

A Path Forward in Learning



Rye City School District School Reopening Plan July 2020

Publication Date: July 31, 2020

Rye City School District Board of Education

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July 31, 2020

Dear Rye Community,

I hope that you and your family are doing well and enjoying the summer months. While I know that this summer is very different than we are all used to, I am hopeful that you are finding time for some relaxation and fun family activities.

The Rye City School District, and all school districts in New York State, have been charged with developing plans for the reopening of schools. The New York State Department of Health (NYSDOH), the New York State Education Department (NYSED), and the Centers for Disease Control and Prevention (CDC) have all issued guidelines and requirements for use in planning for the reopening of schools. The District must develop a plan that follows these guidelines while addressing the limitations that our facilities and space present. The plan must also be grounded in flexibility in that the unpredictable nature of the pandemic may require us to pivot and move between different models depending on the data and the current health situation in our region.

As directed by the State, the District must develop three options for the reopening of school:

- Fully In-Person School - All students return to school full-time
- Hybrid Model - Students have a combination of in school and remote learning
- Remote Learning - All students participate in school remotely but not in school buildings

As we have worked to develop our plan, we know that the pandemic will dictate when changes are necessary. The plan will exist as a 'living' document with updates and revisions occurring regularly as we approach the start of the school year. We also anticipate that changes may occur throughout the school year as this public health crisis is fluid, unpredictable, and unprecedented.

Our plan is the result of months of hard work by our Reopening Task Force following the guidelines we have received along with data collected through our community surveys, feedback gathered from parents, students and teachers, advice from legal counsel, consultation with the District's medical professionals, and in collaboration with Westchester County.

There are many lessons that were learned this past spring as we moved to remote learning. Using those experiences, feedback and guidelines, we have developed plans that are focused on health, safety, and educational excellence. We know that everyone in the community hopes that we will return to full-time, in-person schooling and continue to provide outstanding educational experiences while honoring the traditions of the Rye City Schools. I know this has been a challenging time for Rye, throughout the U.S., and around the world, but it is through our collaborative efforts and partnership that we will rise above the crisis and demonstrate what is so unique and special about our community. Every member of our faculty and staff is committed to the safety, well-being, and educational development of our students and we look forward to the day when we are all back in school together. Thank you for your continued support as we work to meet this challenge and provide the very best school experience.

Sincerely,

Eric Byrne, Ed.D.
Superintendent of Schools

Executive Summary

The Rye City School District Reopening Plan presents the health and safety and instructional plans developed in preparation for the 2020-2021 school year. Following guidance from the New York State Department of Health (NYSDOH), the New York State Education Department (NYSED) and the Centers for Disease Control and Prevention (CDC), the plan details procedural changes and health and safety protocols that will be implemented in an effort to provide safe, healthy learning environments.

Instructional models developed that meet the requirements of the NYSDOH and NYSED present three mechanisms for the delivery of instruction to students in Grades K-12. Full in-person school, hybrid, and remote models address social distancing, limited movement and cohorting within the schools while delivering a high-quality instructional program.

The ability to learn is significantly impacted by a student's ability to access the educational experience and connect with peers, faculty, and staff. The COVID-19 pandemic has impacted the social-emotional health of members of the Rye City School District community. Understanding the needs of our community and creating the necessary support structures will enable us to provide appropriate interventions.

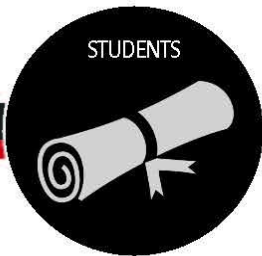
Communication protocols have been developed to keep students, faculty, and staff in the Rye City Schools safe. From morning arrival to communication about potential illness, detailed procedures for the efficient sharing of information between families, staff, and faculty have been designed to take the necessary steps in limiting exposure and responding swiftly to illness in the school community.

As an institution with a rich history of educational excellence, the challenges and limitations presented by the COVID-19 pandemic have been significant. *A Path Forward in Learning - The Rye City School District Reopening Plan* seeks to address the challenges facing our school community in a safe, sustainable manner. Flexibility in thinking and flexibility in implementation will allow us to nimbly transition between instructional models as dictated by the health crisis. Responsiveness to feedback and responsiveness to conditions will enable us to modify and update our plans to best serve the Rye community.



The Board of Education of the Rye City School District understands that a world class education requires hard work and dedication from everyone in the community. We take our responsibility of overseeing the education of our children very seriously. We are genuinely grateful to the faculty, staff, administration, families, and community for all of the hard work and support provided every day to educate our children.

Therefore, the Board of Education has developed **The Rye Commitment** - assurances to students, faculty, staff, administration, and the community that we will support the important work of our schools.



STUDENTS

TO STUDENTS:

We will provide the necessary support for you to receive an education that helps you become responsible, caring citizens who can think critically, communicate effectively, collaborate, and creatively solve problems.



FACULTY | STAFF
ADMINISTRATION

**TO FACULTY, STAFF,
AND ADMINISTRATION:**

We will support you and our collective pursuit of excellence through ongoing professional learning that is high quality, relevant, meaningful, and allows us to evolve and expand our practices.



COMMUNITY

TO THE COMMUNITY:

We will reflect upon our work, always strive for improvement, and ask the community to engage in meaningful discussions about our programs and all that we do as a school system.

COMMITTED TO RYE **SCHOOLS**



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Introduction



Guiding Principles

The Rye City School District (RCSD) is committed to a safe reopening of schools for all our students, faculty, and staff. Over the past three months, the RCSD Reopening Task Force has worked to develop reopening plans that are consistent with all health and safety guidelines from the NYS Department of Health, the NYS Education Department, the Centers for Disease Control and Prevention, and Westchester County. The work of the Task Force, while following applicable guidelines, has been driven by these guiding principles:

- School must be a safe and healthy learning environment.
- Preventative measures must be applied across all levels of the school system to limit exposure to COVID-19 and to prevent illness in our school population.
- Instructional programs must be developmentally-appropriate, consistent, structured, and follow a regular schedule including synchronous and asynchronous instruction.
- Social-emotional support must be in place for students, faculty, and staff.
- Communication must be timely, clear, and consistent.
- Procedures and processes must be flexible and allow for a seamless transition should the pandemic metrics shift.

Assurances

The Rye City School District knows that certainty during this challenging time is not possible. We commit to the following as we move forward toward a safe reopening of schools.

- The Rye City School District will provide a safe teaching and learning environment for students, faculty, and staff.
- The Rye City School District will provide a consistent, structured instructional program that is rigorous and meets the educational needs of students.
- The Rye City School District will strive to provide clear, timely communication to families and staff in an effort to keep the community informed about COVID-19 developments related to the school district.
- The Rye City School District will remain committed to flexibility in the event that circumstances change and require a shift in approach.

Reopening Task Force

In April of 2020, the RCSD Reopening Task Force was formed to begin planning for the reopening of schools. Focused on three main areas: Instructional, Operational, and Social Emotional, each group began a deliberate planning process following available guidance. Using models from across the United States and around the world, the Task Force examined successful reopening plans and began building the framework for the safe reopening of the Rye City School District. In May of 2020, a fourth subgroup was added to the Reopening Task Force with the sole purpose of focusing on communication. Once the reopening plan is submitted to NYS and the Governor has announced his decision on school openings, the communication group will begin its community-wide effort in earnest. Members of the Reopening Task Force represent the following stakeholder groups:

- Students
- Teachers
- Staff Developers
- Administrators
- Parents
- Community members
- Board of Education
- The work of the Task Force has been presented to the Board of Education and community on:
 - June 2, 2020
 - July 7, 2020
- A summary and recordings of the Reopening Task Force presentations were sent to the community on:
 - June 3, 2020
 - July 8, 2020
- The Reopening Task Force developed online surveys to gather information from the community in order to inform the planning process. Surveys were developed and sent to:
 - Students Grades 6-12
 - Parents/Guardians Grades K-12
 - Teachers Grades K-12

RCS D Reopening Task Force

Centralized	Instructional	Operational	Social Emotional	Communications
Eric Byrne	Sherry Goffman	Gaby O'Connor	Erin Vredenburgh	Sarah Derman
Gaby O'Connor	Kaitlyn Sassone	Kathy Viggiano	Rob Schechter: School Psychologist/Parent	Michelle Camporeale
Tracey Barnett	Briana Castelao	Tracey Barnett	Tracey Barnett	Julie Antonecchia
Jennifer Boyle: BOE/Parent	Kristen DiMatteo	Jim Boylan	Rosie Bracciodieta	Tracey Barnett
Michelle Camporeale	Julie Engerran: Parent	Joe DiGiovanni	Elaine Cuglietto	Melissa Belleville: Parent
Elaine Cuglietto	Angela Garcia	Stacey Falcone	Barbara D'Alois	Erica Fritsche: Parent
Sarah Derman: Public Information Officer/Parent	Dawn King	Robert Gimigliano	Lisa Dominici	Kimberly Persuad
Robert Gimigliano	Stephanie Lauro	John Hawkins	Katherine Eisenberg	Annemarie Piekarski
Sherry Goffman	Ellen Litt	Al Mercado	John Griffin	Michelle Ring
John Hawkins	Al Mercado	Patrick Milboer	Carrie Hughes	Rob Schechter
Ann Hirsch - CCNS	Francesca Miller	Kaitlyn Sassone	Erin Hyle	Kelly Smith-Powers: BOE/Parent
Mark McWilliams	Gaby O'Connor	Bobby Zegarelli	Robyn Kaminer	Kathy Viggiano
Susan Reid Dullea	Kristie Orlando	Bertha Zevallos	Frieda Kraft	Jaime Zung
Kaitlyn Sassone	Kimberly Persaud		Jessica Lodato/ Parent	
Erin Vredenburgh	Suzanne Short		Michele McRedmond: Teacher/Parent	
Jaime Zung	Jennifer Tavolacci		Mary Partington	
	Erin Vredenburgh		Marnie White/Parent	
	Kerri Winderman: Staff Developer/Parent		Students: Geoffrey Lien Mia Kach	
	Students: Morgan Delizia Lara Nemeth Tyler Winderman			

Health and Safety



The health and safety of our students, our employees, and their families is our top priority. The District wants students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), and the [New York State Education Department \(NYSED\)](#).

Personal Protection Equipment (PPE): Requirements, Use, and Availability

Face masks/coverings are an essential component of the infection control measures being taken to reduce the risk of COVID-19 in schools. Students, employees, and visitors to our schools will be required to wear face masks/coverings indoors and outside while on school grounds, including on school buses. Students will be allowed to remove face masks/coverings during meals, instruction (**specific to activities related to PE, music, band, and chorus**), and for short breaks so long as they maintain appropriate social distance (6-12 feet). While face masks/coverings are required, students and employees who are unable to medically tolerate a face mask/covering will not be required to wear one; substantiating medical documentation will be required.

- The primary purpose of wearing a face mask/covering is to reduce the number of respiratory droplets released into the air when an individual speaks, sneezes, and/or coughs.
- Acceptable face masks/coverings include, but are not limited to, cloth-based face masks/coverings (e.g., homemade sewn, quick cut, bandana) and surgical masks that cover both the mouth and nose.
- Face masks/coverings are for individual use only and should not be shared.
- Training will be provided to students and employees with regard to the proper way to: wear, clean, and dispose of face masks/coverings.
 - [How To Wear a Face Mask](#)
 - [How to Wear Cloth Face Coverings](#)
 - [How to Wash Cloth Face Coverings](#)

- Frequent opportunities will be provided for individuals to safely take face masks/coverings breaks.
- When working with students, in situations where social distancing cannot be achieved, all employees must wear eye protection such as goggles/shields.
- All individuals on school campuses are required to bring and utilize face masks/coverings, goggles, and shields. In the event students and employees do not come prepared, a limited supply of face masks/coverings will be available at no cost. Acceptable face masks/coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.
- An advanced level of PPE, including gowns, will be utilized when employees are required to perform actions such as (but not limited to) health assessment screenings or for the purposes of following up on a potential unknown exposure.
- [Universal Signage](#) will be placed strategically throughout the District in areas such as, but not limited to, entrances, cafeterias, common areas, and restrooms to promote proper sanitation and distancing practices.

Screening and Tracking

Daily Health Screening: The Rye City School District will implement the following practices to conduct mandated daily health screenings; All screening will be conducted in a confidential manner:

- All RCSD employees are required to complete and submit a [Rye City School District Health Self-Assessment Checklist Form](#) upon entry into the building each day. As part of the self-health check, employees will be required to take their temperature prior to arriving at school. The Centers for Disease Prevention (CDC) keeps an up-to-date list of [symptoms of Coronavirus](#) on its website.
- In the event an employee does not come prepared with a completed form, temperature checking will be available prior to entering the building to assist in completing the form.
- The RCSD will email the Self-Health Assessment Checklist form to all faculty and staff members. Copies will also be available at designated locations throughout the School District.
- All RCSD employees will be assigned a designated entrance to access the school building. Employees are required to use only this entrance daily to access the building, at which time each individual will be required to submit a completed self-health assessment check form. Employees are encouraged to arrive early in order to leave ample time for the entry process in order that it should not interfere with their teaching schedule.
- All RCSD students are required to come to school and submit upon entry into the building each day a [Rye City School District Health Self-Assessment Checklist Form](#) completed in advance by a parent/guardian. As part of the self-health check, students will be required to have their temperature taken prior to arriving at school. Forms will be

translated into languages spoken in the school community. The Centers for Disease Prevention (CDC) keeps an up to date list of [symptoms of Coronavirus](#) on its website.

- In the event a student does not come prepared with a completed form, RCSD personnel will contact the student's parent/guardian. If a parent/guardian is not available, emergency contacts will be notified. Until a completed form is obtained, students will not be able to enter a classroom.
- The RCSD will email the Self-Health Assessment Checklist form to all family members/guardians. Copies will also be available at designated locations throughout the School District.
- All RCSD students will be assigned a designated entrance to access the school building. Students are required to use only this entrance daily to access the building, at which time each student will be required to submit a completed self-health assessment check form. Students are encouraged to arrive early, leaving ample time for the entry process that should not interfere with their scheduled start time.
- Due to the pandemic and the need to conduct daily health screenings, Rye High School juniors and seniors are not allowed to leave campus during community lunch.
- [Universal Signage](#) will be placed strategically throughout the District in areas such as, but not limited to, entrances, cafeterias, common areas, and restrooms to promote proper sanitation and distancing practices.

Visitor Management

A modified visitor management process will be utilized at all school buildings as follows:

- Only essential visitors, including parents/guardians, will be permitted into the school buildings. Essential visits consist of:
 - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via Google Meet.
 - Other visits deemed essential by the school administration.
 - Visitors are required to complete and submit a [Rye City School District Visitor Health Self-Assessment Checklist Form](#) upon entry into the building.
 - All persons entering the building will be required to wear face masks/coverings prior to being permitted entry into the building.
 - Once admitted into the building, all visitors will be subject to established District visitor [protocol](#) using the Raptor visitor management software.

Protecting Vulnerable Populations

The CDC considers the following people to be at high risk for [severe illness](#) due to COVID-19:

- Cancer

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus
- Children who are medically-complex, who have neurologic, genetic, and/or metabolic conditions, or who have congenital heart disease
- Current data regarding the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19 is limited and may change as the science evolves. The [CDC has noted additional conditions](#) for which people might be at increased risk for severe illness from COVID-19.
- The Equal Employment Opportunity Commission (“EEOC”), the federal agency charged with enforcing workplace anti-discrimination laws, including the Americans with Disabilities Act (“ADA”), The Rehabilitation Act of 1973, Title VII of the Civil Rights Act, and the Age Discrimination in Employment Act (“ADEA”), has issued guidance that states that being considered to be more “vulnerable” to the COVID-19 virus or being fearful of exposing members of one’s household to the virus does not automatically entitle an employee to an accommodation.
 - RCSD employees who believe they belong to one of the identified vulnerable populations listed above and who are requesting a medical accommodation as a result will need to complete and submit the [RCSD Workplace Accommodation Request Form](#) and send to Elaine Cuglietto, Assistant Superintendent for Human Resources, at: cuglietto.elaine@ryeschools.org for consideration.
 - Parents/Guardians who believe their student(s) belong to one of the identified vulnerable populations listed above and who are requesting a medical accommodation as a result will need to complete and submit the [RCSD Remote Instruction Accommodation Request Form](#) and send to Gabriella O’Connor, Assistant Superintendent for Business, at: occonnor.gabriella@ryeschools.org or mail to: 555 Theodore Fremd Avenue, Suite B-101, Rye, NY 10580.

Management of Ill Persons

If students or employees become ill with symptoms of COVID-19 at school, the Rye City School District will follow Education Law § 906, which states: “[w]henever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance.”

- Students and employees with symptoms of illness must be sent to the school health office. The school nurse will be available to assess individuals.

Rye High School Nurse: Katherine Eisenberg

Rye Middle School Nurse: Elizabeth Carty

Milton Nurse: Storey West

Midland Nurse: Kathleen Tiedemann

Osborn Nurse: Kimberlee Potter

- Chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Medical documentation must be provided noting these medical conditions. Documentation should be submitted to the school health office.
- However, other symptoms related to COVID-19 that are not explained by a chronic health condition will require the individual to be isolated and dismissed from school.
- An Isolation Room at each school will be clearly marked with entry and exit signage. Personal protective equipment including N95 masks, face shields, gowns, and non-latex gloves will be stored outside the room for use by designated staff as appropriate.
- The Director of Health Care Services shall immediately notify a local public health agency of any disease reportable under the [New York State Code 10NYCRR 2.12](#) and await further guidance. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.
 - Students should be escorted from the isolation area to the parent/guardian waiting outside the school building.
 - The parent or guardian will be instructed to call their health care provider or, if they do not have a health care provider, to follow up with a local clinic or urgent care center.
 - If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, school staff should call 911 and notify the operator that the individual may have COVID-19.
 - Symptomatic students or staff members follow [CDC's "Stay Home When You Are Sick" guidance](#) unless otherwise directed by a healthcare provider or the local department of health.
 - Contact tracing is a function of the DOH to trace all contacts with confirmed cases of COVID-19. The District will support the DOH with accurate attendance records, logs of employees and visitors, and assisting the DOH in tracing all contacts.

- School staff will clean and sanitize all areas used by the person suspected or confirmed to have COVID-19. Once the area has been appropriately cleaned and sanitized, it can be reopened for use.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and sanitizing is not necessary, but routine cleaning and sanitizing will continue.

Attendance

Mandatory Absence Reporting: In the interest of keeping our school community healthy and safe, it is imperative to report to the school any signs or symptoms of illness. If students or employees are feeling sick, please stay home and call your medical provider for guidance. Students and employees not attending school/work for any reason must be reported absent on a daily basis.

- **School Procedures:** Employee and student daily attendance must be reported regardless of the instructional setting: in-person, hybrid, remote learning.
- All RCSD employees are expected to notify the District via the prescribed method of electronic attendance reporting ([AESOP Frontline](#)), on a daily basis and in a timely manner.
 - All illness reporting must include information regarding signs and symptoms of COVID-19, if applicable. “If not COVID-19 related,” please indicate as such.
 - Employees that do not include such information will be receiving follow-up communication from a District representative to identify missing required information.
 - In accordance with Education Law § 906, upon returning to work after a communicable related illness, a medical note stating the individual is cleared to return to work and free from any communicable illness is required.
 - In the event of a COVID-19 related quarantine, employees must contact the District’s Human Resources Department for further guidance.
- **All RCSD families are expected to notify the school(s) via the prescribed method of attendance reporting as dictated by school level management, in accordance with District attendance policy.**
 - **Parents/guardians must notify the school of a student’s absence by 9:00 am by completing the electronic Student Daily Absence Notification form indicating the reason for the absence. In the interest of keeping our students and faculty healthy and safe, it is imperative to report any symptoms if your child is feeling sick.**
 - **Schools must follow CDC guidelines for allowing a student to return to school after exhibiting symptoms of a communicable disease. If a**

student is not diagnosed by a healthcare provider they cannot return to school unless:

- **Fever free (less than 100.0 degrees Farenheight), without the use of fever reducing medicines, and they have felt well for 24 hours;**
- **If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.**
- **If a student is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:**
 - **It has been at least ten days since the individual first had symptoms;**
 - **It has been at least three days since the individual has had a fever (wiithout using fever reducing medicine) ; and**
 - **It has been at least three days since the individual's symptoms improvised, including cough and shortness of breath**
- Families that do not include such information will receive a follow-up communication from the school building(s). If this information is not received, it may impact a student's ability to return to school; in accordance with Education Law § 906, the District has the obligation to exclude students exhibiting signs and symptoms of a communicable illness.
- In accordance with Education Law § 906, upon returning to school after a communicable related illness, a medical note stating the student is cleared to return to school and is free from any communicable illness is required.
- In the event of a COVID-19 related quarantine, parents/guardians must contact the school level designee for further guidance.
 - **RCSD Main Phone Number: 914-967-6100**
 - **Rye High School Ext. 1950**
 - **Rye Middle School Ext. 2910**
 - **Midland School Ext. 4904**
 - **Milton School Ext. 3907**
 - **Osborn School Ext. 5904**
- In the event of a COVID-19 long-term absence, refer to the Instructional section, Home Instruction Related to COVID-19.

