

Greenland Central School Re-Entry Plan

Fall 2020



Table of Contents

Introduction	4
Guiding Principles	4
Highlights of the Plan	4
Health & Operational Logistics	5
District Leadership Team and COVID-19 Coordinators	5
Communications	5
Building and Grounds	6
Preparations	6
Classroom Structure	6
Daily Procedures	7
Staff/Students Sick at School	7
Procedures for Staff/Students Sick at School	7
Reporting and Investigating COVID-19 in the Educational Facility	9
Staff/Students Required to Quarantine	10
Quarantine Based on Exposure	10
Travel Quarantine	10
In the Event Students/ Staff Quarantine Guidelines	11
Additional Cleaning Protocols in the Event of Confirmed COVID-19	11
Daily Operations for Return	13
Student and Staff Safety Protocols	13
Face Coverings/Masks	13
Screening	13
Proper Hygiene Protocols	14
Classroom Operations	14
School Start Date	14
Back to School Transition Meetings	14
Class Sizes	15
Arrivals and Dismissals	15
Lunch/Recess	16
Unified Arts Classes	17
Outdoor Classes	17
Visitors and Volunteers	18
Substitutes	18
Student Transportation	18

Instruction	21
Online Platforms	21
Curriculum	22
Literacy & Math Benchmark Assessments	23
Remediation	23
Special Education	23
Services	23
Health and Safety	24
Meetings	24
Duty Coverage	25
Social & Emotional Support	25
Remote Learning	26
Communications/Logistics	26
Remote Instruction	27
Teaching and Learning	27
Logistics	28
Special Education Remote Learning	28
Services	28
Meetings	28
Individuals Who Are Not to Returning to the School Building	29
Staff with Underlying Health Conditions	29
Students Whose Families Elect Not to Attend Building-Based Instruction	29

Note: Updates made on 11.16.20 are in purple for ease of reference.

Introduction

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

Guiding Principles

- Provide safe reentry in order to maintain a healthy community while following the CDC and state guidelines
- Maximize the number of days/time for in person learning
- Provide consistent guidelines for elementary and middle level learners
- Create a learning environment that can be fluid whether we are in school or remote

Highlights of the Plan

All students will be able to return to the building five days a week at the start of the year. Preventative measures will be taken to promote the safety of all staff and students. These measures include students and staff wearing masks, daily screening questions, utilizing student cohorts, and limiting group sizes. At the same time, we will prioritize the mental and emotional well-being of staff and students. Although social distancing requires that we limit mixing among different classes, staff will create a sense of belonging, significance, and fun within their classes, and foster healthy, caring relationships between and among the GCS Community.

Health & Operational Logistics

District Leadership Team and COVID-19 Coordinators

The District Leadership team constitutes the SAU 50 Administrative Team which is composed of the following building-level and SAU-level administrators from across the SAU:

- | | |
|---|--------------------|
| ● Superintendent | Salvatore Petralia |
| ● Assistant Superintendent | Kelli R. Killen |
| ● Director of Special Education | Sarah Reinhardt |
| ● Director of Technology | Brian Grattan |
| ● Business Administrator | Mindy Ryan |
| ● Principal, Greenland Central School | Tamara Hallee |
| ● Assistant Principal, Greenland Central School | Lauren Teeden |
| ● Special Education Coordinator, Greenland Central School | Shonda Thibeault |
| ● Principal, Maude H. Trefethen School | David Latchaw |
| ● Principal, Newington Public School | Peter Latchaw |
| ● Principal, Rye Elementary School | Suzanne Lull |
| ● Principal, Rye Junior High School | Marie Soucy |
| ● Special Education Coordinator, Rye School District | Margaret Louney |

The COVID-19 Coordinators for Greenland Central School are Principal Tamara Hallee, Nurse Kelly Paul, and Assistant Principal Lauren Teeden.

Communications

Greenland Central School will draft and disseminate comprehensive written communication plans to both staff and families prior to the start of the 20-21 school year. These plans will include:

- [Checklist of symptoms of COVID-19](#)
- [Risk factor screening questions](#)
- [Self-isolation guide](#)
- [Discontinuation of isolation](#)
- [Using cloth face coverings](#)
- Bus protocols
- Visitors and volunteers at school protocols
- Special Education direct & group instruction protocols
- Student supply list
- Daily safety procedures in school
- Nurse correspondence
- Classroom library sanitization protocols
- Daily schedules
- Kindergarten Screening
- Gr. 1-8 back to school re-entry meetings
- Include drop off and pick-up info, including map

- Electronic forms using express enrollment

Communication to families will be disseminated via email, as well as posted on the school website.

Building and Grounds

Preparations

Greenland Central School will complete the following tasks in order to prepare the building and grounds for students' and staff's safe return.

- Signage: School will have signage on entrances alerting visitors to entrance rules (volunteers report to the front office). Post signage regarding washing hands (print and laminate) in bathrooms
- Install supplies for reopening
 - a. Add hands free faucets to 9 sinks
 - b. Add HEPA filter to nurse's office
 - c. Place hand sanitizer dispensers (2- front entrance, 2 stone building playground ent, 2 stone bldg fish tank entrance, 2 5/6 ent, 2 3/4 from the playground ent, 2 Gym entry)
 - d. Add 2 water bottle fill up stations (1 in cafe and 1 in the gymnasium)
- Redistribute furniture so that each classroom has what it needs. Remove excess furniture, if needed
- School deep cleaned and sanitized
- Paint spots on playground for lining up 3-6 ft spacing
- Tape markings to indicate 6 feet separation spacing in hallways
- Stock classrooms with disinfectant wipes, gloves, and extra masks
- Nurse's office stocked with masks, gloves, hand sanitizer and other safety materials
- Disable the bubblers. Students will only use the water bottle fill up portion of the station.
- Create a map of outdoor spaces (for classes/lunch/recess, etc.) and schedule of who will be in each space at each time, if needed
- Create a checklist for on duty custodians to have to provide guidelines on cleaning
- Create a checklist for teachers on what they need to do on a daily basis in their classroom throughout the day.

