. ● Open Academic Help Desk (para supported) every day to field questions that arise for students 8:00-3:00 ● Paras might be called on to provide a study hall or social meeting for students in need. ● Unified Arts will hold lessons as well as Classroom Teachers as they assume responsibility for teaching some of the core instruction. All teachers follow the normal daily schedule.

	● Choice Boards will be created for each grade level as enrichment opportunities for students (not to replace regular instruction)	
Staff Expectations for Remote Learning	● Staff and students will follow the same schedule as in school. ● Teachers will respond to any emails within 24 hours. ● If parents have immediate needs they could contact the Academic Help Desk for support. (see bullet above in last section) ● Schedules and activities will be posted in Google Classroom by 3 pm on Fridays for the following week. ● Substitute teachers will not be employed in whole school remote learning unless there is a need due to a long-term absence. ● Times will be scheduled for those who need extra support in remote instruction ● Teaching teams will meet weekly (in school) on Fridays to review student work, team plan, and participate in professional development	● Staff and students will follow the same schedule as in school. ● Teachers will respond to any emails within 24 hours. ● If parents have immediate needs they could contact the Academic Help Desk for support. (see bullet above in last section) ● Schedules and activities will be posted in Google Classroom by 3 pm on Fridays for the following week. ● Substitute teachers will not be employed in whole school remote learning unless there is a need due to a long term absence. ● Times will be scheduled for those who need extra support in remote instruction ● Teaching teams will meet weekly (in school) on Fridays to review student work, team plan, and participate in professional development

	● Daily attendance will be taken. Students who do not submit work or show up to instruction will be counted as absent and after two days in a row will be contacted by teacher, guidance or administration depending on situation	● Daily attendance will be taken. Students who do not submit work or show up to instruction will be counted as absent and after two days in a row will be contacted by teacher, guidance or administration depending on situation

Sample Schedule: RES Grade 4

	POD 1 Sabine	POD 2 DeFreze	POD 3 Wheeler Remote Pod	POD 4 Smaracko
8:15-8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45-9:45	CC-Sabine	Math-DeFreze	Unified Arts	ELA-Smaracko
9:50-10:50	Unified Arts	CC-Sabine	ELA -Smaracko	Math - DeFreze
10:55-11:55	ELA-Smaracko	Unified Arts	Math - DeFreze	CC- Sabine
11:55-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess

12:50-1:10	Personal Pathways	Personal Pathways	Personal Pathways	Personal Pathways
1:10-2:10	Math - DeFreze	ELA-Smaracko	CC –Sabine	Unified Arts
2:10-2:35	WIN	WIN	WIN	WIN
2:35-2:45	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM

Sample 8th Grade Schedule - Phase 1

8:00 – 8:30	Homeroom – Advisory check-in, powerschool check, etc.
8:30 – 9:40	Math – Mrs. Harrington will teach from her classroom and turn the camera on her while instructing. Other 8th grade classrooms will put Mrs. Harrington on the SmartBoard. Teachers in those pods (Mrs. Gilbert & Mrs. Kepka will facilitate the math learning in the classroom.
9:40 – 9:50	Recess Break
9:50 – 11:00	Humanities - Mrs. Gilbert will teach from her classroom and turn the camera on her while instructing. Other 8th grade classrooms will put Mrs. Gilbert on the SmartBoard. Teachers in those pods (Mrs. Harrington, Dr. Ellwood & Mrs. Kepka will facilitate the math learning in the classroom.

11:00 – 11:20	Lunch
11:20 – 12:30	Science - Mrs. Kepka will teach from her classroom and turn the camera on her while instructing. Other 8th grade classrooms will put Mrs. Kepka on the SmartBoard. Teachers in those pods (Mrs. Harrington, Dr. Ellwood & Mrs. Gilbert will facilitate the math learning in the classroom.
12:30 – 12:45	Recess Break
12:45 – 1:55	STEAM – Dr. Ellwood will teach from her classroom and turn the camera on her while instructing. Other 8th grade classrooms will put Dr. Ellwood on the SmartBoard. Teachers in those pods (Mrs. Harrington, Mrs. Kepka & Mrs. Gilbert will facilitate the math learning in the classroom.
1:55 – 2:45	World Language – Mrs. Bell & Ms. Gamvas will teach from their classrooms and turn the camera on her while instructing. French students will join the Google Meet with Mrs. Bell while Spanish students will join the Google Meet with Ms. Gamvas. Teachers in those pods (Mrs. Harrington, Mrs. Kepka & Mrs. Gilbert will facilitate the math learning in the classroom.

Sample Schedule: RJH Grade 6

Grade 6	POD 1	POD 2	POD 3	POD 4

8:15-8:30	Advisory	Advisory	Advisory	Advisory
8:30 – 9:00	WIN	WIN	WIN	WIN
9:00 – 9:50	Math - Whitney	PE - Scogin	ELA- Fleming	Science - Eves
9:50 – 10:40	ELA-Fleming	Math - Whitney	PE - Scogin	ELA- Fleming
10:40 -11:25	Lunch/Recess	Lunch/Recess	Recess/Lunch	Recess/Lunch
11:25 – 12:15	Science - Eves	ELA-Fleming	Math - Whitney	PE - Scogin
12:15 – 1:05	PE - Scogin	Science - Eves	ELA-Fleming	Math - Whitney
1:05 – 1:55	Social Studies	Social Studies	Social Studies	Social Studies
1:55 – 2:45	World Language	Guidance	World Language	Music