Hygiene

Hand and respiratory hygiene are the two most important preventative measures individuals can take to support the effort of maintaining a healthy environment.

- Training will be provided to students and employees with regard to the proper hand washing practices and how to correctly use alcohol-based hand sanitizer.
- Frequent opportunities will be provided for individuals to take hand washing breaks.
- Hand hygiene should include frequent handwashing with soap, running water, lathering for a minimum of 20 seconds, and using disposable paper towels.
- In the absence of hand washing, individuals are encouraged to utilize hand sanitizing as an alternative measure for hand hygiene. Hand sanitizing should include: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical. Hand sanitizer will be available throughout common areas in the buildings.
- Students or employees that may not be able to use alcohol-based hand sanitizer for health reasons or if they have visibly dirty hands must be permitted to wash their hands with soap and water.
- A supply of tissues will be available throughout the District to assist in promoting appropriate [respiratory hygiene](#) for individual use when coughing and sneezing. If no tissue is available, using the inside of the elbow to cover the mouth or nose is preferable to using the hands when coughing or sneezing.
- Healthy hygiene practices will be taught and retaught in schools to both students and employees.
 - Direct education opportunities will be provided to all students and employees through the use of multimedia applications to promote proper practices.
 - [Fight Germs. Wash Your Hands!](#)
 - [Happy Handwashing](#)
 - In an effort to maintain healthy hygiene practices, the use of water drinking fountains will not be permitted, water filling stations will remain operational, and students and employees will be encouraged to bring in their own reusable bottle. In the event students and employees do not come prepared with a one-time use water bottle, bottles will be made available.
 - [Universal signage](#) will be placed strategically throughout the District in areas such as, but not limited to, entrances, cafeterias, common areas, and restrooms to promote proper practices.

Social Distancing

Social distancing (physical distancing) means keeping a 6-foot space between yourself and others. RCSD will promote social distancing at all times when possible. When social distancing measures cannot be maintained, physical barriers between individuals will be used. These barriers will not affect air flow, heating, cooling, or ventilation. Barriers will be in accordance with New York State Education Department (NYSED) and the Occupational Safety and Health Administration (OSHA) regulations. The Rye City School District will:

- Promote the use of multiple entry and exit doors.
- Use visual aids, e.g., painter's tape, stickers, posters, cones, etc., to illustrate traffic flow and appropriate spacing to support social distancing.
- Use alternate spaces including, but not limited to, classrooms, auditoriums, outdoor spaces, and gymnasiums to help adhere to social distancing rules.
- Limit and stagger the use of outdoor playgrounds and equipment.
- Limit instructional space occupancy and require furniture placement to promote 6-foot spacing.
- Organize desks to face in the same direction to reduce transmission caused by virus-containing droplets.
- Limit the amount of shared supplies or clean items before each use.
- Discontinue the use of student lockers.
- Ensure that a distance of 12-feet in all directions is maintained when participating in activities requiring projecting the voice, playing a wind instrument, or aerobic activities.
- Cancel or limit large gatherings such as school assemblies, athletic events/practices, performances, and school-wide parent meetings. Schools will utilize technology to organize virtual meetings and events.
- Limit visitors and deliveries to school buildings when occupied.
- [Universal Signage](#) will be placed strategically throughout the District in areas such as, but not limited to, entrances, cafeterias, common areas, and restrooms to promote proper practices.

Emergency Drills



Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a staggered schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
- If schools reopen with a hybrid in-person model, such as one where students attend school alternate school days to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures
- and participating in drills while they are in attendance in-person. Modifications to

Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;

- Conduct lockdown drills on a staggered schedule with smaller numbers of students present to maintain social distancing; however, schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drills in the classroom without hiding/sheltering but provide an overview of how to shelter or hide in the classroom.

Cleaning and Sanitizing



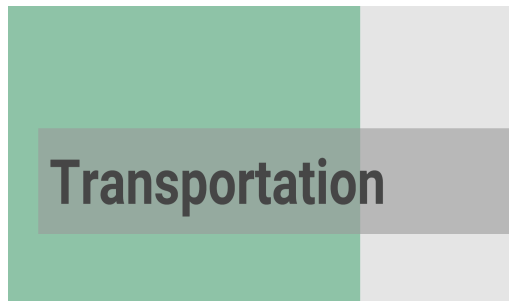
RCSD will adhere to the cleaning and sanitizing requirements as advised by the CDC and NYSDOH. The School District will maintain proper [documentation](#) that includes the date, time, and scope of cleaning performed in the building.

- All student instructional and employee work areas will be cleaned and sanitized at least once a day.
- School Health Office cleaning must occur after each use of: cots, bathrooms, and Health Office equipment (following manufacturer's directions).
 - The Health Office will establish two rooms for school health personnel. One room for healthy students who need their medication, who have injuries, or need nursing treatments and another room for assessing and caring for ill students and employees.
 - If a separate room is not available, the school will keep at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a face mask/covering (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing to prevent the possible transmission of the virus to others while waiting for transportation home.
 - School nurses or other school health professionals assessing or providing care to ill students and employees will follow transmission-based precautions which include the use of appropriate PPE.
 - Students and employees suspected of having COVID-19 must be isolated in a room or area separate from others. If a separate room is not available, keep at least a 6-foot distance between ill people.
- High touch surfaces will be cleaned and sanitized frequently throughout the day. Examples of high touch surfaces include, but are not limited to, tables, doorknobs, light switches, countertops, handles, desks, phones, computers, keyboards and tablets, toilets, restrooms, faucets, bottle filling stations, and sinks.
 - Electronic equipment wipes specifically for keyboards and other technology will be provided in each classroom. The use of aerosol cleaning sprays or wipes that

contain bleach will not be utilized. Manufacturer's instructions should be followed for all cleaning and sanitizing products.

- Playgrounds will be cleaned according to CDC guidelines. Outdoor areas, like playgrounds, generally require normal routine cleaning, but do not require sanitizing.
- Cleaning solution and supplies will be made readily available in each instructional and work space for intermittent cleaning as needed.
- For Handwashing: soap, running water, and disposable paper towels.
- For Hand sanitizing: An alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available.
- Where applicable, the District will be replacing filters in air filtration systems with recommended MERV-13 filters.
- To increase fresh air ventilation, windows will be open in classrooms and work spaces where possible.

Transportation



As a small city school district and in accordance with [District Transportation Policy 8410](#), RCSD will continue to make every effort to provide transportation for our students with disabilities and athletic teams as needed.

- RCSD will work in conjunction with all available transportation providers to ensure that transportation services are delivered in a safe manner and comply with the recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), and the [New York State Education Department \(NYSED\)](#).
- All transportation service providers will be required to submit a COVID-19 safety plan to RCSD for review and acceptance prior to service commencing.

Food Service



In accordance with Child Nutrition guidelines, the District will provide opportunities to offer meals for all students and employees. All meals will be prepared and pre-packaged in single serve, one-time use disposable containers.

- Families that meet the [Federal income guidelines](#) may be eligible for free and reduced meals. Families who believe they qualify should complete the application ([English/Spanish](#)) and either email or mail to Gabriella O'Connor, Assistant Superintendent for Business, at: occonnor.gabriella@ryeschools.org or 555 Theodore Fremd Avenue, Suite B-101, Rye, NY 10580.
- Food Distribution Access:
 - High/Middle School - Both cafeteria spaces will be open throughout the day for students and employees attending school to access food, every weekday beginning at 7:30 AM to 1:00 PM.
 - Mobile Food Carts - Limited food options will be made available at designated locations throughout the High School/Middle School building for students and employees to access during designated lunch periods.
 - The District will provide locations with limitations for occupancy where students will be able to eat lunch. Areas within these spaces will be identified for students with food allergies to utilize so they are able to eat lunch safely.
 - Elementary Schools- The District is developing a plan to have pre-ordered meals available for pick-up at each school.
 - K-12 School Community Service Window - Located at the Middle School main entrance, open weekdays from 9:30 AM to 1:00 PM. The window will provide easy access to meals for student families and employees not in school buildings or in buildings where food service is not operating.
 - [On-line Meal/Snack Ordering](#)- Students, families, and employees can access daily menus on-line to place food orders in advance. Food can then be picked-up at the

School Community Service window. Orders must be placed by 10:30 AM daily to ensure food will be ready for pick-up.

- Cashless In-Person Transactions - Cash will no longer be accepted as a method of payment when making in-person food purchases in school cafeterias or the service window. All those who wish to access RCSD Food Service will be required to utilize the [District's on-line payment application system](#), please click on the link to enroll.

Technology and Connectivity



Infrastructure

In this new era of education, having a robust technology infrastructure is imperative to the success of teaching and learning. In accordance with the District's technology plan, the District is committed to continuing to provide our employees and students a secure and high-speed connection to ensure access to a comprehensive network. As always, enhancements and system upgrades continue to ensure the RCSD computing environment remains highly functional for all.

Technology Hardware

The RCSD has been working to equip our instructional spaces with the technology to support each of our instructional models: in-person, hybrid, and remote learning. The RCSD has allocated a device structure for students in grades K-12.

- At the elementary level, students in grades K-1 have access to sharable Chromebook and iPads per grade level. The District is working towards procuring additional devices to the extent practicable. **Students in grades 2-5 will be assigned their own Chromebook device. Each student will be able to take their device home. These devices and chargers should be brought to school and home on a daily basis.**
- At the Middle School level, students in grades 6-8 participate in the District's 1:1 Chromebook program which entails providing students with their own devices. These devices and chargers should be brought to school and home on a daily basis.
- At the High School level, students in grades 9-12 will be required to bring their own device and charger (BYOD) to school daily.
- At all levels it is recommended that students bring headphones to school daily.
- Students with IEPs and 504s accommodation plans will be provided with the necessary assistive technology as per the individual plan.
- Families who believe they qualify for this program may either complete the application ([English/Spanish](#)) or for those who have already been approved, should provide a copy of

the District-issued approval letter to Ms. Kaitlyn Sassone, Director of Technology/CIO, by emailing sassone.kaitlyn@ryeschools.org.

- The RCSD will be providing District-issued devices and hotspots through our loan program to families that meet the [Federal income guidelines](#).
- The District is procuring webcams for each instructional space in the District. These cameras will be utilized as a video conferencing device for the purpose of delivering synchronous instruction to the remote population.
 - The District will continue to utilize Google Meet as its software of choice for video conferencing due to its security advantages and ability to meet the student data privacy Education Law 2-d and Part 121 of the Commissioner's Regulations.

Technology Software

Throughout our remote teaching environment during the 2019-2020 school year, the District sampled a variety of software for our students and teachers. Based on this experience and taking into consideration budgetary constraints, the Technology Department surveyed our teachers to assist with streamlining our software application for the 2020-2021 school year. Technology will be integrated into live teaching models to accommodate potential hybrid and remote instruction periods.

- The District is required to review all software applications to ensure that vendors the District is contracting with are in compliance with the new Ed Law 2D Data and Security privacy laws. If a vendor is not in compliance, the District will not be able to use their services.
- The District utilizes the Google G Suite of Education as our foundational software for communication and collaboration. For additional information regarding the District's Google Permission form, please [click here](#).
 - Google Classroom will be used as the District's learning management system to streamline the process of instruction and sharing files between teachers and students. Google Classrooms will be utilized across grades K-12. Teachers will provide their students with their classrooms specific code. All classroom codes are unique. This will be the tool used to demonstrate mastery of learning standards.
 - Google G Suite: Docs, Slides, Sheets, Forms is the platform for learning documents, spreadsheets, and presentations.
 - Gmail will be used for all major communications. Students in grades 5-12 have access to the RCSD email system. Contact with teachers, administrators, and peers should be made through email or Google Classroom. Personal emails should not be utilized for educational purposes.
 - Google Meets will be utilized by students and teachers for video conferencing, especially critical in a hybrid or remote teaching environment. Students are

prohibited from recording any remote or live steamed lessons or activities, except as provided for in a student's Individualized Education Program (IEP).

- A document of additional District-wide approved technology tools will be provided to all employees. This list can be found on the technology web-page on the District's website. This document and web-page inventory will be available at the start of the 2020-2021 school year and will be continually updated.
 - Teachers may consider the 5Es for tool selection: engaging, exploring, explaining, evaluating, etc., when designing their digital lessons.
 - The District's approved technology tools list provides multiple ways for students to demonstrate their knowledge and understanding of skills and concepts in an authentic learning environment.
 - The District also provides a variety of approved tools that support assessments and feedback opportunities.

Technology Professional Development

RCSD will continue to provide professional learning experiences to address remote learning instruction, integration of new hardware and new software to enhance daily instruction and learning.

- Professional development opportunities will be provided to employees on how to integrate new hardware and software for daily instruction.
- Parent University professional development sessions will be available to all parents/guardians who are interested in learning about the applications available to their students.
- Sessions will be available before and after school and will be communicated out to families via the District's Blackboard mass notification system.
- All Parent University presentations will be posted to the District's website for future reference for parents/guardians who are not able to participate in live sessions.
- Video library tutorials will be created for students, teachers, and families on how to use the applications approved by the District.
- The Technology Department will continue to provide resources and materials on their Google Classroom page for RCSD employees to reference.

Technology Support

Designated staff members will be available to provide ongoing support with technology to students, teachers, and families.

- Technology personnel will be available to support teachers and students throughout the school day. The Technology Department is comprised of:
 - Director of Technology/CIO: Ms. Kaitlyn Sassone
 - Instructional Technology Specialist Grades K-5: Ms. Kimberly Persaud

- Instructional Technology Specialist Grades 6-12: Ms. Kristie Orlando
- Onsite IT Engineers to support the network and infrastructure of the District
- For families who need technology support, please see the Help Desk section below or contact the Director of Technology.

Technology Help Desk

The Technology Department will provide timely responses to student, family, and employee requests regarding technology issues.

- Employees are required to submit all technical issues to the web-based MoJo help desk. To access the Help Desk, employees need to log into their RCSD Google Apps account and click on the apps icon. To access the Help Desk directions, [click here](#).
- Secondary students in grades 6-12 are required to submit all technical questions to the HS/MS Help Desk system. To access the Google form, [click here](#).
- Parents/guardians will continue to have access to the Technology Department Help Desk in an effort to assist families with all technical issues. To access the Google form, [click here](#).

Device Management

The Rye City School District provides students access to the District's computer Network to maximize educational opportunities and resources. The Network is comprised of Internet access, computer services, computer equipment, and related equipment for educational purposes on the District's intranet, as well as third-party web-based services that run through District controlled accounts.

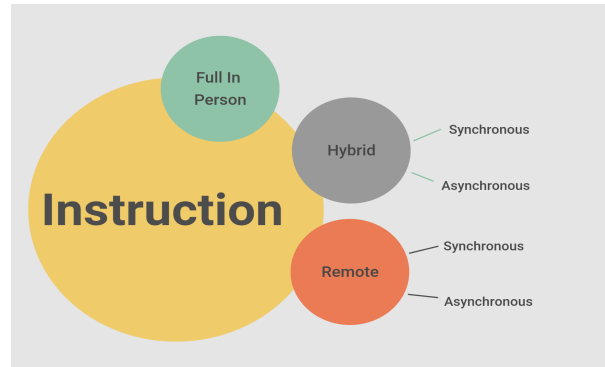
- Internet filtering technology on the network is used to prevent access to material that is obscene, illegal (i.e., child pornography) and/or harmful to minors as defined by the Children's Internet Protection Act (CIPA). This filtering applies to Internet access through the use of District computers as well as the use of personal wireless devices when logged into school platforms.
 - For additional information regarding the District's Acceptable Use Policy, [click here](#).

Equipment Loan Form

The RCSD will require all families and employees who are in possession of a District-issued device to sign a Loan Form. The borrower is responsible for all lost, damaged, or stolen equipment during the time borrowed.

- The borrower is responsible for the full cost of repairs charged to the District if repair is necessary due to damage (including damage caused by food or beverage).

Instruction



Instruction and Learning Models

The Rye City School District's continuity of learning plan for the 2020-2021 school year incorporates in-person, remote, and hybrid models of instruction for all schools. The plan ensures for flexibility to enable students, faculty, and staff to shift between the different modes of instruction with little or no disruption to students. All schools will provide 180 days of instruction by certified teachers that are aligned with the NY State Learning Standards. All instruction, whether delivered in-person, remotely, or through a hybrid model, will offer opportunities for instruction that are accessible to all students. In order to maintain high-quality continuity of learning for all students, the District will use one of the models of learning based on the current pandemic phase as indicated by the State. Definitions of these models include:

- **In-Person:** The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.
- **Hybrid Learning Model:** Half the students at a school will attend in-person classes on campus for a set number of times/days per week while the others take online classes from home. Then the students will alternate. One day a week, all students will participate in distance learning while teachers are provided time for planning, collaborating, and professional learning while the school buildings are cleaned.
- **Remote Learning:** Remote learning occurs when the learner and instructor, or source of information, are separated by time and distance and, therefore, cannot meet in a traditional physical classroom setting.
- **Asynchronous Learning:** Students participate in online learning at different times, and instruction is not delivered in real-time. Students engage with materials and complete work at their own pace and schedule within a given timeframe.
- **Synchronous Learning:** Students participate in online learning at the same time but in different locations. Students may virtually attend class together via video conferences,

virtual learning spaces, or breakout groups. Students and teachers will use Google Meets for all synchronous learning

The descriptions of the instructional models that RCSD will utilize based on the current mitigation phase are described in detail below:

In-Person

All students in grades K-12 will return to school and follow their typical schedules with some modifications. In this model, 6 feet of social distancing is not possible since all students and employees are in school at the same time. Attendance will be taken in each class period and recorded in the District's Student Information System.

- **Elementary:**

- Students will return to school and follow their typical schedules.
- Students will remain in their assigned classroom all day with special area teachers coming to their rooms to provide art, music, PE, library, and FLES. PE and music classes will take place outside whenever possible to support the 12-foot social distancing parameters for those classes.
- Academic support and ENL services will be provided in the classroom wherever possible. In cases where students go to the support teachers' class (i.e., Stand Alone ENL services), the students will be picked up and walked to and from the program by the program teacher.
- Special education and related services will be provided as per students' IEPs.
- Related services will be scheduled and provided within the school day.
- Art supply boxes, math manipulative kits, book baggies, and general school supply kits will be created for each student to avoid sharing materials.
- Outdoor learning activities allowing for the necessary 6-feet or 12-feet of distance, depending on the type of activity, will be adhered to.
- Classes, grade levels, and departments will be provided designated outdoor learning spaces.
- All students will eat lunch in their classrooms.

Elementary In-Person Sample Schedule
Grade level schedules vary by time and subject

8:40 - 9:00	Arrival
9:00 - 10:20	Morning Meeting & ELA
10:25-11:05	Specials
11:10-12:10	Lunch & Recess
12:15-1:05	Math
1:10-2:10	What I Need (WIN)
2:15-2:45	Science/Social Studies
2:45 - 3:00	Check-in Meeting, Pack Up & Dismissal

● **Middle School**

- Students will return to school and follow their typical schedules.
- Special education and related services will be provided as per students' IEPs.
- Related services will be scheduled and provided within the school day.
- Since lockers will not be used, students will have to carry all of their materials and resources with them throughout the day. Backpacks are recommended.
- Art supply kits will be created for each student when sharing of materials is not allowable. When science labs, robotics and engineering materials have to be shared, they will be assigned to individual and small groups of students. Materials will be cleaned in between different group usage.
- Outdoor learning activities allowing for the necessary 6-feet or 12-feet of distance, depending on the type of activity, will be followed. Classes and Departments will be provided designated outdoor learning spaces. Physical education classes will be conducted outside, weather permitting.
- X-Period will be available to all RMS students Monday-Thursday.