Classroom Structure

- Desks and tables will be spaced a minimum of 3 feet apart, with 6 feet separation whenever possible.
- Plexiglass dividers will be used for tables and for grouping desks into quads.
- Students will have assigned seating in all classrooms so they are consistently sitting next to the same person. Switching of seating can periodically occur, but will be minimized.
- Classroom furniture and play spaces will be arranged to maintain physical distancing, when possible. Sensory tables will be removed from classrooms and replaced with activities that

have students using their own supplies. We will limit shared teaching materials to those that can be easily cleaned and disinfected at the end of the day or more often as needed.

- Minimize the potential for the spread of germs in the classroom space by temporarily removing items that are not easily cleanable and not necessary for educational purposes. Excess furniture and materials will be moved into storage to create as much space as possible for physical distancing.
- Adjacent lockers will be assigned to the student cohort. Elementary students will utilize a large reusable shopping bag for their belongings.

Daily Procedures

- Daily wiping down of door handles, bathrooms minimally every two hours
- Sanitization of Spaces between students
- Playground: Designated zones on fields to avoid mixing cohorts.
 - Playground equipment **will be sanitized between cohorts.**
- When students need to move through the building, staff will monitor the hallways to encourage students to maintain physical distancing. Every effort will be made to limit the amount of students in the hallway at a time.
- Staff should try to maintain at least six feet of physical distancing from other staff in their work environment. This should include avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms. In-person group meetings should be limited—conduct staff meetings remotely (e.g., via web-based conferences/meetings) whenever possible. **Staff should also attempt to stay at least six feet from students during educational/instruction time in classrooms as much as possible.**

Staff/Students Sick at School

Procedures for Staff/Students Sick at School

- Students or staff who show symptoms of being ill, whether COVID related or not, will stay home.
- GCS is requesting you to have your student(s) tested for COVID-19 if they are experiencing **any** of the following symptoms.
 - Fever/ Chills
 - Cough
 - Sore Throat
 - Shortness of Breath
 - Fatigue
 - Diarrhea
 - Nausea/ Vomiting
 - Runny Nose/ Congestion
 - Body/ Muscle Aches
 - Headache

- New Loss of taste or Smell
 - MIS-C Symptoms (Rash, Neck Pain, Bloodshot Eyes, Abdominal Pain)
- If a student has any of the above symptoms, please keep the student home, call the school attendance line or email GCSattendance@sau50.org with a list of all of their symptoms and have the student tested for COVID-19.
- Any student or staff in the building showing symptoms of being ill, whether COVID related or not, will be sent to the nurse's office for evaluation.
 - The school nurse will record the symptomatic person's temperature and perform a brief assessment of the person's complaints or symptoms (this becomes important for the purposes of a public health investigation if the person is confirmed to have COVID-19). Any brief assessment can be performed from at least six feet away with the nurse wearing a surgical face mask. If the school nurse needs to be in close contact with the individual (within six feet), they should have personal protective equipment (PPE) on hand. See NH Division of Public Health Services (DPHS) guidance for the most up-to-date recommendations for healthcare providers.
- The nurse's office sick beds will be used to isolate a sick child or staff.
- Students or staff who show symptoms of being ill, whether COVID related or not, will be sent home and **asked** to be tested for COVID. If a student, the parent will be called for immediate dismissal.
- Students and families who show signs of illness are strongly encouraged to contact primary care physicians for advice.
- Siblings of students who are undergoing testing for mild non-specific symptoms do not need to be excluded
- Siblings of students who are undergoing testing for highly suspect symptoms should be excluded from school
- Student or staff returning to school:
 - Symptomatic and confirmed with COVID-19:
 - Will follow the [CDC](#) and [NH Health and Human Services](#) recommendations
 - At least 10 days have passed since symptoms appeared, AND
 - At least 24 hours have passed since last fever, with no fever reducing medications, (Fever is considered a temperature reading of 100 degrees Fahrenheit or higher, AND
 - Symptoms have improved.
 - An official letter from NH Public Health has been received indicating the quarantine period has been completed.
 - Symptomatic and tests negative for COVID-19:
 - Once the family has provided the school with a copy of the negative test results, AND
 - They are 24 hours fever free without medication,
 - AND their symptoms have improved.

- Symptomatic, but the person, student or staff, refuses testing: they will have to follow the same requirements as if they are positive for COVID. **See above bullet; symptomatic and confirmed with COVID-19.**
- Asymptomatic, but tests positive: 14 days quarantine, because there are no symptoms yet.

Reporting and Investigating COVID-19 in the Educational Facility

1. Any staff or student, confirmed with COVID-19, should immediately contact the school nurse. The school nurse will confirm the positive result with NH Public Health. Once confirmed, the school nurse will contact the principal and superintendent.
 - a. If a parent or other family member is confirmed with COVID, the district has no responsibility to inform and will direct the family to follow their doctor's orders, CDC and NH Guidelines, in terms of testing, isolation, and quarantine of other family members.
2. Public health or GCS Administration will conduct a detailed investigation to identify people who may have been in "close contact" with a student or staff member diagnosed with COVID-19 during their infectious period. As part of the investigation, investigators seek to identify close contacts starting two days before the person became symptomatic or tested positive for COVID-19 (if asymptomatic).
3. "Close contact" is defined as a person being within 6 feet of someone with COVID-19 for a cumulative time of 10 minutes or longer during the person's infectious period; this exposure can occur over multiple separate contacts or even days. Depending on individual circumstances, and on a case-by-case basis, public health or GCS Administration may identify other individuals considered at risk for exposure.
4. Any person who is identified as a close contact or at risk for exposure to COVID-19 based on the investigation will be required to quarantine for 14 days from their last day of exposure. Depending on the specific circumstances, this may involve quarantine of only specific individuals (e.g., those sitting next to a person with COVID-19 in a classroom), but could include whole classes (depending on degree or likelihood of close contact, classroom size, age of students, etc.); this will be assessed on a case-by-case basis by public health and/or school administration.
 - a. Close contacts of people diagnosed with COVID-19 should also get tested for COVID-19 (ideally 5-7 days after exposure) even if they do not have symptoms of COVID-19. Testing for COVID-19 during quarantine helps identify infection early when someone may be infected but still asymptomatic and can help stop further spread of the virus, but a negative test does NOT allow a person to end an "exposure" quarantine early.