- **High School**

- Students will return to school and follow their typical schedules.
- Special education and related services will be provided as per students' IEPs. Related services will be scheduled and provided within the school day.
- Since lockers will not be used, students will have to carry all of their materials and resources with them throughout the day. Backpacks are recommended.
- Art supply kits will be created for each student when sharing of materials is not allowable. When science labs, robotics and engineering materials have to be shared, they will be assigned to individual and small groups of students. Materials will be cleaned in-between different group usage.
- Outdoor learning activities allowing for the necessary 6-feet or 12-feet of distance, depending on the type of activity, will be followed. Classes and Departments will be provided outdoor learning spaces. Physical education classes will be conducted outside, weather permitting
- Teachers will be available for X-Period two days each week. Teachers will make their own schedules and share their plans with students and administration.

Hybrid Learning Model

Within the hybrid model, students will participate in a combination of in-person and remote learning opportunities throughout the week. Some of the remote learning activities will be **asynchronous** (various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own. These lessons are not delivered in person or in real time.) Some lessons will be **synchronous** (Learning that happens at the same time for the instructor and the learners, with real-time interaction between them.)

- **Elementary:**

- Each class will be divided into two groups (A and B) based on the following:
 - Last name to account for students of the same household
 - Other logistical needs as identified by the school
 - For each class 50% of students will be assigned to each group.
- Students will attend school in-person in either the morning, **from 8:40-11:00 AM** (Group A) or afternoon, **from 12:40-3:00 PM** (Group B) four days per week on Mondays, Tuesday, Thursday, and Fridays.
- **Student groups will attend in-person on alternating Wednesdays from 8:40-11:40. While one group of students is in class with their classroom teacher receiving a social studies or science lesson, ELA and math instruction, the other group will be learning remotely synchronously (live) with their specials and support teachers. Additionally the remote learning**

group will also participate in asynchronous activities social studies, science and ELA and math extension activities for their in-person instruction.

- When students are not attending school in-person they will be learning remotely.
- The remote learning portion of the day will be a combination of synchronous (live) and asynchronous learning.
- **In-person subjects will be class meetings, social studies and/or science, ELA (reading, writing, and word study) and math with their classroom teacher. Remote subjects will be social studies, science, support services, instrumental lessons (grades 4 & 5) and specials, synchronously (live) with a certified teacher or asynchronously on extension activities from their teachers.**
- **In the afternoon on Wednesdays** all students will engage in asynchronous follow-up and/or extension activities in all subject areas remotely **while teachers focus on structured collaborative planning and professional development to ensure consistent, aligned instruction.**
- In addition to in-person attendance, students receiving stand-alone ENL, special education, counseling and related services will have the option to attend in-person during the remote learning portion of their day. For special education, groups may need to be reduced or provided in individual sessions based on cohort groups.
- Special area teachers will teach a minimum of one synchronous lesson per week per class. The remainder of classes may be asynchronous.
- Support staff will teach a minimum of two 30-minute synchronous periods per group per week. The remainder of classes may be asynchronous.
- Classroom teachers will provide asynchronous follow up and extension activities where appropriate.
- Classroom teachers will take attendance during the in-person portion of the day and special area and support teachers will take attendance remotely through Google Meets and/or work submission for asynchronous lessons.

The following are sample schedules. Each school will finalize their individual schedules as we get closer to the start of school.

Elementary Hybrid Schedule						
Group A (AM In-Person, PM remote learning)						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30-8:40	Student ARRIVAL and Health Check-in		Groups A & B <u>ALTERNATE Weeks In-Person & Remote</u>		Student ARRIVAL and Health Check-in	
8:40-11:00	In-person Instruction Class meetings, ELA (Reading, Writing, Word Study) and Math		<u>In-Person Group</u> <u>8:40-11:40 AM</u> Instruction Class meetings, ELA (Reading, Writing, Word Study) and Math Science/Social Studies ***** <u>Remote Group</u> <u>8:40-11:40 AM</u> Students engage in synchronous/asynchronous remote learning at Home Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons		In-person Instruction Class meetings, ELA (Reading, Writing, Word Study) and Math	
11:00 AM	DISMISSAL from Midland, Milton, and Osborn		<u>11:50-1:30</u> Grades K-5 Staff Lunch and Prep		DISMISSAL from Midland, Milton, and Osborn	
	Students eat lunch and transition to the PM session at Home		<u>11:40-3:00</u> In-person group transitions to home. All students eat lunch and engage in asynchronous follow-up and/or extension activities remotely		Students eat lunch and transition to the PM session at home	
11:00-12:40	Grades K-5 Staff Lunch and Prep		<u>1:30-3:00</u> Teachers participate in collaborative planning and professional learning		Grades K-5 Staff Lunch and Prep	
12:40-3:00	Students engage in synchronous/asynchronous remote learning at home Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons				Students engage in synchronous/asynchronous remote learning at home Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons	

Elementary Hybrid Schedule
Group B (AM remote learning, PM In-Person)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-11:00	<p>Students engage in synchronous/asynchronous remote learning at Home</p> <p>Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons</p>		<p><u>Groups A & B</u> <u>ALTERNATE Weeks</u> <u>In-Person</u> <u>& Remote</u></p> <p><u>In-Person Group</u> <u>8:40-11:40 AM</u> Instruction Class meetings, ELA (Reading, Writing, Word Study) and Math Science/Social Studies *****</p> <p><u>Remote Group</u> <u>8:40-11:40 AM</u> Students engage in synchronous/asynchronous remote learning at Home Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons</p>	<p>Students engage in synchronous/asynchronous remote learning at home</p> <p>Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons</p>	
11:00 - 12:00	<p>Students eat lunch and transition to the PM session at home</p>		<p><u>11:40-1:30</u> Grades K-5 Staff Lunch and Prep</p>	<p>Students eat lunch and transition to the PM session at home</p>	<p>Grades K-5 Staff Lunch and Prep</p>
12:30-12:40	<p>Student ARRIVAL and Health Check-in</p>		<p><u>11:40-3:00</u> In-person group transitions to home. All students eat lunch and engage in asynchronous follow-up and/or extension activities remotely</p>	<p>Student ARRIVAL and Health Check-in</p>	
12:40-3:00	<p>In-person Instruction Class meetings, ELA (Reading, Writing, Word Study) and Math</p>		<p><u>1:30-3:00</u> Teachers participate in collaborative planning and professional learning</p>	<p>In-person Instruction Class meetings, ELA (Reading, Writing, Word Study) and Math</p>	
3:00 PM	<p>DISMISSAL from Midland, Milton, and Osborn</p>			<p>DISMISSAL from Midland, Milton, and Osborn</p>	

Elementary Hybrid Schedule
2-Week Rotation

	Week 1				
	Monday	Tuesday	Wednesday	Thursday	Friday
AM 8:40-11:00	A Group In-Person	A Group In-Person	8:40-11:40 A Group in person B Group Remote	A Group In-Person	A Group In-Person
	B Group Remote	B Group Remote		B Group Remote	B Group Remote
PM 12:40-3:00	B Group In-Person	B Group In-Person		B Group In-Person	B Group In-Person
	A Group Remote	A Group Remote		A Group Remote	A Group Remote

	Week 2				
	Monday	Tuesday	Wednesday	Thursday	Friday
AM 8:40-11:00	A Group In-Person	A Group In-Person	8:40-11:40 B Group in person A Group Remote	A Group In-Person	A Group In-Person
	B Group Remote	B Group Remote		B Group Remote	B Group Remote
PM 12:40-3:00	B Group In-Person	B Group In-Person		B Group In-Person	B Group In-Person
	A Group Remote	A Group Remote		A Group Remote	A Group Remote

- **Middle School:**

- Each grade level will be divided into two groups (A and B) based on the following:
 - Last name to account for students of the same household (consistent with the High School)
 - Other logistical needs as identified by the school
 - For each grade 50% of students will attend in-person and 50% will learn remotely each day
- Students will attend school in-person on either A or B days, 2 times per week according to the following pattern: A, B ; A, B. Group A meets in-person on Mondays and Thursdays; Group B meets in-person on Tuesdays and Fridays. All students will learn remotely for three days per week.
- All students will follow a remote schedule on Wednesdays, allowing for a block of time at the end of the day for teachers to engage in professional learning, collaboration, and planning while the school buildings are cleaned.
- Students working remotely will follow their regular schedules and access their classes from home via live streaming.
- Students will take their core classes, ELA, math, social studies, and science, within a homeroom on their team, and will participate in other classes for their encore classes (i.e., Foreign Language, Engineering, Art, Music) and electives (i.e., Media Savvy, Canvas and Timber, Speech and Debate)
- Special education and related services will be provided as per students' IEPs and scheduled during the day. Related Service groups may need to be reduced or provided in individual sessions based on class assignments.
- Art supply kits will be provided for each student when sharing of materials is not allowable. When science labs, robotics and engineering materials have to be shared, they will be assigned to individual and small groups of students. Materials will be cleaned in-between different group usage.
- Since lockers will not be used, students will have to carry all of their materials to each class and back and forth from school to home daily. Backpacks are recommended.
- X-Period will be available to all RMS students Monday-Thursday. Teachers will use Google Meets to be available for X-Periods.
- Attendance must be recorded in PowerSchool every day on which a class is scheduled to meet, both synchronous and asynchronous. Students will complete a Google form for attendance purposes on asynchronous instructional days that must then be entered in PowerSchool by the teacher.

Middle School Hybrid Schedule							
	Monday	Tuesday	Wednesday	Thursday	Friday		
Periods	Cycle Day A	Cycle Day B		Cycle Day D	Cycle Day E		
1 (8:00-8:40)	Group A In School	Group B In School	Remote Learning for all students In Groups A & B See separate schedule below. Teachers participate in collaborative planning and professional learning	Group A In School	Group B In School		
2 (8:44-9:24)							
3 (9:28-10:08)							
4 (10:12-10:52)							
5 (10:56-11:36)							
6 (11:40-12:20)						Group B at Home learning remotely	Group A at Home learning remotely
7 (12:24-1:04)							
8 (1:08-1:48)							
9 (1:52-2:32)							
X (2:36 - 3:00)							

Middle School Wednesday Remote Schedule	
8:00-8:30	Period 1
8:34-9:04	Period 2
9:08-9:38	Period 3
9:42-10:12	Period 4
10:16-10:46	Period 5
10:50-11:20	Period 6
11:24-11:54	Period 7
11:58-12:28	Period 8
12:32-1:02	Period 9
1:06-1:30	X-Period
1:40 - 3:00	Teachers participate in collaborative planning and professional learning

- **High School**

- Each grade level will be divided into two groups (A and B) based on the following:
 - Last name to account for students of the same household (consistent with the Middle School)
 - Other logistical needs as identified by the school
 - For each grade 50% of students will attend in-person and 50% will learn remotely each day.
- Students will attend school in-person on either A or B days, 2 times per week according to the following pattern: A, B ; A, B. Group A meets in-person on Mondays and Thursday; Group B meets in-person on Tuesdays and Fridays. All students will learn remotely for three days.
- All students will follow a remote schedule on Wednesdays, allowing for a block of time at the end of the day for teachers to engage in professional learning, collaboration, and planning while school buildings are cleaned.
- Students working remotely will follow their regular schedules and access their classes from home via live streaming.

- Special education and related services will be provided as per students' IEPs and scheduled during the day. Related Service groups may need to be reduced or provided in individual sessions based on class assignments.
- Art supply kits will be provided for each student when sharing of materials is not allowable. When science labs, robotics and engineering materials have to be shared, they will be assigned to individual and small groups of students. Materials will be cleaned in-between different group usage.
- Since lockers will not be used students, will have to carry all of their materials to each class and back and forth from school to home daily. Backpacks are recommended.
- Attendance must be recorded in PowerSchool every day on which a class is scheduled to meet, both synchronous and asynchronous. Students will complete a Google form for attendance purposes on asynchronous instructional days that must then be entered in PowerSchool by the teacher.
- Teachers will be available for X-Period two days each week. Teachers will make their own schedules and share their plans with students and administration.
- Teachers will use Google Meets to be available for X-Periods.

<u>Period & Time</u>	<u>Monday A (1)</u>	<u>Tuesday B (2)</u>	<u>Wednesday A and B (3)</u>		<u>Thursday A (4)</u>	<u>Friday B (5)</u>
			<u>Period & Time</u>	<u>Wednesday</u>		
8:00-8:55	Course 1	Course 4	8:00-8:44	Course 3	Course 2	Course 1
8:59-9:54	Course 2	Course 1	8:48-9:32	Course 4	Course 3	Course 2
9:58-10:53	Course 3	Course 2	9:36-10:20	Course 1	Course 4	Course 3
10:57-11:53	LUNCH BREAK	LUNCH BREAK	10:24-11:12	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
11:57-12:52	Course 5	Course 8	11:16-12:00	Course 7	Course 6	Course 5
12:56-1:51	Course 6	Course 5	12:04-12:48	Course 8	Course 7	Course 6
1:55-2:50	Course 7	Course 6	12:52-1:36	Course 5	Course 8	Course 7
	X PERIOD	X PERIOD	1:36 - 3:00	Professional Development	X PERIOD	X PERIOD

Remote Learning Plan

Optional Remote Learning Plan (Parent-Selected Remote Option)

In addition to our fully remote plan, we are offering an optional remote model for students whose families chose not to have their children attend school in-person, even if the District is operating in a hybrid or full in-person model. These sections will be composed of students, across the District by grade level for grades K-6, by content area for grades 7 & 8, and by course at the high school level. Student enrollment and staffing capacity will determine the number of sections we will provide for each grade and course. All classes will be staffed by appropriately certified teachers for the content area of the grades and courses.

Elementary:

At the elementary level, students will follow the hybrid schedule in our Reopening Plan, except that the in-person portion of the day will be taught by a certified District-wide teacher remotely in a synchronous (live) model. Students will receive their ELA (reading and writing) and math instruction during this part of their day. Students will then join the AM or PM group that they were originally assigned to at their grade level in their home elementary school for the remote portion of the hybrid schedule. During this time, they will receive their specials and support classes. If a family chooses to have their child return to in-person learning at the end of the first semester, the student will join the AM or PM group that they were originally assigned to at their grade level in their home school.

Middle and High School:

At the middle and high school levels, the students will follow the hybrid or in-person schedule remotely for all of their classes. Classes will be live -streamed, so students will be assigned to their classes with their in-school peers.

Fully Remote Learning Model

Within the Remote Learning Model, students will participate in a variety of learning opportunities throughout the week. Some of the remote learning activities will be *synchronous* (Learning that happens at the same time for the instructor and the learners, with real-time, live interaction between them). Some lessons will be *asynchronous* (various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own. These lessons are not delivered in person or in real-time).

- **Elementary**

- To ensure a smooth transition between models, the Remote Learning Model schedule is based on the Hybrid Model schedule.
- Each class will be divided into two groups (A and B) based on the following:
 - Last name to account for students of the same household
 - Other logistical needs as identified by the school
 - For each class 50% of students will be assigned to each group
- All classes will be taught by a certified teacher.
- All students will have a combination of synchronous (live) and asynchronous learning daily at all grade levels. When students are working asynchronously they will be working on activities that were developed by their teachers.
- Teachers and students will use Google Meet for synchronous (live) lessons.
- Students will participate in class meetings and receive ELA (reading, writing, and word study) and math instruction from their classroom teacher either in the morning, from 8:40-11:00 AM (Group A) or afternoon, from 12:40-3:00 PM (Group B) four days per week on Mondays, Tuesday, Thursday, and Fridays.
- On Wednesdays social studies and/or science will be taught synchronously (live) by the classroom teachers. On Mondays, Tuesdays, Thursdays, and Fridays students will receive asynchronous instruction in these subjects.
- On Wednesdays, student groups will alternate weekly in the mornings from 8:40-11:40 AM with their classroom teachers and their special/support classes, allowing teachers time for lunch, individual preparation periods, and professional learning, collaboration, and common planning activities in the afternoon. In the afternoon, all students will engage in asynchronous follow-up and/or extension activities in all subject areas remotely in the afternoon. While one group of students is learning remotely with their classroom teacher, receiving a social studies or science lesson, ELA and math instruction, the other group will be learning remotely synchronously (live) with their specials and support teachers, and will also participate in asynchronous activities in social studies, science, ELA and math extension activities.

- Students will participate in synchronous (live) lessons for specials (art, music, physical education, FLES, and library) with their specials teachers.
- Fourth and fifth graders will receive instrumental music lessons synchronously (live) one time per week.
- Special area teachers will teach a minimum of one synchronous lesson per week per class.
- Students attending support services, such as AIS reading and/or math, English as a New Language (ENL), resource room, speech, etc., will receive instruction in these subjects through a combination of synchronous (live) and asynchronous activities. Support staff will teach a minimum of two 30-minute synchronous periods per group per week. The remainder of classes may be asynchronous.
- In the afternoon, all students will engage in asynchronous follow-up and/or extension activities in all subject areas remotely.
- For special education services, groups may need to be reduced or services provided in individual sessions based on cohort groups.
- Classroom teachers will provide asynchronous follow-up and extension activities where appropriate.
- All teachers will take attendance remotely through Google Meets and/or work submission for asynchronous lessons.
- Classroom teachers will at minimum provide synchronous (live) lessons as follows:
 - 10 minutes start of session meeting & 10 minutes end of session check-in for each group (A and B) every day
 - 30 minutes every day alternating between reading and writing for each group (A and B) every day
 - 30 minutes math daily for each group (A and B)
 - 30 minutes social studies or science every Wednesday (both groups A and B together)
- All other lessons may be asynchronous or a combination of synchronous (live) and asynchronous.

The following are sample schedules. Each school will finalize their individual schedules as we get closer to the start of school.

Elementary Remote Schedule <i>Groups A & B (AM & PM Remote Learning)</i>						
	Monday	Tuesday	Wednesday	Thursday	Friday	
8:40-11:00	<p>Group A Students engage in synchronous/asynchronous Remote Learning at Home with classroom teacher for Class meetings, ELA (Reading, Writing, Word Study) and Math</p> <p>Group B Students engage in synchronous/asynchronous Remote Learning at Home for Science/Social Studies, Specials, Support classes, i.e., ENL, AIS, Related Services, and Instrumental Lessons</p>		<p>Groups A & B <u>ALTERNATE Weeks</u> All Remote</p> <p><u>Group with Classroom Teacher</u> 8:40-11:40 AM Remote Instruction Class meetings, ELA (Reading, Writing, Word Study) and Math Science/Social Studies *****</p> <p><u>Group with Specials & Support Teachers</u> 8:40-11:40 AM Students engage in synchronous/asynchronous remote learning at Home Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons</p>	<p>Group A Students engage in synchronous/asynchronous Remote Learning at Home with classroom teacher for Class meetings, ELA (Reading, Writing, Word Study) and Math</p> <p>Group B Students engage in synchronous/asynchronous Remote Learning at Home for Science/Social Studies, Specials, Support classes, i.e., ENL, AIS, Related Services, and Instrumental Lessons</p>		
11:00-12:40	Grades K-5 Staff Lunch and Prep		Grades K-5 Staff Lunch and Prep	Grades K-5 Staff Lunch and Prep		
12:40-3:00	<p>Group B Students engage in synchronous/asynchronous Remote Learning at Home with classroom teacher for Class meetings, ELA (Reading, Writing, Word Study) and Math</p> <p>Group A Students engage in synchronous/asynchronous Remote Learning at Home for Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons</p>		<p>11:50-3:00 Students eat lunch at home and engage in asynchronous follow-up and/or extension activities remotely</p> <p>1:30-3:00 Teachers participate in collaborative planning and professional learning</p>	<p>Group B Students engage in synchronous/asynchronous Remote Learning at Home with classroom teacher for Class meetings, ELA (Reading, Writing, Word Study) and Math</p> <p>Group A Students engage in synchronous/asynchronous Remote Learning at Home for Science/Social Studies, Support classes, i.e., ENL, AIS, Related Services, Specials, and Instrumental Lessons</p>		

REMOTE	
Subject	Occurrence
Morning Meeting	10 minutes Daily
Literacy (Reading, Writing, Word Study)	80 minutes Daily (minimum 30 synchronous whole class with additional synchronous for individuals and small groups and asynchronous)
SS/Science	30 minutes every Wednesday
Math	30 minutes
Special	40 minutes
SS/Science	30 minutes M, T, TH, F
WIN	30 min (gr K-1) 60 min (gr 2-5)
Closing Meeting	10 minutes

Type of Learning
SYNCHRONOUS
ASYNCHRONOUS
Specials (Synchronous)
Combination Synchronous and Asynchronous

All Remote Schedule M, T, TH, F

	8:40 - 11:00 AM	11:00-12:40	12:40-3:00 PM
AM Cohort (Group A)	<p align="center">Remote Instruction at home with Classroom Teacher</p> <p>Class meetings, ELA (Reading, Writing, Word Study, Math)</p>	Lunch and Break at Home	<p align="center">Remote Learning at Home:</p> <p>Students engage in <u>asynchronous</u>: Welcome Video</p> <p>Students engage in <u>synchronous</u> Specials</p> <p>*Specials are at your regular special time</p>
PM Cohort (Group B)	<p align="center">Remote Learning at Home:</p> <p>Students engage in <u>asynchronous</u>: Welcome Video</p> <p>Students engage in <u>synchronous</u> Specials</p> <p>*Specials are at your regular special time</p>		<p align="center">Remote Instruction at home with Classroom Teacher</p> <p>Class meetings, ELA (Reading, Writing, Word Study, Math)</p>

ALL REMOTE WEDNESDAY SCHEDULE

In the remote schedule, all students participate remotely. If it is an AM Cohort Wednesday, the schedules is as follows:

	8:40 - 11:40	11:40 - 3:00
AM Cohort	<p style="text-align: center;">Remote Instruction at Home with Classroom Teacher:</p> <p style="text-align: center;">Class meetings, ELA (Reading, Writing, Word Study), Math and Science/Social Studies)</p>	<p>All Students at Home:</p> <p>Lunch at home and engage in asynchronous follow-up and/or extension activities remotely</p>
PM Cohort	<p style="text-align: center;">Remote Learning at Home:</p> <p style="text-align: center;">Students engage in <u>asynchronous</u>: Science/Social Studies and Independent Work</p> <p style="text-align: center;">Students engage in <u>synchronous/asynchronous</u>: Specials and Support Services (i.e., ENL, AIS, Related Services, and Instrumental Lessons)</p> <p>*Specials are at your regular special time</p>	

In the remote schedule, all students participate remotely. If it is a PM Cohort Wednesday, the schedule is as follows:

	8:40 - 11:40	11:40 - 3:00
PM Cohort	<p style="text-align: center;">Remote Instruction at Home with Classroom Teacher:</p> <p style="text-align: center;">Class meetings, ELA (Reading, Writing, Word Study, Math and Science/Social Studies)</p>	<p>All Students at Home:</p> <p>Lunch at home and engage in asynchronous follow-up and/or extension activities remotely</p>
AM Cohort	<p style="text-align: center;">Remote Learning at Home:</p> <p style="text-align: center;">Students engage in <u>asynchronous</u>: Science/Social Studies and Independent Work</p> <p style="text-align: center;">Students engage in <u>synchronous/asynchronous</u>: Specials and Support Services (i.e., ENL, AIS, Related Services, and Instrumental Lessons)</p> <p>Special Times: If you regularly have special at...</p> <ul style="list-style-type: none"> - 12:40 it will now take place at 8:40 - 1:25 it will now take place at 9:25 - 2:10 it will now take place at 10:10 	

- **Middle School**

- Teachers and students will follow a traditional 9-period day schedule.
- Following the master schedule used during in-person learning, all students will have a combination of synchronous (live) and asynchronous learning daily at all grade levels.
- Teachers will log in 4 times per week per class, including Wednesday, for a minimum of 30-minutes of synchronous (live) teaching.
- Teachers and students will be required to log in to Google Meet at the start of each period.
- On Wednesdays, all students will follow a shortened learning schedule, with teachers offering office hours, and the school day ending at 1:36 PM. Instead of 40-minute periods, each period will be 30 minutes, allowing for a block of time at the end of the day for teachers to engage in professional learning, collaboration, and planning while the school buildings are cleaned.
- Attendance must be recorded in PowerSchool every day on which a class is scheduled to meet, both synchronously (live) and asynchronously. Students will complete a Google form for attendance purposes on asynchronous instructional days that must then be entered in PowerSchool by the teacher.
- Teachers will use Google Meet to be available to all RMS students during X-Period Monday-Thursday.

<i>Teachers will follow the normal cycle days</i>						
Teachers will log-in for each class, 4x per week (including Wednesday) for a minimum of 30 min sync teaching						
Period & Time	Monday (A)	Tuesday (B)	Wednesday		Thursday (C)	Friday (D)
1 (8:00-8:40)			Period & Time	Wednesday		
2 (8:44-9:24)			8:00-8:30	Synchronous Office Hours		
3 (9:28-10:08)			8:34-9:04	Synchronous Office Hours		
4 (10:12-10:52)			9:08-9:38	Synchronous Office Hours		
5 (10:56-11:36)			9:42-10:12	Synchronous Office Hours		
6 (11:40-12:20)			10:16-10:46	Synchronous Office Hours		
7 (12:24-1:04)			10:50-11:20	Synchronous Office Hours		
8 (1:08-1:48)			11:24-11:54	Synchronous Office Hours		
9 (1:52-2:32)			11:58-12:28	Synchronous Office Hours		
			12:32-1:02	Synchronous Office Hours		
			1:06-1:36	X-PERIOD		
2:36 - 3:00 pm	X PERIOD	X PERIOD	PROFESSIONAL DEVELOPMENT		X PERIOD	X PERIOD

- **High School**

- Following the master schedule used during in-person learning, all students will have a combination of synchronous (live) and asynchronous learning daily at all grade levels.
- On Wednesdays all students will follow a shortened learning schedule, with teachers offering office hours, and the student day ending at 1:36 PM. Instead of 55-minute periods, each period will be 44 minutes, allowing for a block of time at the end of the day for teachers to engage in professional learning, collaboration, and planning while school buildings are cleaned.
- Teachers will teach 3 out of 6 classes per cycle with synchronous (live) lessons.
- Teachers and students will follow the 2020-2021 RHS schedule.
- Every day on which synchronous (live) learning is occurring, teachers and students will be required to log in to Google Meet to begin the class session.
- On days on which teachers are not providing full synchronous (live) class instruction, they will meet with students individually synchronously (live) and in small groups synchronous (live), and will post active asynchronous lessons during their scheduled class times.
- Teachers will post assignments or check-ins for students that further instructional goals every day their classes are scheduled to meet.
- Teachers will use Google Meet to be available for X-Period two days each week. Teachers will make their own X-period schedules and share their plans with students and administration.

<u>Period & Time</u>	<u>Monday A (1)</u>	<u>Tuesday B (2)</u>	<u>Wednesday A and B (3)</u>		<u>Thursday A (4)</u>	<u>Friday B (5)</u>
			<u>Period & Time</u>	<u>Wednesday</u>		
8:00-8:55	Course 1	Course 4			Course 2	Course 1
8:59-9:54	Course 2	Course 1	8:00-8:44	Course 3	Course 3	Course 2
9:58-10:53	Course 3	Course 2	8:48-9:32	Course 4	Course 4	Course 3
10:57-11:53	LUNCH BREAK	LUNCH BREAK	9:36-10:20	Course 1	LUNCH BREAK	LUNCH BREAK
11:57-12:52	Course 5	Course 8	10:24-11:12	LUNCH BREAK	Course 6	Course 5
12:56-1:51	Course 6	Course 5	11:16-12:00	Course 7	Course 7	Course 6
1:55-2:50	Course 7	Course 6	12:04-12:48	Course 8	Course 8	Course 7
			12:52-1:36	Course 5	Course 8	Course 7
	X PERIOD	X PERIOD	1:36 - 3:00	Professional Development	X PERIOD	X PERIOD

- **English as a New Language**

- All potential English Language Learners (ELLs) will be given a NYSITELL either in the summer or within the first 30 days of school opening.
- All ELLs have been placed appropriately and will be provided units of study based on their last English proficiency assessments, either the NYSITELL given to new entrants in the 2020-2021 school year, or the spring 2019 NYSESLAT.
- Progress monitoring will be done by using the NYSESLAT Targets of Measurement in reading, writing, listening and speaking.
- During the hybrid model of instruction, stand alone and integrated content instruction will be provided through a combination of in-person and remote (synchronous and asynchronous) lessons.
- All former ELLs will continue to be monitored through integrated content instruction with the ENL teachers and ENL teacher-to-student check-ins.
- In the hybrid model, students will be provided ENL services in-person on the days they are in school and remotely on their remote learning days. The remote learning portion of their schedule will include a combination of synchronous and asynchronous learning.
- During the hybrid and remote learning models, ENL teachers will create learning kits with materials and supplies to support the units of instruction for students to use at home.
- ENL teachers will communicate with the parents/guardians of ELLs in the parents/guardians preferred language on a regular basis. Translators will be utilized to support teacher-parent meetings (using Google Meets) where appropriate.
- The District will host its annual ENL Parent Workshop remotely in late September/early October.
- Parent Universities will be provided to assist parents/guardians of ELLs with remote learning needs.

- **Student Support**

- During the first few weeks of school teachers will spend quality time helping students re-adjust to school, providing ample opportunities for students to socialize and create a safe, comfortable and routine learning environment.
- Students' social, emotional, and academic needs will be assessed through a variety of measures during the first few weeks of school, such as pre-assessments and surveys.

- Elementary teachers will conduct daily check-ins with elementary students through morning meetings and end-of-day check-in sessions.
 - The elementary school counselor will provide class visits and work with small groups and individual students as needed in both in-person and remote settings. In addition to receiving these supports during their scheduled in-person and remote attendance, students may have the option to attend in-person during the remote learning portion of their day.
 - Middle and high school social workers and school counselors will work with teachers, administrators, and families to identify students for individual and small group counseling sessions. Special education students will follow the typical schedules, where appropriate.
 - The special education department will communicate with parents as to how best to meet their individual child's needs.
 - Benchmark and pre-assessments completed during the month of September will identify students in need of academic intervention. Once determined, students will be supported through tiered interventions in the elementary schools and literacy and math labs in the middle school.
 - Student Support Teams will meet on a weekly basis to discuss students' social-emotional and academic needs and progress and develop appropriate interventions and supports.
 - During the spring of 2020, elementary teachers worked together in grade levels with our literacy and math staff developers to develop a reading and writing unit flow and math scope and sequence that will be consistently implemented across the District. These documents are fluid, flexible and subject to change depending upon the model of learning and the readiness of students.
 - [Grade Level Reading and Writing Unit Flow Charts](#)
- **Science Labs**
 - Based on their schedules, middle and high school students will attend science labs in-person on days they are attending school in-person and remotely on their remote learning days. Remote Science Labs will be offered through a combination of synchronous and asynchronous lessons.
 - Where appropriate, individual and small group science equipment stations will be created. When equipment must be shared, it will be cleaned daily.
- **Assessments and Grading**

- Following an adjustment period in September all elementary students in grades 1-5 will participate in Developmental Reading Assessments (DRA) and grade level math assessments.
- Following an adjustment period during the first few weeks of school, middle and high school teachers will conduct an assessment of students for each course they teach. These assessments will be based on the expectations of the NY State Learning Standards for the prior year in that subject/course.
- In each learning model, teachers will review students' work and provide feedback to students about the quality of their work and ways in which to improve their progress.
- Feedback will take a variety of forms, such as teacher's written comments, individual and small group conferences, checklists, and rubrics.
- Teachers will provide feedback to students remotely through Google Docs, Google Forms, collaborative slide deck, etc.
- Grading and report cards will follow the usual process. Grades will be available through the District's Powerschool Parent Portal.
- Elementary Parent-Teacher Conferences will be held as scheduled in the 2020-2021 school calendar either virtually or in-person depending on the model of learning the District is experiencing.

- **Professional Learning and Instructional Support**

Throughout the summer of 2020, teachers had the opportunity to participate in a variety of professional learning sessions facilitated by our in-house staff developers and outside consultants. Although most of the sessions were held remotely, some of the sessions facilitated by our in-house staff developers were held in-person. Sessions focused on instructional strategies, new programs, developing remote lesson plans, and the integration of technology tools. As we return to school in a possible hybrid or remote model, faculty members will need additional professional learning, especially related to teaching remotely and the use of technology. This information was collected through faculty surveys, course evaluations, and team meetings. In order to support faculty, administrators and teaching assistants the professional learning plan will continue into the 2020-2021 school year.

- On September 1st and 2nd, the District will provide professional learning opportunities centering on health and safety, supporting staff in the different models of learning, remote lesson development and implementation, and helping students adjust to school.
- During the 2020-2021 school year, teachers will participate in professional learning, collaboration, and planning every Wednesday afternoon from 1:30-3:00

PM. Additionally, they will take part in mandatory department and curriculum meetings for one hour after school once a month.

- Our staff developers will continue to work alongside teachers to assist them in developing, implementing, and assessing remote lessons using a remote lesson design [template](#). Staff developers will continue to host video tutorials on the staff developer webpage.
 - The Professional Learning Team
 - K-5 Math: Ms. Kerri Winderman
 - K-5 Technology Specialist: Ms. Kimberly Persaud
 - K-2 Literacy: Ms. Katherine Wears
 - 3-5 Literacy: Ms. Tara Bauer
 - K-5 Special Education: Ms. Amy Osooli
 - 6-12 Technology Specialist: Ms. Kristie Orlando
 - 6-12 Special Education: Dr. Letitia Payne
 - K-12 Director of Pupil Personnel Services and Special Education: Dr. Erin Vredenburgh
 - K-12 Director of Technology: Ms. Kaitlyn Sassone
 - K-12 Assistant Superintendent for Curriculum, Instruction and Assessment: Ms. Sherri Goffman

- **Home Instruction related to COVID-19**

In that event that students are absent for prolonged periods of time due to COVID-19, the following options to support their learning from home will be implemented. Students' participation in any of these options is contingent on how well they feel and their ability to participate in the learning sessions and complete their assignments.

- If we are in a hybrid or remote model, students may access daily learning remotely for all school days they are absent.
- If we are learning in-person, students will participate in a home instruction program for the required number of daily hours (1 hour per day for elementary and 2 hours daily for middle and high school).
- Each student's individualized plan will be developed jointly by school counselors, teachers, administrators, and parents.

- **Parent Support of Student Learning at Home**

The guidelines below are intended to support students with hybrid and remote learning.

- Provide an environment conducive to learning
 - Access to technology, safe and quiet space during instructional time

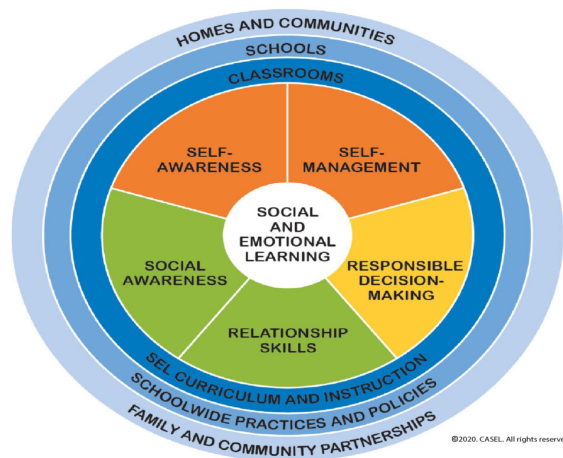
- During synchronous instruction, students should be aware of their surroundings - make sure no one else is a part of your live stream session unless they are supposed to be.
- Establish routines and expectations
- Engage in conversations on about lessons, posted materials, and assignments
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play
- Communicate with your child's teacher(s), counselors, and administrators as needed.

- **Parent University**

Parent University professional development sessions will be available to all parents/guardians to support their learning about instructional strategies and programs, and the integration of technology tools.

- Sessions will be available before and after school and will be communicated out to families via the District's Blackboard mass notification system.
- All Parent University presentations will be posted to the District's website for future reference for parents/guardians who are not able to participate in live sessions.
- A library of video tutorials will be created for students, teachers, and families on how to use the applications approved by the District.

Social Emotional Wellbeing



The Rye City School District is committed to providing a school environment that is welcoming, supportive, inclusive, and equitable. As the District and school personnel adapt to environments that result in substantially reduced time spent interacting in person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating startaties is critical to supporting the well-being and success of students, staff, and students. The District will prioritize social emotional well being - not at the expense of academics, but in order to create a mental, social, and emotional space for academic learning to occur.

Social Emotional Task Force

- Shared decision-making team comprised of teachers, school psychologists, school counselors, parents, administrators, and students
- Informs comprehensive development of school counseling program plan

School Wide Practices and Policies

- [K-12 School Counseling Plan](#)
- [CASEL- SEL Roadmap](#)
- A screening tool, administered with parental consent and student consent will be used to assist in identifying the needs of students.
- **Multi-Tiered Systems of Support (MTSS)** - Supports will be offered at all levels and will reflect school-wide implementation of effective, efficient, and evidence - based practices and strategies that all students can access. Once student needs are identified, tier 1, 2 and 3 activities and services will be developed and implemented to address those needs.

○ **Tier 1 Supports/Interventions (Universal for all students):**

Resources/opportunities available to all students to promote psychological and physical safety as well as connectedness and comfort within the school building

- Administrators, school counselors, school psychologists, school social workers, school nurses and/or instructional staff to meet once a week at a Child Study Team (CST) or Student Support Team (SST) meeting to discuss student/building concerns. CST/SST team members work collaboratively to create a plan of action or intervention for students who may be struggling academically, social-emotionally, or at home. Any students who are suspected of needing a greater level of social-emotional support will be discussed at CST/SST and an individualized action/intervention plan will be developed and shared with the parent.
- To ease the transition back into the building in the fall, RCSD's goal is to create a welcoming and calming environment which could include all or any combination of the following:
 - Teachers in classroom doorways (safely social distancing) greeting students as they arrive
 - Song of the Day played over the loudspeaker (students can help to choose the songs)
 - Mindfulness activities in the morning or in the beginning of certain classes to calm or ground students at the teacher's discretion
- Counselors/social workers/psychologists visit all classrooms for introduction to explain what services exist in school and how the support staff can be found within the first few days of school reopening
- ALL students will fill out a screening tool for social-emotional well-being provided by the District

○ **Tier 2 Supports/Interventions**

For students who have been identified through the screener or parent/teacher referral as needing a higher level of emotional support (i.e., anxiety, depression, general worry, grief, students at risk of failing, ENL, students experiencing economic insecurities, school refusal, students who have experienced inequality, discrimination and/or racism, students at risk for self-harm or substance abuse).

- Social-emotional concerns/students feeling marginalized or isolated
- Targeted short-term group counseling led by two middle school mental health staff professionals (psychologists, social workers, counselors)
- Counselor-led lunch and/or topic specific groups

- Short-term individual therapy with one mental health staff professional-exposures (possibly, if necessary)
- Parent Trainings (specific topics) offered by middle school mental health staff
- Review and revise IEP/504 if necessary
- School Refusal
 - Contact parents/outside clinicians (with consent)
 - Conduct school refusal rating scale assessment
 - Schedule meeting with student/parent to create a signed behavior contract including a possible truncated schedule to start / and positive reinforcement schedule for attendance / daily check-ins
 - Conduct home visits as outlined in the behavior contract with a combination of participants (counselor/admin/youth officer)
- **Tier 3 Interventions - for students requiring the intensive level of support**
 - Social-emotional concerns/students feeling marginalized or isolated
 - Intensive in-school counseling support
 - Possible referral and/or collaboration with outside clinicians
 - Referral to the Committee on Special Education
 - School Refusal
 - Consider involving outside agencies for support (BASIS/CPS if warranted)
 - Suicide Risk Assessment
 - Refer to District Plan
 - Contact parents
 - Conduct student interview (with two mental health professionals present if possible)
 - Complete Columbia Scale
 - Contact outside clinicians (if any are involved and we have consent)
 - Encourage evaluation (provide parents with information on where to go - ER, pediatrician, etc.)

Professional Development (PD)

Professional development will be provided to faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

- Prepare teachers and support restructuring curriculum (focus on re-socializing and SEL) to address and maintain room for mental health awareness
 - Prepare teachers to look for warning signs of emotional distress.
 - Teachers need to know how to act when they perceive warning signs.

- Teachers know who to contact if they have concerns about a student (counselor, psychologist, social worker).
 - Teachers need to show empathy and flexibility.
- Plan for Implementation:
 - PD will be offered virtually prior to the start of the school year (voluntary), during Superintendent Conference Day (mandatory) and ongoing throughout the school year (combination of voluntary and mandatory).

Families and Community Partnerships

- Rye Youth Council (providing a variety of professional development opportunities for faculty and the community)
- Ongoing communication to engage members of the community in a variety of different ways including but not limited to newsletters, email correspondence, resources on District websites, Parent Universities, Coffee Chats, surveys, etc.

Resources

The Social Emotional Task Force is in the process of developing a list of resources for students, parents, and the community that will be available prior to the start of the school year. These resource lists will also be posted on the District website.