5. NH public health will work with schools to collect the necessary information (through the schools point-of-contact), interview the person diagnosed with COVID-19, and potentially other staff involved to gather information to make an informed decision about risk and need for people to quarantine.
6. Public health will also assist with school and student/family communication.

Person(s) with suspected or confirmed COVID-19 must stay out of education programming until symptom-based criteria are met for discontinuation of isolation.

Please refer to the New Hampshire Department of Education's [5 Steps to Expect If a Student or Staff Tests Positive for COVID-19](#) for a summary of this process.

Staff/Students Required to Quarantine

Quarantine Based on Exposure

- Students and staff who are exposed to someone suspected or confirmed to have COVID are required to quarantine for 14 days. ***Individuals may not test out of “exposure” quarantine.**
- From the CDC: People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.
- Staff and students in quarantine must follow the [DHHS isolation and Quarantine Guide](#) and the [CDC guidelines for Quarantine](#).
- Individuals may not engage in “in person” educational or extra-curricular activities.
- Individuals must [keep their distance](#) from friends, relatives, and family members.

Travel Quarantine

- [DHHS continues to recommend against any non-essential personal or business travel, and people should avoid gathering with others who are not part of a person’s immediate household, even during the holidays.](#)
- Students and staff are asked to use discretion with travel within New England, in particular, areas of concern as highlighted by the [State of NH](#) and [CDC](#).
- Students do not need to quarantine if they have a parent who travels outside of New England for work.
- [Staff or students traveling outside the six New England States \(NH, ME, VT, MA, CT, RI\) still need to self-quarantine for 14 days from their last day of travel outside New England.](#)
- From the CDC: People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.
- Staff and students in quarantine must follow the [DHHS isolation and Quarantine Guide](#) and the [CDC guidelines for Quarantine](#).
- Individuals may not engage in “in person” educational or extra-curricular activities.
- Individuals must [keep their distance](#) from friends, relatives, and family members

In the Event Students/ Staff Quarantine Guidelines

- Building-based students who are healthy, but in quarantine, will engage in remote learning under the supervision of their classroom teacher. Teachers will utilize Google Classroom to provide remote instruction (e.g. videos/resources) and assignments to students from their class who are engaged in temporary remote learning.
 - Building-based students who are sick and quarantined will not be expected to keep up with their assignments while they are recovering. Sick students should coordinate with their classroom teacher(s) to make up missing work when they are well enough to do so.
 - In the event that a staff member must quarantine while his or her students remain in the building, a substitute teacher will be procured to supervise students. If the teacher is healthy and in quarantine, the teacher will utilize Google Classroom to provide instruction remotely to the students in the building (under the supervision of a sub). If the teacher is sick or caring for a sick family member and is unable to provide remote instruction, the teacher will provide sub plans and the substitute will carry out the instruction for students.
 - In the event that an entire class must quarantine, that class will move into remote instruction and follow the guidelines outlined in the Remote Instruction section described below.
 - Communication will be sent via email to all staff and families if there is a confirmed COVID-19 case at the school.
 - Staff and Families should expect to receive a call from the Principal, Assistant Principal, School Nurse, or Public Health if they will need to quarantine.
 - From the CDC: People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department
 - Staff and students in quarantine must follow the [DHHS isolation and Quarantine Guide](#) and [CDC guidelines for Quarantine](#)
 - Individuals may not engage in “in person” educational or extra-curricular activities.
 - Individuals must [keep their distance](#) from friends, relatives, and family members
- Individuals may not test out of “exposure” quarantine.**

Additional Cleaning Protocols in the Event of Confirmed COVID-19

We will follow the CDC guidance on how to disinfect the facility if someone is sick. If a sick child or staff person has been isolated in the facility, we will also clean and disinfect surfaces in the nurse’s office after the sick person has gone home.

We will implement the following cleaning protocols if COVID-19 is confirmed in a child or staff member:

- Close off areas used by the person who is sick. If possible, move the children remaining in the classroom to another environment until cleaning protocols can be implemented.
- Custodial staff to wear PPE when cleaning these areas.

Greenland Central School Re-Entry Plan

V.5 - Updated November 16, 2020

- Open outside doors and windows to increase air circulation in the areas.
- If possible, we will wait up to 24-hours before cleaning or disinfecting to allow respiratory droplets to settle to reduce the risk to individuals cleaning.
- Clean and disinfect all areas used by the person who is sick, such as classrooms, offices, bathrooms, and common areas.
- If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Daily Operations for Return

Student and Staff Safety Protocols

Face Coverings/Masks

Please refer to CDC guidelines (hyperlink:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>)

on acceptable mask use and considerations

- Masks will be worn by students and staff as they enter school, whenever they are in the building, when physical distancing is not possible, and/or when the situation warrants it.
- Face shields are not an acceptable form of face covering for students (unless used in conjunction with a mask).
- Masks will be provided by families for students. Masks will be provided for staff by the school and available for students if needed.
- Mask breaks will occur throughout the day when students and/or staff can be six feet apart and ideally outside.
- NH DHHS does not recommend students wear masks or face coverings in programs for certain populations of students, which include:
 - 1. Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
 - 2. Students in which having cloth, ties, elastics etc. around their mouths and necks which can pose choking or strangulation hazards, or may interfere with the functioning of certain medical equipment or assistive technology
 - 3. Individuals who are more likely to play with the masks, adjust them or remove them without washing their hands after touching the masks, touch their face, etc
 - The district recognizes that students, depending upon their disability, may have difficulties tolerating masks. The district is working with these students to increase their tolerance for mask wearing. The district has provided staff the option to access additional PPE when they are working with students who are not able to wear masks.