- **School Contact Information** - Parents should contact one of the following mental health staff providers if they have questions specific to social emotional concerns.
 - Rye High School
 - Dr. Robert Schechter, School Psychologist: schechter.robert@ryeschools.org
 - Amanda Delaney, School Psychologist (leave replacement): delaney.amanda@ryeschools.org
 - Sandy Degenhardt, School Social Worker: degenhardt.sandy@ryeschools.org
 - Jaime Condon, School Counselor: condon.jaime@ryeschools.org
 - Susan Dickson, School Counselor: dickson.susan@ryeschools.org
 - Jennifer Herwick, School Counselor: herwick.jennifer@ryeschools.org
 - Cristina O'Connor, School Counselor: occonnor.cristina@ryeschools.org
 - James O'Hara, School Counselor: ohara.james@ryeschools.org
 - Garrett Renner, School Counselor: renner.garrett@ryeschools.org
 - Katherine Eisenberg, School Nurse: eisenberg.katherine@ryeschools.org
 - Rye Middle School
 - Dr. Erin Hyle, School Psychologist: hyle.erin@ryeschools.org
 - Dr. Natalie Spina, School Psychologist: spina.natalie@ryeschools.org
 - Peter Green, School Social Worker: green.peter@ryeschools.org

- Vanessa Caine, School Counselor: caine.vanessa@ryeschools.org
 - Dina Farewell, School Counselor: farewell.dina@ryeschools.org
 - Robert Villanova, School Counselor: villanova.robert@ryeschools.org
 - Elizabeth Carty, School Nurse: carty.elizabeth@ryeschools.org
- Elementary
- Dr. Anat Mor, Midland School Psychologist: mor.anat@ryeschools.org
 - Kathleen Tiedemann, Midland School Nurse:
tiedemann.kathleen@ryeschools.org
 - Joanna Diaco, Milton School Psychologist: diaco.joanna@ryeschools.org
 - Storey West, Milton School Nurse: west.storey@ryeschools.org
 - Pia Weston, Osborn School Psychologist: weston.pia@ryeschools.org
 - Kimberlee Potter, Osborn School Nurse: potter.kimberlee@ryeschools.org
 - Rosemarie Bracciodieta, Elementary School Counselor:
bracciodieta.rosemarie@ryeschools.org

Athletics and Extracurricular Activities



- Interscholastic athletics have been delayed until September 21, 2020. Please click on the link below for the latest update.
[Interscholastic Athletics UPDATE](#)
- Interscholastic athletics includes modified (7-8th grades), junior varsity, and varsity levels. Therefore, all athletic opportunities (including intramural activities) will be delayed until we receive further guidance. Once decisions have been made, a re-entry plan for interscholastic athletics will be shared.
- The starting date for student clubs and extracurricular activities will be determined after the start of school based on existing health conditions, necessary distancing requirements, and the determination of space availability and needs for each program.

Special Education



Students with disabilities were particularly impacted by the closing of schools in the Spring 2020. The Rye City School District is committed to providing equity and access for students with disabilities to be involved in and to participate and progress in the general education classroom. This section will further clarify how the provision of Free and Appropriate Education (FAPE) will be provided that is consistent with the changing health and safety conditions that exist. For specific instructional programs, please refer to the Instructional section of the document.

Least Restrictive Environment (LRE)

Students with disabilities will have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their Individual Education Program (IEP).

- Elementary: Communication with parents/guardians will be held to discuss the options of how to best meet the needs of an individual child taking into consideration the IEP mandates as well as opportunities to have access to students without disabilities. This will be documented and the parents/guardians will receive prior written notice (PWN) of what was agreed upon.
- Middle School: Students with disabilities will be able to have access to their peers without disabilities consistent with their IEP.
- High School: Students with disabilities will be able to have access to their peers without disabilities consistent with their IEP.

IEP Implementation

Until school returns to regular operating conditions, RCSD may need to utilize flexibility with respect to the IEP implementation for delivery of services during school closures due to the COVID-19 outbreak. For example, there may be a need for flexibility for

specific group size for related services, frequency, duration, and location of related services and special class ratio, etc. In the event that there needs for flexibility, the Director of Special Education (Dr. Erin Vredenburgh) or Special Education Supervisors (Amy Osooli, Elementary, or Dr. Letitia Payne, Secondary) will communicate and collaborate with parents/guardians prior to the start of the program or services being implemented.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. This is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents will be made available to parents as reporting specified in the student's IEP. Progress reports will be mailed home at the required reporting periods, unless we are unable to and then they will be emailed to each of the parents/guardians.

- Teachers and related service providers will be assessing a child's current level of functioning (academic, social/emotional, physical and/or management needs) after a lengthy period away from in-person instruction.
- Individual special education teachers and related services providers will maintain accurate records and documentation for each student on their caseload with the instruction and services that were provided to each student so that it may be communicated to the Committee on Special Education (CSE) for consideration when making any individualized determinations of subsequent student needs, including transition services.
- Special education teachers and related service providers will conduct a variety of assessments (formal and informal) to support the monitoring of student progress. This information will be available to the CSE and parents/guardians, in their preferred language or mode of communication.

Compensatory Services

Due to the school closure, students may have experienced a loss of skills despite best intentions, efforts, and creative solutions when providing educational programs and services. The CPSE/CSE will make individual determinations and document the ongoing provision of compensatory services to individual students upon the reopening of schools, as appropriate. Documentation will then be available to parents/guardians, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

Child Find

As schools reopen, RCSD will continue with our responsibilities under IDEA to identify,

locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

Referral

Before referring a student for special education, we will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If we suspect a student of having a disability, that student will be referred for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Initial Evaluation/Reevaluation

Special education (CSE) evaluations (i.e., initial and reevaluations) will be conducted in-person within required timelines. In the event that the District has to use the remote plan, the use of technology will be considered to meet timelines for evaluations and reevaluations, when appropriate.

- The special education department will review records to determine which students are due for an initial evaluation or reevaluation. For evaluations that are backlogged, the District has started to evaluate these students during the summer. As school reopens, a schedule will be developed to address any additional backlog of evaluations that were not completed during July and August.
- For CPSE, parents will work with an evaluation agency to determine if in-person or telehealth evaluations will be used based on a student's individual needs.

Eligibility Determination/Annual Review Meetings

The special education department will continue with the current procedures for CPSE/CSEs to meet as required including to make eligibility determinations following initial evaluations, requested review meetings, re-evaluation review meetings, and/or annual review meetings.

- **In-Person:** For CSE meetings, District participants and students (as appropriate) will meet physically in a set place and a set time with social distancing and health and safety measures in place. The parents/guardians will participate in the meeting via Google Meet. For CPSE meetings, invited District staff will meet physically in a set place and time with social distancing and health and safety measures in place. The parents/guardians and outside agencies will participate in the meetings via Google Meet.
- **Hybrid Learning Model:** For CSE meetings, invited District participants and/or students (as appropriate) will meet physically in a set place and set time with social distancing and health and safety measures in place. The parents/guardians will participate in the meeting

via Google Meet. For CPSE meetings, invited District staff will meet physically in a set place and time with social distancing and health and safety measures in place. The parents/guardians and outside agencies will participate in the meetings via Google Meet.

- **Remote Learning:** For CPSE/CSE meetings, all meeting participants will meet on a specified date and time via Google Meet as the committees cannot meet in person.

Communication/Coordination

There will be clear, ongoing, and shared communication and collaboration as it is critical to ensure equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. RCSD is committed to collaborate with parents/guardians and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers. Whether special education programs and services are provided in person, remotely, or through a hybrid model, effective communication between school personnel and parents will include the following:

- Working collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress
- Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

Procedural Safeguards and Prior Written Notice Requirements

RCSD will continue to provide the procedural safeguards notice to parents/guardians. Parents/guardians will receive the prior written notice in a reasonable time before a change in the identification, evaluation, educational placement, or provision of FAPE to the student.

- The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notices will be provided to the parents/guardians by mail or email in the event that the notice cannot be sent through the mail.
- Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and telepractice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need to be made to continue to meet the student's needs while school is closed due to COVID-19, such changes will be made by the CPSE/CSE at a meeting or through a written agreement with the parents/guardians to amend the IEP without a meeting (with the expectation that parents will be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

Partnership and Collaboration to Reflect All Settings Where Students are Served

For special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services will continue to be documented by the

student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and school districts will reflect coordinated efforts necessary to best respond to student needs.

Accommodations and Modifications

RCSD will continue to review the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum.

Accommodations are alterations in the way tasks and/or assignments are presented.

Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

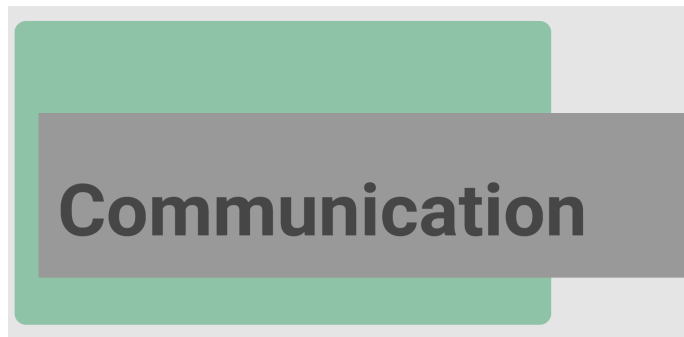
Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment. RCSD will continue to provide students with disabilities access to supplementary aids and services to meet their unique instructional and social emotional needs.

Technology

In accordance with the technology section of this plan, RCSD is aware of the students with disabilities requiring assistive technology that is used to increase, maintain, or improve their functional capabilities. Consideration will be given to ensure students have access to their working technology and any accompanying programs.

Communication Plan/Family and Community Engagement



To help inform our reopening plan, the District has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, the Westchester County Department of Health and health care providers, employee unions, and community groups. Engagement efforts included online surveys regarding reopening distributed to parents/guardians and faculty/staff and administrators. Parents, faculty, staff, administrators, and employee union representatives participated in virtual forums/meetings as members of the District's Reopening Task Force and were consulted in one-on-one conversations.

Surveys

The RCSD created three surveys that were shared with students grades 6-12, parents, and teachers. The surveys were distributed through Blackboard, the District's mass notification system, and District email. All surveys were available until July 10th.

- Student Grades 6-12 Data
- Parents K-12 Data
- Teachers K-12 Data

Communication Regarding Reopening Plans

The District remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff, and visitors. The plan is available to all stakeholders via the District website at www.ryeschools.org and will be updated throughout the school year, as necessary, to respond to local health circumstances. The link to the plan appears on the District website homepage and on individual school homepages. A link will also appear in the Important Information bubble that appears when new visitors visit the District website.

Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the District website. Languages available are: Spanish, Arabic, Chinese (Simplified), Chinese (Traditional), French, German, Italian, Japanese, Korean, Portuguese, and Russian.

Reopening Webpage

The RCSD has created and will continually update a page dedicated to the District's reopening. The page will house all information and updates related to COVID-19, including our school reopening plans, communications and presentations, school closing information, links to NYSED, NYSDOH, and CDC guidance, health and hygiene information, and other resources for students, parents/guardians, faculty and staff, and the broader community. The existence and address of this page will be communicated to parents, students, faculty/staff via Blackboard Connect and to the broader community via local news media outlets.

- [Link](#) to Rye City School District School Reopening Webpage

Communications Mechanisms

As part of its planning for the reopening of schools and the new academic year, the District has developed a plan for communicating all necessary information to District staff, students, parents/guardians, visitors, education partners, and vendors. The District will use its existing communication channels as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements, and options related to school operations throughout the pandemic. The District's website offers translation services.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with the school community. The District will rely on outgoing Blackboard emails, texts, and phone messages, Gmail, the District's website, and PO and PTO newsletters to communicate news, requirements, and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face masks/coverings and proper hand and respiratory hygiene, schedule changes, and closure information. The information that we will share will be based on State guidance and the District's Reopening Task Force operations committee.

The District will follow its existing engagement and communication protocols with parents/guardians regarding the provision of special education services for their child.

The District will continue to provide parents/guardians of students who receive special education services communication in their preferred language and mode of communication in order to have

meaningful engagement. This includes but is not limited to translators, closed captions and/or sign language, as appropriate.

Device Loan Program

To support communication with all parents/guardians, the District will ensure access to Chromebooks and/or hotspot devices for those families who qualify for assistance, based on federal income guidelines. Families who believe they qualify for the device loan program may either complete the application ([English/Spanish](#)) or for those who have already been approved, should provide a copy of the District-issued approval letter to Ms. Kaitlyn Sassone, Director of Technology/CIO, by emailing sassone.kaitlyn@ryeschools.org. For more information, see the Technology and Connectivity Section (Section III) of the reopening plan.

Translation Services

The District will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. Parents/guardians have been asked to complete a Home Language Questionnaire wherein parents/guardians can indicate a desire to receive communications in a language other than English. Those preferences are then added to the District's Powerschool registration system, which is linked to the Blackboard Connect communication system. Parents/guardians of students who are considered English Language Learners receive communications in their preferred language via Blackboard emails, and the District's website offers translation services.

Communication Between Parents/Guardians and the District

- School Contact information
Parents should contact their child's teacher if they have questions specific to a lesson or assignment or to discuss their child's progress. Teachers will continue to use email, their usual mode of communication with parents.
 - Parents should contact their child's school Principal if they have questions specific to a specific school. Principals will continue to use email for communication. Here are the email addresses of the Principals:
 - RHS: schuelein.derek@ryeschools.org
 - RMS: edwards.ann@ryeschools.org
 - Midland: boylan.james@ryeschools.org
 - Milton: piekarski.annemarie@ryeschools.org
 - Osborn: garcia.angela@ryeschools.org
 - For technology questions, please contact Kaitlyn Sassone, Director of Technology/CIO, sassone.kaitlyn@ryeschools.org.

- For special education questions, please contact Dr. Erin Vredenburgh, Director of Pupil Personnel Services and Special Education at vredenburgh.erin@ryeschools.org
- For curriculum-related, schedule, or more general questions, please contact Sherri Goffman, Assistant Superintendent for Curriculum and Instruction, goffman.sheryl@ryeschools.org

Communication Regarding COVID-19 Cases

The District is committed to creating a learning environment that protects student and staff health, safety, and privacy. The District will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health and Safety section (Section II) of our reopening plan.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the State's contact tracing protocols as implemented by the Westchester County Department of Health. The District will not notify the wider community unless specifically directed to do so by the Westchester County Department of Health. For more information, see the Health and Safety Section (Section II) of our reopening plan.

Communication Regarding School Closures/Operations Modification

The District is preparing for situations in which one or more school buildings need to close due to a significant number of students, faculty, or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases.

The District will collaborate with the Westchester County Health Department to determine parameters, conditions or metrics, such as increased absenteeism or increased illness, that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

The District may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The District will consult its Director of Care Health Services when making such decisions.

The District will execute an orderly closure, include phasing of school buildings, involvement of key personnel. The District recognizes the need to communicate with each of the District's audiences about closures. Closing communications will be sent to parents/guardians and relevant community members via Blackboard email, phone, and text messaging. Closing communications will be sent to faculty and staff via Gmail email and via Blackboard email, phone, and text messaging. Closing messages will also be posted to the homepage of the District's website.

The District will communicate with stakeholders BEFORE, DURING, and in the event of a modification of operations or a CLOSURE utilizing multiple channels of communication, including:

- Blackboard Connect Mass Notification system

- Website dedicated COVID-19 section
- Outreach to local media outlets
- RCSD TV Channel
- Videos

Reassessment of Communication Mechanisms

The District is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. The District will encourage all students, faculty, staff, and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and NYSDOH guidance regarding the use of PPE through additional means such as PO/PTO newsletters, online and paper student newsletters, in-school PA announcements, and video PSAs featuring students posted to the District website and sent to parents/guardians via Blackboard email.

As part of this continuous training, the District will assess and reassess the best approach to communicating the information for parents and for each student's age group and will provide frequent opportunities to review and update these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. For more information, see the Health and Safety section (Section II) of our reopening plan.

FREQUENTLY ASKED QUESTIONS AND ANSWERS

RCSD SCHOOL REOPENING 2020-2021

This page is a work-in-progress and will be updated as we gather more questions and provide answers to those questions

GENERAL QUESTIONS

Q. Who decides whether the schools will reopen in the fall? When will the decision be made?

A. Ultimately, the power to regulate education rests with the Governor's Office. Schools were closed this year through the Governor's executive orders which hold the power of law. The decision to reopen schools will also be directed by the State. Governor Cuomo has said he will make a decision on reopening schools sometime during the week of August 1-7.

School Districts in New York State were asked to submit reopening plans to the State by July 31 with three options for the reopening of school:

- Fully In-Person School - All students return to school full time
- Hybrid Model - Students have a combination of in school and remote learning
- Remote Learning - All students participate in school remotely but not in school buildings

The District's reopening plan, *A Path Forward in Learning*, is available on the District's website.

Q. What entities are providing guidance around reopening?

A. The [NY State Education Department \(NYSED\)](#) and [NY State Department of Health \(NYSDOH\)](#) have both issued guidance that sets parameters around the types of social distancing, cleaning, contact tracing, transportation, etc., that school districts will need to follow. The District looked carefully at this guidance when creating its reopening plan. The District is also following Centers for Disease Control and Prevention (CDC) guidance.

Q. How is the District planning for reopening?

A. The District created a Reopening Task Force to plan for the reopening of schools. The Task Force has a number of subgroups, including Instructional, Operational, Social-Emotional, and Communications. Each of these subgroups includes representation from parents, teachers, building administrators, and central office staff. Additionally, our planning efforts include input from other Westchester school districts, State and local officials, the Westchester County Department of Health, NYSED, and the Governor's Office.

The District website has information about the work of the Reopening Task force as well as each of the subcommittees, and the scenarios for which we are planning. The website will be regularly updated as our plans evolve.

Q. Are parents involved in the reopening planning?

A. There is parent representation on the Reopening Task Force. In addition, parents with expertise in areas such as infectious diseases and mental health have collaborated with task force groups and provided support and information. Parents will continue to have the opportunity to participate in surveys related to reopening scenarios. Ongoing and strong partnership with families will be essential as we head into the school year. Feedback and suggestions are always welcomed and can be shared by sending an email to feedback@ryeschools.org.

Q. What are the cleaning protocols for the school buildings should schools be allowed to reopen?

A. The Facilities subgroup of the Operations Task Group has developed a plan that provides for daily sanitizing of all District spaces. The District has invested in equipment to make sanitizing more efficient and effective. The sanitizing protocols follow [CDC guidelines](#) for cleaning, including the frequent sanitizing of surfaces and objects touched by multiple people. For more information, see the Cleaning and Sanitizing section of the reopening plan.

Q. Does the District have enough PPE/cleaning supplies?

A. The RCSD is responsible for making sure every school building is equipped with PPE – masks, sanitizer, thermometers, gloves, specific PPE for our nurses and teachers, etc. We are procuring as many supplies as we can before starting the year. The District has been purchasing electrostatic sprayers and sprayer fluid, wipes, etc. More have been ordered.

Q. Will there be fall sports?

A. Currently, fall sports (interscholastic athletics) are scheduled to begin on September 21st. The District expects to receive more guidance about athletics from NYSPHSAA before September 21st to know if we can move forward with the season. Interscholastic athletics includes modified (7-8th grades), junior varsity, and varsity levels. Therefore, all athletic opportunities (including intramural activities) will be delayed until we receive further guidance. Once decisions have been made, a re-entry plan for interscholastic athletics will be shared.

FULLY IN-SCHOOL QUESTIONS

Health

Q. Are the students going to be required to have a negative COVID-19 test before they attend school in person?

A. No, a negative test is not currently part of New York State requirements.

Q. Is there going to be continued COVID-19 testing of employees? Students?

A. School Districts are not requiring testing, but we will be asking parents of students, employees and essential visitors to complete daily self-health assessment screening questions prior to entering school buildings.

Q. Are parents required to ensure that their child or children do not show symptoms of COVID-19 or a fever before going to school each day?

A. To meet safety protocols, school districts are required by the State to have a protocol in place to perform temperature and health screenings for COVID-19 symptoms. Screenings by the parent/guardian prior to school are preferred. (See page 22 and 62 of NYSED Reopening Guidance). The District will be asking all parents to complete a [health assessment form](#) each day before students enter a school building. Entry to school buildings will not be permitted unless the student can present a completed form. As we get closer to the start of the school year, the District will send reminders of this new process to families.

Q. Can my students attend in-person school if we have traveled back to Rye from one of the states on the Governor's travel advisory list in the past two weeks?

A. No. Families who are returning from states on the travel advisory list cannot send their children to school until after the required two-week quarantine period has passed.