Screening

We will utilize the following process, as outlined by the NH DOE's Back to School Guide, for screening staff and students daily for symptoms of COVID-10 or for risk factors prior to entering the school.

- Staff will be required to complete an online screening assessment through PowerSchool prior to arriving at work. The questions asked are based on the CDC Screening Tool.
- For students, parents/guardians will be required to complete an online screening assessment through PowerSchool prior to sending their child to school. The questions you

will be asked are based on the [NH DOE's Child Screening Tool](#). If a child does not have a completed questionnaire, parent contact will be initiated by the nurse or office.

- Students will receive an additional screening measure of having their temperature checked as they enter the school building.

Proper Hygiene Protocols

- Students and staff will wash hands or sanitize at designated times (*arrival, before/after eating, using the restroom*).

Classroom Operations

- In the event of a public health investigation into a person with confirmed COVID-19 assigned seating and attendance records will aid in identification of students in close contact and potentially lessen the number of students needing to undergo quarantine.
- **Classroom activities will be conducted to minimize close contact** and avoid groups whenever possible. Any small group activities will be conducted so that students are spaced at least three feet apart.
- When possible, avoid the use of shared materials. If shared teaching material is necessary, then focus on hand hygiene before and after each educational session and use (frequent hand hygiene in this setting would be facilitated by having an alcohol-based hand sanitizer available for in-classroom use, which is monitored and stored safely to avoid misuse by children).
- Classes will be cohorted together to the greatest extent possible so that students and teachers in one class avoid interaction (i.e., crossover) with another class. Classes will remain in the same classroom for all of their lessons, unless utilizing an outdoor space. Teachers will rotate to students (including Unified Arts, middle school teachers, etc.) *When possible a hybrid model for Art and PE may be followed. This model will allow over an hour between classes and time for sanitization to occur.
- Students receiving support services may interact with students outside of their cohort. Efforts will be made to follow social distancing guidelines.

School Start Date

We will consider revising the school calendar to have students in grades 1-8 start school on Wednesday September 9. We will conduct Kindergarten screening September 9-11, and have the first day for Kindergarten students occur on Tuesday, September 15.

Back to School Transition Meetings

Prior to the start of school, GCS will host transition meetings for students in grades 1-8 who are in need of visiting their new classroom and/or meeting their new teachers prior to the opening of school. The special education coordinator will coordinate these meetings for any interested special

education students and the school counselor will coordinate this for all other students in need of this service.

Class Sizes

Greenland Central School plans to limit class sizes to 17 students per class. We will finalize teaching assignments and class lists after reviewing the results of the student enrollment survey, distributed on July 22.

School Schedule

We have revised our school schedule in order to best meet the needs of students and staff for the 2020-2021 school year. Students will be in school for a full day M-Th, and will follow an early release schedule (dismissal at 11:45am) on Fridays.

Friday Early Release

- Students will be expected to complete 2-2.5 hours of remote learning after their early release on Fridays. The learning activities will be assigned by UA, special education and/or classroom teachers via Google Classroom. The remote learning activities may include a combination of online platforms such as IXL, NewsELA, and RAZKids as well as offscreen tasks that extend the learning that took place in students' classes during the week.
- Staff will be engaged in planning and professional development on Friday afternoons. Due to the focus on best practices for virtual learning, trauma approach, and social/emotional learning, a vast amount of time will be needed for staff to learn and implement these.

Unified Arts

- Kindergarten students will have unified arts on Fridays only. K Paras will take Kindergarten students outside for extra outdoor during K teachers' planning periods on M-Th.
- Each class of students in grades 1-6 will have UA in person for 75 minutes two days a week.
- Students in grades 7-8 will have UA in person for 75 minutes once a week.

Arrivals and Dismissals

- Staggered Arrival- buses unload one at a time upon arrival to 7:30. Car drop offs to occur 7:30-7:45. Announcements will occur at 7:50.
- Congregation/waiting outside of the school in the morning or afternoon should be avoided. Any waiting students will have clear instructions and spaces marked for appropriate physical distancing. Staff will monitor before/after school to encourage physical distancing on school grounds.
- Students will use entrances depending on their grade level.
 - Main Entrance - Gr. 2, 4, and 5
 - Middle School Wing - Gr. 6-8
 - Stone Building Gr. K-1 and 3

- Drop off in the area of the youngest child (older students walk to their entry location)
- K-5 students will store their belongings in the hall, as well as the room, to limit congestion in the hall
 - Outerwear in hall
 - Backpacks and lunchboxes in room (families to provide large shopping bag for storage of students coat and materials)
- Grade level teams to schedule when each class will access hallway belongings
- Buses to be dismissed first then car pick ups will be dismissed
 - Students will be dismissed directly from their classrooms by bus number
 - Students being picked up by car will be called by last name over the intercom as their ride arrives and dismissed directly from their classroom

Lunch/Recess

Grades K-8 students will eat in the classroom or outside on the field as a class.

- School lunch will be delivered to the classrooms by lunchroom staff or designee.

All teachers will be provided with their contracted 30 minute lunch break. Paraprofessionals or other teachers will be utilized to supervise students during this time.

Sanitization

All students will sanitize (or wash) hands before and after lunch. Tables / desks will be washed before and after eating by students with sanitizing wipes

Recess

Recess will be scheduled so that grade levels are separated. Each class will be assigned a zone outside. To facilitate social distancing, no contact sports will be allowed. We will provide the students with supplies for non-contact activities such as jump ropes, kickball, four square, etc. We will also paint additional hop scotch and/or other activities on blacktop. We will utilize a drop off location so that all playground materials can be sanitized between use.

Students will not be required to wear masks at recess, but will be taught to be socially responsible/distant. All students and staff will sanitize their hands upon re-entering the school.

Unified Arts Classes

- We will not offer a STEM UA this year. This would enable us to use Mr. Weld as a classroom teacher and reduce class sizes. We hope to provide STEM as a UA again in the 2021-22 school year.
- Music will take place outdoors whenever possible. During inclement weather music will take place in the students' classroom. If the CDC permits, music could occur in a music room.
- PE will take place outdoors whenever possible. During inclement weather, PE will take place in the classroom as a movement activity or within the gym (If the CDC permits).
- Art will take place in the students' classrooms. Students will use their own personal supplies or art room supplies for the week. If the CDC permits, art could occur in the art room.

- Media will replace Spanish in grades 3-5. It will take place in the students' classrooms. Students will use their own chromebooks for media lessons. We will use a laptop to check out library materials that are loaned to students. We will establish guidelines for sanitizing and reshelving library materials.
 - The library will use a curbside pick up model for loaning out books to students. Students can use the card catalog to request materials. Those materials will be delivered to the students' class.

Outdoor Classes

Health experts indicate that the risk of coronavirus transmission is lower outdoors and the American Academy of Pediatrics recommends that schools utilize outdoor spaces whenever possible ([American Academy of Pediatrics, 2020](#)). In addition, research confirms that there are many additional [benefits](#) to holding class outdoors, including improved academic performance, better health, decreased stress, and decreased behavior problems. For all of these reasons, we will encourage staff to teach their classes outside whenever feasible and appropriate. For core classes, this may include Morning Meeting/Advisory, Reader's Workshop, Read Aloud, snack and lunch. In addition, all physical education and music classes may take place outdoors, weather permitting. During inclement weather, PE may take place in the gym or classroom and music may take place in the students' classroom.

To facilitate this outdoor learning, we will create a map of the grounds and schedule when classes will be in a given location. We will utilize the open fields behind and beside the middle school wing, as well as the playground areas. We have purchased several portable whiteboard easels and rolling crates that teachers can use to bring materials outdoors. Classrooms are already stocked with student supplies that can be utilized for outdoor learning, including book bins, clip boards, mini

white boards, and chromebooks. Teachers can utilize the line-up paint spots to help students keep their supplies organized when not in use.

Visitors and Volunteers

Visitors

- Regular visitors will not be allowed to enter the school with the exception of specific immediate maintenance needs (effort will be made to try and schedule all maintenance outside of school hours unless emergency)
- If parents need to drop off students' belongings they must label the item(s) and drop them in the entry vestibule.

Classroom volunteers

- **Are not permitted at this time and will be reassessed on or before March 2021.**
- All volunteers will be coordinated by the front office. Teachers will work with administration in order to schedule volunteers in a way that limits the number of people in the building at a time
- Volunteers will be required to wear masks
- Volunteers ring for entry and Nurse/Secretarial Assistant screen for temperature before entering
- Volunteers must also sign a screening document certifying that they are symptom-free, and have not been exposed to anyone with COVID.

Substitutes

- We will hire a building substitute to be assigned as needed in the school each day.
- Regular subs will be set up with Sau50 accounts to facilitate online components of learning as needed.
- It is doubtful that we can use existing staff for coverage due to additional duty coverage needs this year.

Student Transportation

- Students and parents/guardians are strongly encouraged to seek private individual or small group (e.g., carpool) transportation to/from school to minimize potential close contact exposures.
- Students and parents/guardians need to maintain at least six feet of physical distancing at bus stops and while loading and unloading the bus.
- Seats will be assigned on the bus to maintain physical distancing. Siblings may sit together.

- Following guidance from the New Hampshire School Transition Reopening & Redesign Taskforce (STRRT), the SAU 50 Administration and School Administration will engage the Greenland School Board to review transportation policies and protocols.
 - Review RSA 189:6 – Transportation of Pupils
 - Board Policy EEA – Student Transportation Services
 - Board Policy EEAAB – Transportation of Kindergarten Students
- The SAU 50 Administration and School Administration will revise transportation plans to emphasize student safety.
 - The SAU 50 Administration will work with First Student, Inc. to ensure maximum space between riders in accordance with NHDOE Guidelines (one rider per seat in every other row when possible).
 - When circumstances permit, windows on buses should be kept open to enhance the flow of fresh air.
 - Social distancing will be reinforced while groups of students are congregating prior to and disembarking the vehicle.
 - School Administration will develop a strategy to keep social distancing during drop-off and pick-up and assign students to designated entrances and exits to the school building.
 - Limit direct contact with parents / guardians as much as possible and assign Greenland Central School staff to greet students upon arrival.
 - Ensure additional cleaning and decontamination of school buses by using a CDC approved disinfectant when wiping down all surfaces after each run (morning, afternoon, etc.).
 - Prominently post signage indicating the proper method to protect others when coughing or sneezing on the school bus. Students will be properly educated in these procedures from GCS staff, using CDC guidelines.
 - School buses should be equipped with tissues and made available to students if necessary. In addition, a trash disposal station should be available, and students will be educated on the proper disposal of used tissues.
- Plan for possible driver or equipment shortages
 - SAU 50 Administration will work with First Student, Inc. to determine capacity of school buses in accordance with CDC Guidelines.
 - SAU 50 Administration will request student demographic information to determine numbers of students required to transport following school board policy and RSA 189:6.
 - SAU 50 Administration and School Administration will consider a staggered school schedule and/or staggered route times due to anticipated limited capacity on the school bus.
 - SAU 50 Administration will work with First Student, Inc. to ensure bus driver assignments remain as static as possible to minimize the number of drivers using a vehicle.
 - SAU 50 Administration and School Administration will encourage families to find alternative methods of transportation.