Q. If a teacher is out sick, how will safety of the children/substitute to fill in for the teacher be ensured?

A. A substitute teacher will go through the same health screening process as a teacher would.

Q. What will the procedure be if a student or employee has symptoms of COVID-19?

A. We have procedures in place with our school nurses to evaluate symptomatic individuals, including a separate room to isolate them in a separate space in our buildings until they can be safely transported home.

Q. If a student or employee contracts COVID-19, what is the response plan? Will the classroom be shut down? The school? The District?

A. The Westchester County Department of Health will be assisting the RCSD with protocols and procedures around metrics for closing, and determining which portion of schools should be closed.

Q. How can the District help ensure that students who are sick are not sent to school?

A. This is very difficult for the District to control. We are asking for cooperation and partnership from parents/guardians to check their student(s) before sending them to school. Are they feeling well? Do they have a temperature $> 100.0^{\circ}\text{F}$ (38°C)? If a student is not feeling well, we strongly ask that parents/guardians keep their child home.

Social Distancing

Q. If the schools reopen, do students and employees have to maintain a 6-foot distance from others at all times?

A. Pursuant to NYSDOH Guidance, schools must ensure that appropriate social distancing (i.e. 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students and employees), unless safety or

the core activity requires a shorter distance. Schools must maintain protocols and procedures for students and employees to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities, including the responsibility to configure spaces so individuals can maintain social distancing.

Q. Do students grouping have to maintain a 6-foot distance from each other at all times (NYSED Guidance p. 29)?

A. Yes. Students groupings must still maintain a 6-foot distance. Please see response to the question above regarding social distancing.

Q. If schools will be limited to 50% capacity, can all students be in school at the same time?

The District has assessed its classrooms in every school building to know exactly what we have and how to maximize our space to allow for social distancing. Unfortunately, given the number of students, the size of the District's buildings and classrooms will not allow for all students to attend school in-person simultaneously while maintaining social distancing. In order to maintain the required social distancing, we will need to stagger in-person attendance. The District's reopening plan has recommendations for how to stagger student attendance at elementary schools, the Middle School, and High School through the hybrid instructional model. They are each different, based on enrollment, building configurations, classroom size, and curriculum requirements. Please see the reopening plan for more information about individual school schedules.

Q. What measures, if any, will the schools be taking to help support the emotional/mental well-being of students, especially the younger ones, that may be anxious about returning to school?

A comprehensive social-emotional learning plan will be in place for our students. We will work with our Social Workers, School Psychologists, Guidance Counselors and School Nurses to make sure we support all students, in or out of school buildings. Please see the reopening plan for further details.

Face Masks/Coverings

Q. Are students required to wear face masks/coverings?

A. Yes, RCSD requires face masks/coverings all day. The District will provide frequent opportunities to take face masks/coverings breaks.

Q. Will the District be providing face masks/coverings to all employees and students who do not have one?

A. We ask employees and students to come to school with face masks/coverings that meet the appropriate requirements. The District has procured a finite supply of face masks/coverings for those students/employees who forget them. However, the supply is limited, so bringing face masks/coverings from home is best practice.

Q. Do the students have to wear N-95 masks or are cloth face masks/coverings acceptable?

A. Per the NYSDOH Guidance, p. 2, acceptable face masks/coverings include but are not limited to cloth-based face masks/coverings (e.g., homemade sewn, quick cut, bandana) and surgical masks that cover both the mouth and nose. Cloth masks are acceptable according to the Health Department and the District will be providing disposable masks to students, employees, and visitors who do not have access to one.

Q. How does the District plan to educate students on the importance of wearing face masks/coverings?

A. Faculty and staff will be trained to provide lessons on wearing face masks/coverings, healthy hygiene practices, and social distancing. There will be signage and floor markers in school buildings to promote proper hygiene, safety, and social distancing. The Communications subgroup of the task force will be preparing and sending developmentally appropriate materials to families to partner with us in this effort in advance of school opening.

Q. How do you plan to enforce face masks/coverings requirements, parent health screenings, etc?

A. We will educate and ask for help. In partnership with families, we hope to set a community standard of understanding that wearing face masks/coverings and completing health screenings is best for everyone.

Q. How would situations like snack/lunchtime be managed when wearing face masks/coverings is not possible?

A. For student schedules that allow for snack/lunchtime, students must be 6 feet apart or be separated by a barrier while consuming meals. Social distancing is key when students cannot wear face masks/coverings. Cafeterias and lunchtimes will be set up in a way to allow for social distancing.

Q. What plans do you have for addressing children with respiratory or other health conditions who will be wearing face masks/coverings for extended periods of time if their condition does not allow them to do so safely?

A. The District is following the NYS Department of Health guidance for dealing with the medically vulnerable population, see the above section on health and safety for further details.

Physical Space

Q. What new steps are being taken to improve ventilation at schools?

A. Health experts suggest an increase in outside airflow into our buildings is highly desirable. Wherever possible, windows will remain open. Over the summer, as an added precaution, the District invested in HEPA air filters which have been installed in the heating and cooling systems in our buildings. These air filters are able to cover approximately 85% of the District's classroom space. The District is currently looking into acquiring individual air filtration units for the remaining 15% of spaces in the District.

Q. Would RCSD consider outdoor classrooms to decrease the risks of COVID-19?

A. Yes. The District has made provisions for holding classes out-of-doors. At the elementary level, designated areas will be determined for each class. At the Middle and High School level, outdoor spaces will be assigned to teams and departments. The decision to use the outdoor spaces for instruction will be determined by a variety of factors including weather, safety, the educational activity, instructional goals, and needed materials and technology.

Q. Could the District erect tents to hold classes in?

A. Yes, however, the District cannot erect new outdoor structures (including tents, tarps, etc.) without proper approval from the NYS Education Department, generally a lengthy process (recently as long as 36-40 months) requiring architectural and site plans in order to obtain approvals. Instead of tents, the District has identified outdoor spaces that can be used for instructional activities. Please see the previous question.

Q. Is there any availability to use local buildings to provide more space for classrooms?

A. The District does not have funds to rent event centers or buildings to provide more classroom space. If spaces were donated and finances were not an issue, building codes would need to be considered. Any space used by the District will be required to receive approval and a review by the NYS Education Department. Architectural and site plans will be required for submission in the usually lengthy (recently as long as 36-40 months) approval process.

Q. Can the District redirect monies from the school bond to pay for tents, air filters, etc.?

A. No. It would be illegal for the District to use bond monies for anything other than the purposes approved by the community in the public vote.

Curriculum

Q. Will parents be able to opt-out of in-school learning and just do distance learning?

A. NYSED guidance states that this recommendation is only for students with pre-existing medical or health conditions or a disability that puts them at a higher risk. Medical documentation is required and is detailed in the reopening plan.

Q. What is the student to teacher ratio going to be?

A. The District is required to abide by social distancing guidelines and maintain a 6-foot distance between individuals. Based on the size of the District's classrooms, it will most likely be a 10-12:1 student to teacher ratio in the elementary schools.

Q. What about students with IEPs who really need the in-person one-on-one services?

A. The District has and will continue to honor all IEPs to give students what they need.

Our students with disabilities with the highest level of need will continue to have in-person learning with daily attendance.

Q. Will there be band, chorus, and PE if kids return to school in the fall?

A. PE will be modified to allow for social distancing and will take place outside, weather permitting. The current guidance allows for chorus if students are placed 12 feet apart. The same guidelines apply to wind instruments. The District is still considering how best to work within these guidelines. As we get closer to the opening of school a final determination about instruction will be made.

Orientation/Back-to-School Nights

Q. Are there any plans for a Kindergarten and new family orientation programs to prepare incoming students and parents?

A. The District and individual school Principals are working on plans for remote orientations. More information will be forthcoming.

Q. Will there be back-to-school nights or something like them in the Fall?

A. At this time, it is not prudent to bring groups of parents into school buildings. NYSDOH guidance only allows for essential visitors to schools at this time. We are planning alternative, virtual ways for parents to meet their student's teachers.

HYBRID LEARNING QUESTIONS

Q. There are many hybrid possibilities. Which one is in the District's reopening plan?

A. The District looked at the maximum number of students we can bring into school in an organized and safe manner. The hybrid model we feel is most ideal divides schools in half, by grade level, using students' last names to ensure families with multiple children have the same days in-person and remote.

At the **elementary level**, students will attend school in-person in either the morning (Group A) or afternoon (Group B) four days per week on Monday, Tuesday, Thursday, and Friday. Students not attending in-person will participate remotely in classroom instruction for their specials. All students would follow a remote schedule on

Wednesdays with a combination of synchronous and asynchronous lessons, allowing the schools to be cleaned. Teachers would also have a 1-½ hour block of time at the end of the day to engage in professional learning, collaboration, and planning while school buildings are cleaned.

At the **middle school and high school levels**, students will attend school in-person on either A or B days (2 times per week according to the following pattern: A, B ; A, B) and learn remotely three days. Students will take their core classes, ELA, math, social studies, and science, within a homeroom on their team, and will participate in other classes for their encore classes (i.e., Foreign Language, Engineering, Art, Music) and electives (i.e, Media Savvy, Canvas and Timber, Speech and Debate). All students will follow a remote schedule on Wednesdays, allowing for a 1-½ hour block of time at the end of the day for teachers to engage in professional learning, collaboration, and planning while the school buildings are cleaned.

Q. If the hybrid model is used, will the District make sure that siblings are on the same in school/out of school schedule?

A. Yes. This is one of the reasons we are trying to avoid a rotational schedule. We are looking to make sure if two (or more) siblings are going to school that we have them on the same schedule.

REMOTE LEARNING QUESTIONS

Q. For those students who are learning remotely, can we expect more live instruction from teachers?

A. Yes. We have been working to enhance our online learning model and improve on the remote learning experience this past Spring. The District has provided faculty with a great deal of professional development to raise their comfort levels with technology used to deliver live/synchronous instruction remotely.

Q. Will there be more consistency within the grade levels if school is remote this fall and/or beyond?

A. Yes. We have been working to enhance our online learning model and improve on the remote learning experience this past Spring. We will continue to have the proper training in place for our teachers, students, and parents to offer a consistent education plan and schedule for students to attend school remotely.

Q. Will the District provide distance learning for students who are medically vulnerable and cannot risk in-person school?

A. Students who cannot attend school due to medical reasons will be at home participating in the district-wide remote learning model. Please see the reopening plan for details.

Q. Will attendance be required for virtual classes?

A. Yes. This is also a requirement from the State. The District will track attendance and will follow up with students who are not attending online classes. Attendance in all in-person, hybrid, and remote classes is required and will be taken daily. For further details on attendance procedures, please see the reopening plan.

Q. What if a family has limited computer resources, poor WiFi connection, or limited data capacity?

A. The RCSD will provide District-issued devices and hotspots to families that meet the [federal income guidelines](#) through a device loan program. Families who believe they qualify for this program may either complete the application ([English/Spanish](#)) or, for those who have already been approved, should provide a copy of the District-issued approval letter to Ms. Kaitlyn Sassone, Director of Technology/CIO, by emailing sassone.kaitlyn@ryeschools.org.

Q. What opportunities will parents have to give input about how distance learning is done and how it is going for both the student and their family, both before it starts and throughout the school year?

A. The District will continue to solicit input from our parent community and teachers via online surveys to find out what works and what doesn't so we can address any issues and adjust as the school year progresses. Additionally, parents should contact their child's classroom teacher with questions and/or concerns around their child's school performance as they would during a typical school year.

TRANSPORTATION QUESTIONS

Q. How will you keep kids safe on buses? How will they sanitize?

A. Requirements from the State are very clear about bus transportation. The number of students permitted on a bus, social distancing measures, mask requirements, and cleaning protocols are all mandated by the State. Buses will be cleaned/sanitized after every run.

TEACHER-RELATED QUESTIONS

Q. Are school reopening plans being made with immediate involvement of the teachers' union?

A Yes. The Superintendent and RTA (Rye Teachers Association) heads have met regularly and will continue to meet throughout the planning process. State guidance also permits school districts to make adjustments to their plans as the school year progresses, and the teachers' union will help us "troubleshoot" anything we may need to change. All of the unions within the RCSD are involved in our conversations and planning. We are grateful for the collaboration and support of our teachers, teachers association and all collective bargaining units.

Q. What training will teachers be given for hybrid and/or remote learning?

A. We will use all of our resources to give teachers what they need to be successful no matter what model of schooling is selected to reopen. Professional development in delivering remote learning took place throughout the spring, continued over the course of the summer, and will be provided throughout the fall and school year. The Technology Department has numerous staff developers dedicated to supporting teachers with their technology needs.

OTHER QUESTIONS

Q. When will reopening plans be made public?

A. Our reopening plans were posted to the District's website and communicated to our community on Friday, July 31. Governor Cuomo has said he will make his decision between August 1-7. He has said his decision will be based on the New York phasing plan and metrics given to school districts for reopening and staying open.

Q. Are we locked into the September plan for the entire school year?

A. We believe that reopening plans are fluid as the Governor could make changes at any time, before or after school starts. The District is allowed to make changes/expand our plan as the school year progresses. We will adjust our plans as needed to be successful.

Q. How can existing after school programs help plan for reopening to serve students in the fall?

A. This is something we will discuss more in August as the District is currently focused on getting our remote and hybrid plans ready and in place first. We will then be able to add the after school programs once we have the school year in place. We are working with KIDSpace, the Rye YMCA, and Rye Recreation as they work on plans for their programming.

General

What is the decision process if Governor Cuomo gives individual school districts the option to decide how to open schools?

The Governor has announced that schools can reopen with an approved plan and following all guidelines from the NYS Department of Health and the NYS Education Department. Essentially, he is allowing districts to choose how they will begin the school year. The RCSD has chosen a hybrid model as our buildings cannot accommodate all of our students and comply with social distancing requirements. As we await approval of our reopening plan from NY State, we will continue to monitor infection rates and consult with the Westchester County Department of Health. Should those rates increase, we may need to switch to a remote model.

If Governor Cuomo and the Department of Education give clearance to open for in-person learning absent an increase in COVID-19 positive cases, is the District committed to opening with the full in-person learning scenario to begin the school year? If not, why not?

A full in-person reopening is only possible if there is no social distancing requirement. The District's buildings do not have the physical space capacity to contain all of the District's students at one time if they are to maintain social distance. The NYS Department of Health is still currently requiring social distancing.

If allowed to open full time for in-person instruction, will Rye City Schools be open? Or will the District take a more conservative approach, and use a hybrid or remote model even if full-time in-person instruction is allowed by the State?

The District will follow the NYS guidelines and consult with Westchester County as required. Safety of students and staff is the top priority.

Are you committed to full in-person learning while following the CDC's guidelines?

It is our hope that conditions will allow a full return to school at some point this school year.

Could you please explain to the Rye community the methods used to make the determination that full time, in-person learning is not possible?

Social distancing requirements prevent us from having all students in classrooms and on campus at the same time.

Have we really fully exhausted all the scenarios for an in-person experience that is still socially distanced?

Yes.

Why is the district treating all grades the same?

Our reopening plans are specific to levels. Not all grades are being treated the same.

What role will the community play into the decision?

Feedback from the community is welcomed and will be considered. Ultimately, decisions will be made by the Superintendent of Schools in consultation with the school physicians, the Board of Education, and the Westchester County Department of Health.

Health

Will social distancing be enforced?

Yes

What is the protocol for students who have symptoms of upper respiratory tract infection (e.g., runny nose, sore throat) but not the fever and/or cough which are common COVID-19 symptoms? Will all kids with these common symptoms be required to see their doctor? Will they require a COVID test to return to school?

Students who are showing signs and symptoms of COVID-19 will be sent home and then asked to contact their medical provider. In order for the student to return to school, they must provide a medical note stating that they are free from any communicable illnesses.

How does the District define ‘having a cough’ as opposed to just ‘they coughed’?

Coughing is continual and not a single event.

How will you manage students with a common cold or a sniffle that do not have covid?

COVID-19 and a common cold have similar symptoms. An assessment will need to be made by the school nurse to help differentiate between the common cold and COVID.

Could you please comment on why your list of underlying medical conditions excluded those conditions identified by the CDC as possibly increasing risk and they are included in the reopening guidance of the NYSED (namely asthma, Type 1 Diabetes and other immunocompromised states)?

The list was determined by the CDC. It lists the medical conditions that place people at an increased risk of severe illness if exposed to Covid.

Are the students in the class also considered compromised/exposed and will be required to learn remotely until the affected student has a medical note and/or a quarantine period ends?

Decisions about who must quarantine based on exposure will be made by the Westchester County Department of Health. Each circumstance will be reviewed with the DOH and the family will be informed accordingly.

Assuming students are not allowed back into school, at what point will they be allowed to return? (To instruction at all?)

Decisions about who must quarantine based on exposure will be made by the Westchester County Department of Health. Each circumstance will be reviewed with the DOH and the family will be informed accordingly. The DOH will determine when a return to school will be allowed.

Is there any discussion of getting a tax rebate because of the reduced learning schedule?

There is no legislation currently that allows for this.

Given there could be children who are frequently unable to attend school due to the presence of a minor symptom, what provision is made for their continued learning so this does not negatively affect their learning?

Students will have access to all remote portions of the school day whether in school or home. It is suggested that the family contact teachers and the school administration for additional assistance in organizing instruction in this circumstance.

Will the schoolwork for children who need to stay home or quarantine (due to symptoms or exposure) be posted online for them?

Students will have access to all remote portions of the school day and all posted materials whether in school or home. It is suggested that the family contact teachers and the school administration for additional assistance in organizing instruction in this circumstance.

Has there been any discussion with healthcare providers to find a fast track route to get kids back to school who have had to stay home due to the presence of one of these symptoms (for the majority of cases when they are not COVID19 related)?

School nurses will speak directly to families and family medical providers to discuss individual health situations.

How would the following COVID-positive situation be handled? Student A and Student B are siblings either at the same school or different schools. Student A is in my child's elementary class. Someone in student B's class has COVID and, therefore, Student B was exposed. Will I be notified since my child is in the class with a sibling of an exposed student?

Decisions about who must quarantine based on exposure will be made by the Westchester County Department of Health. Each circumstance will be reviewed with the DOH and the family will be informed accordingly. The DOH will work with the school district for the contact tracing process and will contact any family with a child impacted by exposure.

Have you consulted any medical professionals with regards to not requiring masks during instruction?

We are following the current guidance provided by the CDC and the Department of Health and NYS Education Department.

Will students be required to wear face coverings if forced to share tables and sit closely together during instruction when class size makes social distancing impossible?

Yes, face coverings are required for all when in school unless a medical situation prevents the wearing of a face covering. The District is also providing student desk barriers for an added layer of protection.

Why are you allowing the kids to take off their masks during classroom instruction?

Students, employees, and visitors to our schools will be required to wear face masks/coverings indoors and outside while on school grounds, including on school buses. Students will be allowed to remove face masks/coverings during meals, instruction (specific to activities related to PE, music, band, and chorus), and for short breaks so long as they maintain appropriate social distance (6-12 feet).

Are individual teachers allowed to require, or request, that students wear their masks while in the classroom?

Face masks/coverings are required in the schools and classrooms.

Will teachers be required to wear face coverings at all times in our crowded department offices?

Yes, all employees are required to wear a face covering when on school property or in the buildings.

Will teachers and staff members have to purchase their own PPE (masks/face shields)? Can departments use some supply funds to purchase equipment for use during the school day? If using supply funds is allowed, then can the district recommend particular items for department coordinators to purchase?

The school district will provide face masks and face shields or goggles to all employees. Additional items, such as gowns and N95 masks are available when job duties require a higher level of PPE.

Are you able to provide clarification as to whether or not children will have their temperatures taken when entering the school? Or is it assumed that all parents will provide information as to the temperature of their children on the daily form to be handed in at the start of each day?

Parents are asked to take temperature prior to the arrival at school. The District will check temperatures for students who arrive at school without a reported temperature from home.

Are we relying on temperature self reporting for the most part and only offering that employees/kids have temp taken on entry if they request it?

Yes, we are relying on self reporting, which has been recommended by the [NYS DOH](#), page 18, and the District will take the temperature of anyone who has not reported one to the school.

Is it possible to randomly test staff and/or students for COVID or is this prohibited by confidentiality requirements?

We have been informed by the NYS Department of Health that school districts cannot conduct testing. The Westchester County Department of Health will conduct testing and the school district will provide information about locations for any necessary testing.

Can the daily health form required for students be completed online? Can there be an app so it's easier for parents to complete the form? There are email apps the CDC uses for this.

We are working closely with a vendor to have an app in place for this purpose. While this has not yet been finalized, we are working to do so prior to the start of school.

If online, will the daily health form be continually updated or do you have to submit by a certain time each morning?

If online, it will be a daily report with a submission time deadline.

Is this a paper form that is handed into the security guards or whoever is monitoring the student entryway?

Until we have an electronic version, the health form will be a paper form submitted at the door.

What are you going to do with the paper? Store it? Toss it?

Forms will be kept for 14 days and then recycled.

What about families who do not have access to a printer? How are we supposed to print and complete this form on a daily basis?

We will provide blank copies of the form and have copies placed in easy-to-access locations throughout the school community.

If there is a group of kids trying to enter the school, will they be asked to wait in a line 6 ft apart and enter one at a time?

Yes. Each building will have procedures specified about where students will enter and how. These procedures will be outlined as part of orientation sessions for students prior to the start of school.

What is the District doing for the people who don't feel safe sending their kids to school?

We have created a fully remote option.

With a physician's attestation, will children be automatically approved for learning from home? How, when and by whom will these decisions be made?

Yes, with a physician's attestation, they will be approved for fully remote learning.

Should a vaccine become available, how soon after can these children return to a fully normal school day?

The NYS Department of Health and the Westchester County Department of Health will take a lead in this decision. The school district will follow their recommendations.

What are the procedures for student lockers? Sports lockers?

Student lockers will not be used at the start of school. Students should carry their belongings with them.

Delivery of Instruction

Have we considered a hybrid model that incorporates maximum use of existing physical space and the least possible use of remote learning as an alternative to the proposed hybrid models that have many children receiving in-person education 40% of the time?

Yes, we have looked at many different models in an effort to provide a safe learning environment adhering to all health and safety guidelines.

Has the teacher's union pushed back on full in-person learning? And do their requests differ from the CDC and other official guidelines?

Our teachers have been very supportive of reopening our schools. It is the hope of teachers, administrators, and the Board of Education that conditions will allow a full return to school at some point this school year.

What types of resources, training, and collaboration for individual teachers and across teachers within a subject/grade are being implemented to improve standardized teachers' ability to deliver excellent instruction through on-line learning? How will teacher aptitude for delivery of this learning be measured?

Our technology staff developers offered workshops throughout the spring and summer on integrating a variety of technology tools in instruction. They will continue to work with teachers on Superintendent's Conference Days on Sept. 1, 2 and during the afternoon on Sept. 8 & 9 on infusing technology into the classroom. During the school year, teachers will participate in common planning, collaboration, and professional learning every Wednesday afternoon from 1:30-3:00 p.m. and, twice a month after school in department/curriculum and faculty meetings.

How will the District continually evaluate its learning models - especially those used in regard to remote learning & synchronous learning?

The District will gather information through ongoing assessment and feedback from teachers, administrators, students, and parents. Appropriate adjustments to schedules will be made along the way, if necessary.

Why don't the teachers 'broadcast' the daily lessons so the whole group is essentially together - one half in the classroom, one-half at home watching the lesson?

In the hybrid and remote models at the secondary level, live streaming will be implemented. All students will be attending classes together either in person or virtually through live streaming.

How will teachers use Google Classroom, that is to say, what are best practices for how assignments are communicated to students on GC, how files are named, when teachers reach out to students and parents, how deadlines are communicated and managed?.

Our professional development efforts this summer have focused on maximizing Google Classroom and all of our technology platforms. Coupled with upgrades to Google Classroom, we are confident that our teachers will successfully capitalize on the potential of the platform.

Why is the District treating all grades the same in the hybrid scenario, and not considering still bringing in younger elementary students full-time for which the risk profile is lower, and for whom remote learning is ineffective, as other districts in the state are doing?

The District developed different hybrid plans for elementary and secondary students based on developmental needs of students. At the elementary level students will see their teacher in-person for their core subjects 4 or 5 days a week.

Synchronous vs. asynchronous learning: Will a CONSISTENT approach to this breakdown be ensured? That is to say, it is up to the discretion of each teacher when and how synchronous will be offered, or will that be standardized across teachers and clearly communicated to parents what they can expect in terms of this breakdown?

A consistent, scheduled synchronous program will be delivered. Sample schedules are included in the reopening plan.

How will student's ability to cope / manage with this style of learning be monitored?

Teachers will have daily check-ins with students and our school counselors will check-in with classes on a rotating basis.

How is the district prepared to respond and make changes in real-time?

The district will conduct ongoing assessment and evaluation of the learning models through input from teachers, administrators, students, and parents. If changes are needed we will review our options and determine if a change is needed.

Why are our children only receiving 10 hours of in-person school while other districts, like Bronxville (k-8 in person), Bedford (K-2 in person), Chappaqua, Byram Hills, Somers (K-6), etc. Are providing students with over 32 hours of in-person school?

We can't answer for other districts, however, each district developed their plan based on their circumstances involving space, staffing, and developmental needs of their students. Our plan supports instruction that is appropriate for our elementary students within the confines of our staffing and space.

What is the average class size in each of the elementary schools, MS, and HS?

Our class sizes in elementary schools are typically around 20-22 students per class. At the secondary level class sizes are a bit higher depending on the individual course typically in the range of 25 students.

Are the size of our classrooms substantially smaller than the classrooms in districts like Bronxville, Chappaqua, Byram Hills, Somers, etc?

Our classrooms range in size from 250 square feet to over 1000 square feet. While we cannot speak to other districts' facilities, some districts have excess classroom space in their buildings due to lower enrollment. In Rye, our facilities are at capacity with no extra classroom spaces available.

Will the synchronized meetings be at the same time every day and every week?

School will be following a regular schedule whether in person or remote. Detailed schedules can be found in the reopening plan.

The amount of synchronous teaching in the plan is far from enough. Is the teacher's union refraining us to do so? We are all having "our contracts" adjusted, so should they. Why do we have to provide the teachers with a full day of planning on Wednesdays if we never had that before?

Our teachers union has been very helpful in planning our reopening and are committed to the success of our students and the safe opening of schools. Wednesday will follow a regular schedule of instruction. On Wednesday afternoon, there will be ninety minutes of planning and professional development time.

If we go remote, will students be given a screen break?

If we move to a remote model, students will have a set schedule of synchronous and asynchronous instruction to follow. There are short breaks in between classes and for lunch.

What recourse do parents have if they find that the asynchronous and synchronous remote learning are insufficient?

An initial conversation should be had with the student's individual teacher. If the issue is not resolved then the parent should contact a building administrator for assistance.

How do we ensure teachers are actually teaching our students instead of just assigning work and leaving the students to learn on their own?

There is a daily schedule that all teachers and students will follow with required synchronous instruction.

How are the additional classrooms (Music room, art room, etc.) and spaces (gym, cafeteria, etc.) being utilized?

All spaces are being evaluated and utilized to support social distancing for our support teachers who often share space and need additional room for their classes.

How are the resources in districts like Bronxville, Chappaqua, Byram Hills, Somers, etc. vastly different from the resources in our district in that they are able to provide greater quantities of in-person learning?

While we cannot speak authoritatively to other districts' facilities, some districts have excess classroom space in their buildings due to lower enrollment. In Rye, our facilities are at capacity with no extra classroom space available.

In many districts professional development for teachers occurs in an hour block once a week at the end of the school day or occasionally during the school day and then substitute teachers/teacher residents are provided. Why is it that Rye needs to use a day of student in-person learning to provide professional development?

In our plan, only 1 hour and 30 minutes is dedicated to professional development. This is a similar amount of time to other school districts in the region.

Why can't we have 100% synchronous learning even in hybrid models?

We will have a fully synchronous learning experience at the middle and high schools. It is not appropriate for young children to participate through live streaming while the other students are in the class.

Why would the teachers need a day off from teaching to re-plan / learn?

There are no days off from teaching in our reopening plan. There is a 1 hour and 30 minute dedicated block for planning and professional development which will help to ensure consistency and alignment in our instructional program.

Why — for the first time — is professional learning, collaboration and planning coming out of our children's education time?

Much of our professional development over the past four years has been during the school day using classroom coaching and substitute coverage. In our hybrid model, there is a 1 hour and 30 minute dedicated block for planning and professional development focused on continuous consistency and alignment in our remote and in school instructional program.

Will the teachers be required to submit a weekly lesson plan at the beginning of the week?

Teachers are not required to submit lesson plans on a weekly basis. Administrators and teachers have regular discussions about lesson planning and review plans throughout the school year.

What are the requirements for switching from one model to another? What criteria makes RCSD switch from in-person to hybrid, and then back again?

Changes in infection rate will determine whether or not a switch is necessary. The decision to switch models will be made in consultation with the school physician, the NYS Department of Health and the Westchester County Department of Health.

Will the District offer affordable options for childcare for working parents?

While the District is not able to provide child care services due to stringent licencing regulations, we have worked with local community organizations to design and offer programs to our families.

How are you addressing the needs of dual working families or essential workers who aren't able to pick up children or be home mid-day?

We have been working with local community child care agencies to develop options for working families.

How will we compare to other districts that are similar to ours, not only in how we are addressing our proposed school plan but in how far behind kids may be in the next year or two?

We will conduct regular assessments of our students to ensure that they are developing appropriately in our program. Our intervention services and supports will continue as always in supporting our students.

How will teachers be held accountable for face-to-face time if we are remote?

Our teachers know what is expected of them in the reopening plan and will provide appropriate instruction. If there is a concern at any point, a parent should first contact the teacher to discuss the concern. If the situation persists, contact a building administrator.

What is the district plan to monitor and evaluate teacher adherence to district guidelines?

Our teacher and staff evaluation plans will be implemented this school year. Last year, Governor Cuomo suspended all teacher evaluation plans in NYS.

What standards are being used to assess teacher lesson planning and curriculum?

Our teacher and staff evaluation plans will be implemented this school year. Last year, Governor Cuomo suspended all teacher evaluation plans in NYS. Our extensive evaluation plans follow the NYS approved Danielson Framework for instruction.

Will there be an assessment of students to gauge needs and perhaps appropriate grade level?

Students will be assessed to determine their individual needs and to inform curriculum planning.

How will children receiving extra help for reading/Math be addressed?

Students will be assessed to determine their individual needs and to inform curriculum planning. Our intervention programs will be implemented as usual with students receiving any necessary academic intervention services.

My main question on the Reopening Plan is how was the decision made to have Wednesday be a fully remote learning day?

Health and safety experts continually point to limited contact and interactions are keys to successfully keeping the virus from spreading. A full remote day in the middle of the week at the MS/HS, where over 1200 students and staff will attend on alternating days, helps to limit the number of interactions and possible virus spread.

Facilities

Was outdoor learning, usage of other facilities, etc. looked into thoroughly?

Yes.

Why can Rye with all our outdoor space not find a way?

We are continuing to search for outdoor space options while knowing that NY State has extremely rigid requirements for the use of alternative spaces by public schools.

Why can't the intense cleaning happen at the end of the school day (as in other districts) so that students can attend in-person school on Wednesday?

All of the buildings will be cleaned and sanitized daily, however, the custodial staff will take advantage of the opportunity and do a deeper cleaning when it is possible and when there are fewer people in school buildings.

How often will face mask breaks occur? How will this be executed given the kids will need to be 6' apart?

Mask breaks will occur as needed which will be determined by teachers. They will be managed by teachers and staff according to safety guidelines and social distancing requirements. As much as possible, mask breaks will occur outdoors or adjacent to open windows.

Can water bottles be brought in and will water filling stations be available?

Yes, water filling stations will be available. Drinking fountains will be turned off and we will encourage the use of reusable water bottles.

Where will handwashing breaks occur in a socially-distanced way?

We have sinks in some classrooms, some common areas and in restrooms throughout our buildings. Dedicated time for handwashing will be scheduled at the elementary level and reminders will be given at the secondary level. All classrooms will be equipped with hand sanitizer. Hand sanitizing stations have been installed throughout the schools in common areas and corridors.

Are there specific protocols for encouraging hand washing/sanitizing before meals?

Yes, elementary students will wash their hands before any meals. No meals will be served at elementary schools in the hybrid model. Secondary students will be reminded to wash their hands prior to meals.

How will the supply of soap, hand sanitizer, wipes, etc be managed? How will the supplies be tracked and ordered in a timely way so there is always back up?

The District has been stockpiling supplies in preparation for the school year. We keep a current inventory and order from a variety of vendors to ensure appropriate supply levels.

What is the plan for ventilation, it was vague, was this because these solutions are cost prohibitive, unnecessary based on health professional guidelines, or still under review?

We have replaced filters in all of the District's ventilation systems with MERV-13 filters that are recommended to filter out COVID-19. In addition, our PTO/PO organizations have supported the purchase of stand-alone HEPA filtration units for any spaces in the older parts of our school buildings not covered by the ventilation systems with the MERV-13 filters.

Are there lids on the toilet seats?

There are no lids on toilets, and it has not been a recommendation to replace in school and commercial environments as you are greatly increasing touch points and contact with surfaces.

Will every other bathroom stall be closed to enable social distancing?

The stalls themselves are considered barriers, but in instances where sinks are adjacent to each other, they will be blocked from usage to ensure social distancing.

Can windows be opened in the bathroom?

If bathrooms do not have ventilation and exhausts fans, then windows can be opened to supplement fresh air intakes.

Can the gym bathrooms be used as a regular bathroom to increase availability of stalls?

There is a sufficient number of bathrooms in our schools. If we feel it is necessary, we will use gym bathrooms.

Will all soap and paper towel dispensers be touch-free?

The soap dispensers are not touch free, although all of the paper dispensers are touch free. The critical piece for sanitary purposes is the paper dispenser which is accessed after a bathroom user has washed their hands.

How often will school staircase banisters and bathrooms be sanitized? How will the cafeteria spaces be sanitized?

Custodians will be walking and wiping surfaces throughout the day. The cafeteria will be sanitized using the same EPA-registered disinfectants that are used throughout the building immediately after use.

Wouldn't it be better if supplies were not shared at all to avoid spreading of virus?

We have worked to procure supplies for individual students in an effort to limit sharing. We will be limiting the use of community supplies.

Will books be allowed to be taken out of the Library? Can kids leaf through books? What is the cleaning protocol after books are returned?

We are working on designing a safe protocol for the use of library books. Further information will be shared when school has reopened.

How will the supplies needed for sanitizing the classroom be managed?

The District has been stockpiling supplies to ensure we are prepared for the school year. We keep a current inventory and order from a variety of vendors to ensure appropriate supply levels. We have begun to see many vendors with long wait times for supply delivery and are continuously monitoring those.

Can you please detail the plan for school cleaning, especially in the 90-minute period between elementary school classes, and between any elective classes in the middle/high school.

Each instructional space at the elementary schools will be sanitized using electrostatic sprayers. Instructional spaces at the middle/high school level will not be cleaned between classes. Students will use paper placemats as barriers on top of individual desks. Placemats will be discarded by students and replaced for each class.

Wouldn't an A day/B day schedule be cleaner and more hygienic?

There are many different hybrid models each with positives and negatives. Our plan follows safety guidelines and is educationally sound given the limitations of our physical spaces.

Teachers spacing from students: how far will students sit from the teachers? Speaking projects the virus. Will students sit at least 12' from the teachers?

Teachers will be at least 6 ft. apart from students, desk barriers will be used, and all room occupants will be wearing face coverings.

Will playgrounds be open and used?

Yes, playgrounds will be open and used with appropriate social distancing during school hours.

Communication

Has the district thought to conduct a Town Hall Type session so that they can present the plan to the public (parents, teachers, staff, other stakeholders) with the opportunity for them to ask questions?

The District has held numerous opportunities for community members, faculty and staff to learn about the reopening plan and to ask questions. Building level meetings with families and staff are being conducted via Google Meet.

What were the results of the parent survey? Why have we not seen these?

The results to the parent, student and staff survey can be found in the appendix of the reopening plan that is posted to our website and was emailed home to parents.

What role are the POs/PTOs playing in our re-entry program? Will the POs/PTO give the task force feedback?

We have shared details of our plans with the POs/PTOs and the community and will continue to do so as updates and modifications are made. Feedback has been given on many aspects of the plan and we continue to seek and use feedback from the community.

The Mayor of Rye has done such a good job giving weekly updates, will RCSD do the same weekly updates?

Throughout the spring, the School District provided weekly updates. We will certainly do so once school is back in session.

I am also very curious to understand how the reopening task force was selected? Was there any working parent present? Was there any parents in the lower to middle class income range who understand our needs? Any parents with children with IEP's?

Requests for volunteers were made at several board of education meetings in the spring. All volunteers committed to participating in reopening planning and brought unique perspectives to

the work. We had a wide range of educators and parents participating in the planning and the needs of working families, families of students with special needs, ENL students and our entire population were considered.

What mechanism will be put in place to gather feedback regarding student/teacher performance?

As always, feedback is appreciated from students and families. Please share any feedback with individual teachers, building or District administrators.

Will there be a minimum level of feedback for the students be required from the teachers? Will there be any requirement for teachers to check in on their students on an individual basis?

Teachers are required to make meaningful daily contact with students. In addition, on Wednesdays, teachers will meet with individual students and small groups to provide feedback and support.

What are the requirements for the teacher to have communications with students and parents?

Teachers are required to make meaningful daily contact with students. In addition, on Wednesdays, teachers will meet with individual students and small groups to provide feedback and support. Parents and students are encouraged to contact a teacher with any questions or concerns via email.

How will the school District be more transparent in its communication with the teacher unions and the families? Is it possible to see the results of the survey?

The results of the parent, student and teacher surveys can be found in the appendix of the District reentry plan that is posted on the District website and was emailed to all families.

How will the Board improve on transparent communication throughout the year? Will they allow for live (virtual) town halls?

The District will continue to have meetings throughout the school year. While we are still in a virtual mode right now, if possible, we will hold in-person meetings.

Elementary

Has the District considered having older grades stay remote and utilize other school building space to accommodate younger grades?

The District has looked at many different options in developing our reopening plan.

Will there be live check-ins with both Group A and B, at the beginning and end of the full day, or just the original time they were intended to be on-campus?

There will be live check-ins with students as well as synchronous instruction on remote days.

Will there be a consolidated location/dashboard for progress, including tracking of submitted assignments with feedback/grades/marked complete?

PowerSchool is our student management system which is used to collect assignment and grading information. Additionally, regular communication with teachers is always encouraged and appreciated.

Separate to the plan in its entirety, will you provide an outline of the curriculum for each grade/course, in advance of the school year so that we as parents are better able to anticipate and support remote learning efforts?

Curricular questions at the secondary level can be directed to curriculum coordinators. Additionally, Sheryl Goffman, our Assistant Superintendent for Curriculum, Instructional and Assessment can answer curriculum questions.

Why was the decision made to teach Social Studies and Science classes all remotely?

Social Studies and Science instruction at the elementary level is a combination of synchronous and asynchronous.

What Word Study program will be used at the elementary schools this year?

Teachers College Phonics will be used in grades K-2 while Words their Way will be used in grades 3-5.

Will there be any requirement for teachers to check in on their students on an individual basis?

Teachers are required to have daily meaningful contact with students. Additionally, our schedules have built in individual and small group time into each week.

Are you able to provide information as to how the split day was decided upon?

Using information collected from our surveys and considering all health, safety, facilities and instructional concerns, we selected the hybrid models for our schools.

How have the needs of our incoming Kindergarteners, who are entering elementary school for the first time, being considered?

We know how important kindergarten is as a child is beginning their school experience. Our wonderful kindergarten teachers do a terrific job supporting the entry of kindergarten students into the schools. They have been working and planning to continue that great work in our hybrid model.

How long will it be permitted for masks to be off?

Mask breaks will be short periods of time (several minutes) allowing for students to remove their masks in a safe manner.

Why will elementary schools kids be in the same room all day – including lunch?

In an effort to decrease exposure, elementary students will remain in the classroom during their time in the building. Students will not be having lunch in school.

How can the special rooms in the school be used more effectively?

We are using all of the spaces in our schools for instruction.

What about the extra grade level rooms? How are they being used?

We are using all of the spaces in our schools for instruction.

What additional precautions will be taken if some students/faculty/staff do have an exception to the mask requirement to protect everyone else?

Face shields are available to assist with this issue. In addition, student desks have been outfitted with 3-sided barriers to provide extra protection for all room occupants.

Can protocols for surveys of air flow within classrooms and other communal spaces indoors be conducted prior to the start of school to modify this risk?

We have installed MERV-13 filters in our ventilation systems and purchased stand-alone air purification units for areas that are not covered by the larger systems. Additionally, windows will be open in all spaces to ensure fresh air flow.

Why isn't synchronous learning more of a priority in the plan, if further background could be provided on the rationale for this option, it would be great?

Synchronous instruction is a priority in our plan and students will have a set schedule to follow each day when working remotely. The developmental stages of our students have been considered when designing our model and determining the appropriate amount of screen time.