Greenland Central School Re-Entry Plan

V.5 - Updated November 16, 2020

- SAU 50 Administration will work with First Student, Inc. to ensure drivers receive training on proper disinfecting procedures for the school bus, following CDC recommendations.
- Training will include proper cleaning and disinfecting techniques; proper use and disposal of Personal Protective Equipment (PPE); safe product usage guidelines; and proper methods to empty and dispose of trash.

Instruction

Online Platforms

After reflecting on the remote learning that occurred during spring of 2020 and reviewing the results of the parent survey, we have developed the following plans to promote consistency across the school and facilitate learning both in the building and remotely, should the need arise.

Google Classroom: We will utilize Google Classroom as the sole platform for managing teaching and learning at all grade levels both in the building and remotely.

- In K-3, introduce the Google Classroom to parents via video tutorials. In 2-8, introduce the Google Classroom to students, as well as parents.

Other platforms: During the first month of school students will be introduced to additional online platforms including:

Program	Subject Area(s)	Purpose	Grade Levels
IXL	Math, Reading, Science, Social Studies, Spanish	Individualized practice and diagnostic assessments	K-1 (Reading and Math) 2-8 (Reading, Math, Science, and Social Studies) 3-8 (Spanish)
SeeSaw	All	Portfolio	K-8
NewsELA	ELA, Social Studies, Science	Differentiated non-fiction and current events reading materials and assessments	2-8
MysteryScience	Science	Online component of science curriculum utilized in the classrooms	K-5
STEMScopes	Science	Digital science curricular program	6-8
RAZKids	Reading	Reading Practice	K-5

Teachers will review the login information, navigation of sites, uploads, downloads etc. and share the information with parents during the first weeks of school. Teachers will also review the norms for online learning and group meetings as part of morning meeting norms in the classroom. (ie.

muting at the start of the meeting, raising hand to speak, on time for lesson, video on, materials ready, toys put away, no changing of backgrounds during the meeting, proper use of chat box, etc.).

Curriculum

During the 20-21 school year, we will utilize the revised SAU 50 curriculum which reflects competencies and priority standards. Teachers will implement best practices and resources for learning on campus and during potential remote learning. Classrooms will include differentiation of materials and small group instruction to support all students. GCS will have a common infrastructure for learning in order to provide consistency and quality academics and SEL within the school.

Math

- o Use priority standards as a guide for learning
- o Follow school math program (Math in Focus) as it applies to the SAU curriculum
- o Use online materials to practice skills and enhance learning
- o Continue to provide independent practice through programs or other measures

Reading

- o Use priority standards as a guide for learning
- o Readers' Workshop model to be followed grades K-6
- o Use online materials to supplement and practice skills
- o Continue to provide independent practice through programs or other measures

Writing

- o Follow SAU Curriculum
- o Use online materials to supplement and practice skills

Social Studies and PBL

- o Focus on SAU Curriculum including competencies using the content, less focus on facts
- o Supplement with Newsela

Science

- o Focus on competencies and science practices using content
- o Supplement with Mystery Science grades K-5 and Stemsopes in grades 6-8

SEL

- o Will be an SAU wide focus
- o Continue to utilize morning meetings in grades k-5 and advisory in grades 6-8
- o Connect to SEL to HOWLS (Habits of Work and Learning)
- o Utilize CASEL (Collaborative for Academic, Social and Emotional Learning) to assist with SEL

Spanish

- o Use priority standards as a guide for learning
- o Use online materials to practice skills and enhance learning
- o Continue to provide independent practice through programs or other measures

Unified Arts

- o Follow SAU Curriculum
- o Use priority standards as a guide for learning
- o Use online materials to practice skills and enhance learning

Literacy & Math Benchmark Assessments

Teachers will assess each student to establish an academic baseline for each student. The following tools will be utilized schoolwide. Additional assessments will be administered for students, as appropriate.

- Progress Monitoring:
 - o Math K-8: IXL
 - o Reading K-5: F&P Benchmark Assessments
 - o Reading 6-8: IXL
- Universal Benchmarking Assessments in Reading and Math: STAR Tests
 - o The STAR Reading and Math tests will be administered to all students in grades K-8

Remediation

Knowing that there will be a need for remediation, analyzing the data from the beginning of the year assessments will be critical. Teams of teachers will review data and conferring notes/ anecdotal records regularly and instruct students based on need. Small groups will be conducted based on the following tiered system:

- o Tier III students receive a triple dip of instruction (universal instruction, small group with classroom teacher 4x/week, work with special education and/or reading and math support). 1:1 or small group instruction will be provided by a special educator or specialist in designated areas
- o Tier II students will receive a double dip of instruction (universal instruction w/differentiation, small group with teacher 2x/week)
- o Tier I students will receive universal classroom instruction (differentiation based on data/need)

Teachers will scaffold learning as they instruct for those with gaps. Math & Literacy support services will be provided to students who fall below the 25% percentile on STAR and other data points. WINN (What I Need Now) blocks of time will be incorporated into the day and may take the form of small group, 1:1, Leveled Literacy Intervention programming, or other intervention programs.

Special Education

Services

- Special Educators will provide 1:1 direct instruction in designated individually assigned areas.

- The district will continue to work with parents to ensure FAPE based upon whether the student is participating in building based or non-building based instruction.
- Speech and Language 1:1 services will be provided in the SPL office.
- Speech and Language Pathologist will provide group instruction in a larger area (cafeteria, room 105, or MPR) to adhere to social distancing guidelines as needed and determined by administration.
- Group instruction will be limited to 3-5 students.
- OT instruction will be individualized and adhere to the IEP. The service provider will sanitize any equipment used with individuals after each use.
- Physical Therapist will provide individual 1:1 services in the MPR to ensure social distancing guidelines.
- Web based platforms will be used in addition to the direct, in person instruction. This will allow students continuity in the event the school moves to remote learning.
- Student specific plans will be created for complex learners.

Health and Safety

- Special Educators/Service Providers will wear masks during direct instruction with students.
- Service providers who move between buildings will wash hands prior to entry to the building, change face mask, and any clothing that may have been compromised during student services in the previous building.
- Special Educators/Service Providers will sanitize areas and equipment between students.
- Speech and Language pathologists will wear a face shield when working on articulation with students.
- OT will wear face mask and gloves when performing OT services that require touching a student.
- Physical Therapists will wear a mask and gloves (when appropriate) during PT services
- Para Educators will wear face masks when working with students, and during assigned duties.
- Students will have their own labeled, closed container of manipulatives used by special education teachers or service providers.
- Additional health and safety guidelines for staff working 1:1 with students will be followed based upon the NHDOE Summer Service guidance.

Meetings

Special Education Meetings will be held in areas that allow for social distancing requirements (as needed).

- Parents will be required to follow screening protocols for volunteers, and wear masks during meetings.
- Special Education meetings can be held via Google Meet when agreed upon by the parent.

Governor Sununu's Emergency Order #48

Governor Sununu's Emergency Order #48 includes the requirement that:

"Each school district must ensure that they hold IEP team meetings for every student identified for special education services no later than 30 calendar days after the first day of the school district's 2020-2021 school year. At the meeting, the IEP team will consider what Compensatory Education Services, if any, are required to be provided to make up for services not provided during period of remote instruction and support, student regression, or student's failure to make expected progress as indicated in the student's IEP. "

The section above requires the IEP teams to review data (including, but not limited, to progress reports, curriculum based measures) to determine a student's progress towards their IEP goals during remote learning. The IEP team will review this data and determine if any additional services are necessary to continue the student's progress towards meeting their IEP goals. The IEP team may also determine that it needs to reconvene at a later time once additional data can be collected. Sarah Reinhardt, SAU 50 Director of Special Education, will be coordinating a plan to comply with this order.

Duty Coverage

Shared Special Education para educators will be scheduled to reduce exposure to multiple cohorts to the extent possible.

Social & Emotional Support

Realizing that being away from school for five months during a pandemic will have taken a toll on many students and staff alike, the following steps will be taken to offer support on re-entry and during the fall.

- Our school counselor will provide information for parents before school begins with topics to cover with their child to help them prepare for re-entry
- The school nurse will provide information to families. She will also establish a website and/or Google Classroom for parents to use to gain up-to-date info
- We will continue to host daily morning meetings and daily advisories. The meetings will address important topics such as: self-management, relationship skills, decision-making. (Some topics will be outlined by the SEL Committee with guidance, nurse, and leadership)
 - SEL lessons will be reinforced throughout the day in **all** classes. Teachers will create opportunities that allow students to practice these skills
 - Morning Meetings will include teaching children ways to greet from a distance (air high fives, dance party, jazz hands)

- Additional SEL lessons will be taught by the school counselor and SRO in grades 3-5 classrooms
- We will provide continued staff professional development on trauma informed teaching throughout the school year

Professional Development

In preparation for the instructional changes that the 20-21 school year will bring, the staff at Greenland Central School have already completed the following professional development activities:

- Working in SAU 50 grade-level or subject-level teams, staff have revised the SAU50 curricula to focus on priority standards that meet the SAU50 competencies.
- Working in house-level teams, GCS staff reflected on the successes and challenges of the remote learning that occurred during spring of 2020 and identified best practices and consistent protocols to be utilized moving forward.
- Staff also completed customized professional development by selecting PD activities from a choice board created by GCS Admin which included training in trauma and SEL, Google Classroom, other Google Apps for Education, and grading and assessment during remote learning among other topics. In addition, several staff have chosen to pursue a Google Certified Educator certification.

Prior to the start of school year, and periodically throughout the year, Greenland Central School staff will receive professional development on the following protocols:

- Signs/symptoms of COVID-19
- How to manage a student who is ill
- Safety protocols

Remote Learning

The following sections of the plan outline how we will educate students who are learning remotely. This includes families who choose not to have their students come to the school building, as well as scenarios when one or more classes must shift to remote learning due to concerns about COVID exposure.

Communications/Logistics

The decision to have the entire school go into remote instruction, and the duration thereof, will be determined by public health officials after investigation in consultation with the superintendent or by executive order of the Governor due to public health concerns.

The decision to have a classroom go into remote instruction, and the duration thereof, will be determined by public health officials after investigation in consultation with the principal and superintendent.

In the event of a schoolwide closure, communications will come from the Superintendent's Office announcing the closure and the dates of said closure. If possible, a day's notice would be given so students can pack up all belongings, get instructions, practice remote procedures, gather logins, and take technology and supplies (books, mini white boards & markers) home. If time does not allow for this, teachers will work a day in the classroom with gloves and masks bundling up student possessions and materials for distribution to families. Parents will sign up for a day and time to pick up these materials so as to allow for social distancing.

If school is closed, staff will be expected to work remotely according to the hours set in the CBA or negotiated MOU. If staff members are unable to work due to sickness or personal reasons they must use the appropriate leave request procedures and obtain approval from their immediate supervisor.

Remote Instruction

If at any time, school takes place in a remote scenario, the following practices will be adopted schoolwide.