Is a full day option being considered?

We have examined many different models for our plan and have selected what we believe is the best model in terms of safety, health and instruction given the limitations of our facilities.

Why can't each group have a full day - isn't it less disruptive, particularly for the younger children?

We have examined many different models for our plan and have selected what we believe is the best model in terms of safety, health and instruction given the limitations of our facilities.

How does the District believe the lack of live, synchronous learning will work for and benefit younger children such as kindergarteners and 1st graders who are unable to read lesson plans and follow an asynchronous learning experience without 100% help from an adult at home?

Synchronous instruction is a priority in our plan and students will have a set schedule to follow each day when working remotely. The developmental stages of our students have been considered when designing our model and determining the appropriate amount of screen time.

In the elementary hybrid and full remote options here- why is live stream not an option for all subjects?

Synchronous instruction is a priority in our plan and students will have a set schedule to follow each day when working remotely. The developmental stages of our students have been considered when designing our model and determining the appropriate amount of screen time and the effectiveness of live-streaming.

Will there be creative supplemental programs and activities that drive engagement that are planned for? Have you considered how significantly this will burden parents of children with special needs or dual working families?

We recognize that any model that is not full in-person school presents significant challenges to our families. We have worked to identify engaging applications and to design excellent instruction to be used with the children both in school and in our remote instruction.

Why not live stream the class for the other "pod" so learning occurs progressively through the day and children remain engaged all day long?

Synchronous instruction is a priority in our plan and students will have a set schedule to follow each day when working remotely. The developmental stages of our students have been considered when designing our model and determining the appropriate amount of screen time and the effectiveness of live streaming.

In a typical elementary school these subjects would have a time breakdown as follows: Reading - 45 minutes, Writing - 45 minutes, Math - at least 30 minutes, Word Study - 20 minutes, Class meeting - at least 10 minutes. The 140 minutes as outlined in the hybrid model will not allow all subjects to be taught as they should be; what subjects will be cut short each day because of the lack of time?

Our teachers have been working to plan instruction that fits within the time constraints while achieving instructional goals. The small size of the cohorts will allow for greater efficiency of delivery and more individualized instruction for students.

Is the District committed to requiring some minimum level of one on one child/teacher interaction, teacher feedback and avenues for parent/teacher interaction at a time where we are more disconnected than ever? And if not, why?

The District is committed to more individualized contact and our models build that into the weekly schedule. We welcome feedback and expect that teachers will provide regular communication and updates to our students and families.

Why is Wednesday teacher planning necessary given it seems that teachers will essentially be teaching the same lesson twice per day to two different groups of children meaning their lesson planning changes from 5 days of lessons to 2.5 days of lessons?

Our schedule has 90 minutes of planning time on Wednesdays. Teachers will be providing instruction for the remainder of the day.

For Chromebooks in elementary school and for the webcams, does the district have the budget to procure these devices so that each kid in grades 2-5 has one? Is this something that they will look to the PTO's to help pay for?

Students in grades 2-5 will be assigned their own Chromebook device. Each student will be able to take their device home. These devices and chargers should be brought to school and home on a daily basis.

When will an update be given on the acquisition of funds to provide devices for each child in grades K -1?

We are grateful for the funding efforts from both the PTOs and the Rye Fund in assisting to support our COVID needs. We continue to work toward providing one on one devices at this level, however the biggest challenge has been availability of devices. There is a nationwide shortage of Chromebooks and other similar devices.

How will work done online be reviewed and graded? Will there be a minimum level of feedback required from the teachers?

All student work, whether in person or remote, will be assessed and evaluated. Teachers will provide regular feedback on student work and progress.

For the elementary hybrid learning model, will they rotate the schedule for groups A and B so that group A doesn't always meet in the morning and group B in afternoon?

Not at this time. For now the cohort groups will have a consistent schedule.

For the elementary hybrid learning model, for the at-home portion, will the kids have to log into a new Google Meet for each new special or period they have? Will attendance be taken for each special/period?

Students will log into Google Meet for specials classes. Attendance will be taken daily in all classes.

What does the plan for review of the materials covered from March-June look like?

Teachers will be assessing students early in the semester to determine specific areas that need to be revisited based on the spring closing.

Wouldn't it be better if each group took 2 days of the week to be in the classroom full time - e.g., group 1 Monday Tuesday, group 2 Thursday Friday?

We have examined many models for our schedule and selected what we believe is the best given health, safety, and educational guidelines along with our facilities limitations.

What consideration was given to spreading the elementary students throughout all five RCSD buildings and having more in person learning for the younger children and have the older children take more days virtual learning from home?

We have examined many models for our schedule and selected what we believe is the best given health, safety, and educational guidelines along with our facilities limitations.

Will the hybrid learning model, specifically the afternoon or morning assignment, be for the entire year?

We do not know this at this time.

What steps are the administration taking to ensure a smooth transition for the new students? Will children be grouped according to preschool classes? Neighborhoods?

We continue to offer new family and student orientation programs in an effort to provide a smooth transition into school.

Why is the chosen hybrid model deemed better for the RCSD, as opposed to alternating full days?

We have examined many models for our schedule and selected what we believe is the best given health, safety, and educational guidelines along with our facilities limitations.

Wouldn't a Monday/Thursday and Tuesday/Friday alternating am/pm schedule be a better alternative?

We have examined many models for our schedule and selected what we believe is the best given health, safety, and educational guidelines along with our facilities limitations.

Will our wonderful after school programs such as kids space or the YMCA have longer coverage?

Our local community child care programs have made or are making modifications to their offerings due to the hybrid model of school.

Will these programs be able to assist our kids with online schooling and help with their school work for the latter part of the day and if so, what about the students that do not have Chromebooks and only have stand-alone PCs, how will that work?

It is best for you to communicate directly with the programs you are interested in accessing. We are aware that our local community programs are working to provide support during the remote portion of the school day.

Will the morning and afternoon classes take place in the same rooms?

Yes.

Will children in 3rd grade have the normal homework as they would in school?

Yes.

Will parents be given a supply list in order to optimize learning?

Yes.

There do not seem to be any office hours in the fully remote schedule. How will a child ask a question to something they are not understanding for the stagnant videos?

There is a regular schedule for the fully remote model that includes office hours.

Will there be any 1:1 time with the child and the teacher?

Yes.

What will be the expected turnaround time for a question from a student or parent? Is there a policy in place to make sure they are timely in the fully remote environment?

We expect that questions from students or families will be answered in a timely manner. If a question is not answered, please be sure to check the email address for accuracy. If the email address is correct and there is no response, please contact a building administrator for assistance.

How will work be submitted and reviewed?

Work completed remotely will be submitted through Google Classroom or via email.

When arranging the classes, will you also try to take into account any friendship bonds that the previous year's teacher might have recommended to be in the same class?

Yes, we build classes with great care and consideration of many factors.

We ordered the childrens' school resources packs as part of the big joint order - will any of those resources be able to come home to support the remote learning part of the day?

Yes

Please could the teachers consider a rewards strategy that can be applied at home too, to incentivise hard work, good attitude etc?

Incentive programs in the home are at the discretion of the individual family.

Will there be outdoor recess opportunities where class members can play together in unstructured/child led ways?

Yes, following all safety protocols.

Will the children be eating a snack at school?

No.

How will working parents make sure that their kids are able to follow along and get all the art materials they need?

Please contact your child's art teacher with any questions or needs.

For those of us working parents who may rely on Kids SPACE or the Y, is there an option where virtual learning sessions might take place there or would I need to rely on an independent person to oversee this learning?

It is best for you to communicate directly with the programs you are interested in accessing. We understand that our local community programs are working to provide support during the remote portion of the school day.

Will PTO funds that are sitting there unused be used for an important, if not the most important (our children's health) cause this year, or will parents continuously be asked to donate?

Our PO/PTO groups have always and continue to be supportive of the schools and provide funding for necessary materials and supplies. So far, the PO/PTO groups have donated over \$100,000 to purchase air filtration units and MERV-13 filters.

Why are any children sharing Chromebooks – especially at the K-1 level which is probably the most touch heavy group. Would it be possible to switch it so that 5th graders are sharing – a group that understands and can even clean down their own Chromebooks between students?

We are working to acquire additional Chromebooks and devices for K/1 students. All classrooms will have electronic cleaning wipes when devices are shared.

Will supplies be ordered in a timely manner so as to avoid a run on them, as demonstrated this past spring?

The District has secured large quantities of COVID-related supplies, however supply chain issues remain very challenging and many of our purchases have been and continue to be delayed.

Secondary

Is there room for project-based learning in the remote part of the school day?

The District continues to focus on increasing project based learning opportunities for our students.

Will the Middle School students still be split into R-M-S teams and then each team be split into Groups A and B?

Yes

What will be the student/teacher ratio in the high school and middle school?

Our class sizes in the high school and middle school will remain as usual with classes in the range of 24-27 students.

In the Middle School, will the students have the same teacher for their in-school and Remote Learning sessions?

Yes

How will actual learning work when half the students are in Class and half are at home for a class. Will Group B students at home actually be interacting with the teacher live at the same as Group A students who are in the class? What will be the technology platform they will be using?

Google Meets will be utilized by students and teachers for video conferencing, especially critical in a hybrid or remote teaching environment. Students are prohibited from recording any remote or live streamed lessons or activities, except as provided for in a student's Individualized Education Program (IEP).

X period for middle school has always been scheduled for Mon-Thurs, is it possible to change it to Mon, Tues, Thurs and Fri this year?

The X period schedule will remain Mon-Thurs. for the school year.

Can students in Middle School and High School stay in the same class throughout the day and can teachers come to them?

When this is possible in RMS we are following this model. At RHS, the individualized nature of student schedules and the low number of classrooms do not make this a feasible option.

What time will students need to arrive to enter in a socially distanced way? 7:30? 7:15? Where will they go until school starts? Any new rules for pick-up?

Students should plan to arrive approximately 15 minutes earlier than usual for the entry process. They will report to their assigned entrance where they will complete the screening process.

How will the students be socially distanced during lunch?

Designated seating will be made available to students during lunch arranged to maintain social distancing.

Will there Be plexiglass Between students?

Yes, student desks will have 3-sided barriers.

How will the high school and middle school be able to seat all the kids for lunch at least 6 feet apart?

Multiple spaces throughout the building will be utilized for lunch.

Will children be allowed to bring their own lunch?

Yes.

What are the kids going to do with Coats and hats and gloves and boots in the winter? Or raincoats and umbrellas in the rain?

These items will have to remain with students during their time in the building.

How will the kids be able to carry everything in their backpacks?

We expect that teachers will make appropriate modifications to what materials and resources are required in class.

Since kids cannot use the lockers, will teachers not require that they bring all of their materials to the classroom?

We expect that teachers will make appropriate modifications to what materials and resources are required in class.

Is daily in-school even feasible for middle and high school?

Our facilities prohibit full in school for all students due to space constraints and social distancing requirements.

On the remote days of learning for the Middle School how much of the day will be live and interactive with the instructors?

Middle schools students will follow their daily schedule and live stream into classes which will enable them to interact with their teachers and peers.

Will attendance be taken at each period?

Yes.

Where will the high school band practice? How will wind instruments sit 12' from others? Is there enough room for this?

High school band classes will be assigned to larger spaces based on the number of musicians in the class and the ability to provide 12 foot distancing between students.

How do kids sign up for X period? Will there be a time limit of say 5 min per student? Or is it more group topic oriented?

Middle school students will sign up for x period based on their particular instructional need. Our electronic sign up system will be explained to the students at the start of the school year.

Will X period be required for RMS as was being discussed in the spring (under the in person and hybrid models)?

Yes, X period is required this year. Our technology department is finalizing an electronic sign up as discussed in the spring.

What is the plan for remote learning breaks and homework?

Students will follow their regular school schedule and take breaks when possible. Homework should be completed as assigned by teachers.

Are we moving to blocks for the high school schedule? Or keeping the same schedule as last year?

The new High School schedule remains in place.

Why are we continuing with the rotating drop schedule in the high school? Why are we adding another level of complexity to the plan? Why wouldn't we try to keep the schedule as consistent and simple as possible?

Our high school teachers and administration are prepared for the new schedule and have been planning for the change.

Are we parents asked to give an option; if, we think our children have a choice for Regents Testing?

No, NYS exams are required and not optional.

How are you going to prevent cohorts from happening among the high school kids especially when changing classrooms going from class to class?

Hallways will be assigned as “one way” in an effort to keep person to person contact while passing at a minimum.

Socializing for mental well being of students: what is the plan to keep students 6’ apart?

We will continuously remind students to maintain a distance of six feet. Furniture will be arranged with social distancing in mind.

For the RMS hybrid learning model, will the at-home days all be live-streamed? If so, will teachers be recording these sessions (at least for the core classes)?

Live streaming will be used at RMS. Students learning from home will attend class via live streaming technology. Classes will not be recorded.

Will the live-stream go through google meet or some other application?

We will continue to use the Google education suite of products, including Google Meet and Google Classroom. .

Will teachers collaborate on asynchronous learning (i.e., annotated slides)? Possibly take turns posting material for a given grade?

This is an excellent idea and one that will be possible with the scheduled planning and professional development time each Wednesday.

What accountability will these kids be given when they don’t hand in an assignment? What are the requirements for teaching notifying parents of missed assignments - I.e frequency in updating power school?

Attendance and grades are required for students. PowerSchool must be updated and regular communication methods should be used when a student is not completing assignments or attending class.

Will there be more detail on how English will be taught remotely in the middle school, particularly with regards to writing and particularly for those kids who need more structure around how to write as it gets closer to school?

Our curriculum office will continue to provide guidance and professional development throughout the school year in support of remote learning.

It says, benchmark and pre-assessments will be done in September, is this just for students with IEPs or 504s or does it include all students?

Assessments are for all students.

If the classes are live-streamed in RMS, what would happen if outdoor classrooms are used?

The technology department is exploring ways to live-stream from outdoor spaces.

For students with a visual impairment (or other condition impacting the ability to comfortably or effectively wear a face mask), would face shields be an acceptable alternative to a face mask?

We have a limited supply of clear face masks. The use of shields is an added layer of protection, but cannot be used in place of wearing a face covering.

Is there a way for the high school to follow the middle school schedule for remote learning?

Each school will follow their designed schedule.

Is it possible to do a reentry video for kids before they walk in the door?

We are working to create videos and materials for students about new procedures and protocols. We will also be holding orientation programs during the first days of the school year.

There is a requirement for all RMS and RHS students to bring in Chromebooks/Laptops. Are there adequate charging provisions in each class room?

We have a good number of outlets for device charging in classrooms. Charging stations are available at the Media Center. Students should make every effort to bring their devices to school fully charged.

Has there been validation done of the internet connectivity at the schools to support the heavy usage that will be required to support the model? how are you ensuring that the devices supplied are able to sufficiently and consistently access school resources? What level of technical support will be available?

We have made significant updates to our WiFi and signal strength. There is ample technical support staff working at all of our schools.

What type of physical barriers will be used at lunch?

Students will be assigned to designated areas during this time, and furniture positioning will be utilized to maintain social distancing.

If the students are not allowed to use their lockers this year and must carry their backpacks around all day AND carry these computers to and from, will the RMS teachers consider decreasing the amount of school supplies needed so as to decrease the weight they must carry with them on a daily basis. Or might there be a place where they can safely leave their computers at school?

Teachers are aware that lockers cannot be used and will modify their requirements for materials and books as appropriate.

Could the school work with the High School PTO to source inexpensive but sufficient computers (I assume Chromebooks), either as a gift to the school, or for parent purchase?

The District is not able to purchase devices at bulk discount rates for the purpose of resale.

What is the district's position on how the district and guidance department will support Rye High School Seniors in their college placement?

Our RHS Guidance department will continue to sport the students and families through the college application process.

Why aren't classroom spaces being cleaned during the day in the high school?

Barriers and disposable placemats will be used in all classrooms at the high school. In addition, EPA-approved, safe cleaning supplies will be available in every classroom for any necessary cleaning

Questions from Faculty/Staff

Has the WiFi been increased to support the additional number of students and teachers throughout the building who will be on it at all times?

Yes, the District has worked to improve WiFi signal and strength throughout the schools.

Has the District purchased microphones for teachers?

The District has ordered microphones and amplifiers for use by teachers.

Where will teachers go during prep periods to get work done or eat?

Teachers will go to department offices or classrooms during prep time.

Has the District hired an exterminator for the wasps on the second floor of the high school? Wasps will come in regularly through the windows because they do not have screens.

The District maintains an annual contract for exterminating services, faculty or staff should report any issues through the District's work order system

Will desks in departmental offices have plexiglass shields?

Work space are being spread out in offices and plastic barriers are being strategically placed

Will common use computers be removed from individual desks?

No, however electronic wipes will be provided

Will tissues be provided in the classrooms?

Yes.

Where can teachers get tissues if needed?

Please submit a work order as needed.

When will we be given instruction on how to conduct a lockdown drill without hiding?

Building level emergency management sessions will be conducted once staff returns prior to the students returning on September 8th

What will be the consequences for students record live streamed classes? What about other people (like parents) recording these live streams?

The District will enforce the AUP in the event that a student violates it during remote learning.

As teachers, how are we expected to cover the content and keep out courses consistent if the students do not have equal instructional time?

The hybrid model was built to provide an equivalent amount of in school and remote time for all students.

How will students know if their class is synchronous or asynchronous that day? Will teachers be required to do a certain number per week per class?

There is a daily and weekly schedule with detailed information that will be provided to students and parents.

Can the time set aside on Wednesdays be used by teachers to adapt their labs to a more asynchronous and online platform?

Professional development and planning time can certainly be used for adaptation of instruction.

Is it possible for clubs to meet via Google Meet as a way of keeping students connected to each other and the larger community?

Once school is reopened and we have started classes, we will begin discussions on how to safely begin clubs and extracurricular activities.

Special Education

Is there a way to lessen the burden on families and streamline group or individual services [IEP/504] to occur directly before or directly after their “in school time”?

Specific concerns and plans should be raised by individual families during meetings with the Special Education Department.

And will the district be working to have providers work consecutively rather than have all of the services spread out?

Specific concerns and plans should be raised by individual families during meetings with the Special Education Department. This would include any schedule considerations.

What is the plan for delivering accommodations for students with a 504 via the remote and hybrid channels and how will you train teachers to help these students to access the curriculum via these online channels?

All accommodations and modifications will be implemented as per a child’s IEP or 504 plan. Our teachers have been participating in professional development and training all summer on how to maximize the use of our technology platforms.

When parents are expected to receive the first communication from the special education department to discuss the year?

A Q & A session was held for the families of our special education students. Parents/guardians who were not able to join the session can view a recording on the District’s website. In addition, all families have been invited to meet with the Special Education Department to discuss their child's needs and plan for the school year.

How accommodations and modifications can be successfully implemented in the remote and hybrid models.

All accommodations and modifications will be implemented as per a child’s IEP or 504 plan.

My kids like many kids with IEPs cannot learn remotely and I want to understand what consideration and what plan has been outlined for them?

All families of students with IEPs will have a meeting with the Special Education Department to discuss the individual plans and needs of each child.

Will my son still receive his 504 plan services (support for emotional and social skills needs) with the modified schedule?

Yes, all students will receive any supports or services as dictated by a 504 plan or IEP.

When will this schedule be modified and is it possible that school will resume on a normal schedule in the 2020-2021 school year?

We do not know this at the current time. The status of the virus and recommendations/mandates from NYS and the DOH will dictate our next steps.

I was wondering how are you going to ensure that the 504's are followed? In her 504 it says she will have daily contact with her teachers and regular contact with her guidance counselor. If we are totally remote or even the hybrid model, how will you ensure she has regular contact with her teachers and the guidance counselor? Also she is supposed to go to the learning center each day. How will that be set up remotely for the kids?

All teachers are still responsible for adhering to the 504 plans. Teachers and/or counselors can set up times to meet with the student in person (if possible) or remotely through a Google Hangout.

Appendix

- [CDC Guidelines](#)
- [NYS Department of Health Guidelines](#)
- [NYS Education Department Guidelines](#)
- Rye City School District Health Self-Assessment Checklist
 - [Student](#)
 - [Employee](#)
 - [Essential Visitors/Vendors](#)
- [RCSD Employee Workplace Accommodation Request Form](#)
- [RCSD Remote Instruction Accommodation Form](#)
- Survey Links
 - [Students Grades 6-12](#)
 - [Parents](#)
 - [Teachers](#)
- Survey Results
 - [Students 6-12](#)
 - [Parents K-12](#)
 - [Teachers K-12](#)