Teaching and Learning

- Teachers in all grade levels will utilize Google Classroom as the primary platform for posting, collecting, and scheduling assignments and activities whether in school or remote
 - Video tutorials will be provided to parents
- SeeSaw will be utilized as a digital portfolio only and/or to facilitate social connections
- Teachers will either record instruction or teach live to students the content they are responsible for teaching daily. Daily teaching of lessons will follow the curriculum guides
- Teachers will post work in advance
- All classrooms will host a daily morning meeting or advisory meeting to facilitate connections socially and emotionally with students
- Teachers will use a blended learning model for remote instruction so as to be conscious of online screen time in learning
- All teachers will hold office hours every day to field questions that arise for students.
- Unified Arts will hold live or recorded lessons as well
 - Choice Boards will be created for each grade level as enrichment opportunities for students (not to replace regular instruction, which will follow the priority standards outlined in the revised SAU 50 curriculum
- Reading and Math Support Paras will hold regularly scheduled sessions each week with students that qualify for their support
- The instructional time requirements for students from the spring of 19-20 will no longer apply. There will be increased expectations for students during any remote learning in 20-21.

Logistics

- The school will be providing details regarding updated instructional time requirements for each subject area during remote learning.
- Teachers will submit to the admin, prior to the start of the year, a schedule outlining the schedule of their class if remote. This schedule must adhere to the guidelines indicated in our re-entry plan. This information will be added (by admin) to the “Staff Remote” calendar. Teachers will also share this schedule with parents once it is approved by GCS admin.
- Students will follow norms set at beginning of year for Google meetings (ie. Muting at the start of the meeting, raising hand to speak, on time for lesson, video on, materials ready, toys put away, no changing of backgrounds during the meeting, proper use of chat box, etc.) These will be established in conjunction with class rules per Responsive Classroom protocols at the beginning of the year.
- Whenever possible, paraprofessionals will be assigned a grade level and will attend meetings remotely as a second person on the calls.
- Regular Education Paras will be utilized, as needed, might be called on to provide a study hall or social meeting for students in need.
- The Greenland School District will provide tools for remote instruction that include, but are not limited to, 1:1 student devices, and document cameras for teachers.
- The school will remind students and parents of the [GCS Remote Learning Expectations](#)

Special Education Remote Learning

Services

- Special Education teachers will provide direct instruction via Google Meet
- Special Education teacher to have a ***similar schedule to other teachers.***
- Special education paras will be assigned as the second staff member present during 1:1 direct remote instruction (especially when there are staff members with young children)
- Special Education students will have access to online platforms ie. IXL, MindPlay, TeachTown Basics.
- Speech and Language and OT and Occupational Therapy services will be provided via an online platform.

Meetings

- Special Education meetings will be held remotely via Google Meet
- Special Education teachers will consult with paras to ensure understanding of their role during remote lessons

Individuals Who Are Not Returning to the School Building

Staff with Underlying Health Conditions

Support will be provided for staff who are not able to participate in building based instruction as a result of underlying health conditions for themselves or a family member with an underlying risk with whom they reside. Please refer to the CDC's definitions of underlying [health conditions](#) that put someone at **high risk for COVID-19**. The staff member will be required to provide documentation of the applicable underlying health condition from a medical professional (same guidelines as needed for FMLA). Staff who meet the criteria for an underlying condition with high risk for COVID-19 may be assigned to staff an online program for SAU 50 students. The assistant superintendent will supervise these staff and this programming.

Students Whose Families Elect Not to Attend Building-Based Instruction

Remote instruction will be available for students who cannot participate in building-based instruction because of an underlying health condition for themselves or a family-member with whom they reside. Please refer to the CDC's [underlying health conditions](#) which would put someone at high risk of contracting COVID-19. Further, parents who do not feel comfortable sending their child to the school building, or who cannot follow the safety guidelines outlined in the re-entry plan, have the option for online instruction as well.

Please note, in order to properly plan for staffing and appropriate class sizes, we cannot have children move in and out of remote instruction (outside of needing to stay home because of sickness or self-isolation). If you plan to keep your children home, you need to commit to that decision *through the end of the first trimester, in December*.

School and SAU administration will act as the liaisons for these families. Families choosing not to attend in person learning will have the following options:

- Enroll in the [NH Virtual Learning Academy Charter School \(VLACS\)](#) under the supervision of SAU 50. *As of 8/20/20, VLACS is full and no longer accepting new students.
- Enroll in Full Time Remote Learning provided by GCS staff.
 - K-5 Full Time Remote Learners will have the following:
 - A schedule similar to our “in person” learners.
 - Remote instruction delivered via Google Classroom, and Google Meets , and aligned to SAU50 Curriculum.
 - A balance of live teaching as well as paper/pencil tasks, and online work sessions.

- Use programs/models which are the same as “in person” learners, such as, Readers’ Workshop, Math in Focus, Mystery Science, IXL, Raz Kids, Newsela, etc.
- Social Emotional Learning (SEL) to occur during morning meetings and closing circles.
- When feasible, possible opportunities to “Meet” with “in person” learners (coordinated by our remote teachers).
- The assistant superintendent will assign and supervise the program and staff.
- 6-8 Remote Learners will have the following:
 - A schedule similar to our “in person” learners.
 - Remote instruction delivered via the Fuel Education Platform, Google Meets , and be aligned to SAU50 Curriculum.
 - Access to additional platforms which are the same as “in person” learners, such IXL, Newsela, etc.
 - Social Emotional Learning (SEL) which will occur during morning meetings and closing circles.
 - When feasible, possible opportunities to “Meet” with “in person” learners (coordinated by our remote teachers).
 - The assistant superintendent will assign and supervise the program and staff.
- Homeschool. The parents are completely responsible for the teaching and learning of that student.