



RETURN TO SCHOOL PLAN
2020-2021

Updated August 14, 2020

TABLE OF CONTENTS

A. Executive Summary	1
B. Letter from the Head of School	2
C. Planning Process.....	4
D. Safety Preparations	6
E. Feasibility Study	8
F. Continuity Through All Learning Models	10
G. Remote Learning Model (Distance Learning)	11
H. Hybrid Learning Model	13
I. In-Person Learning Model.....	16
J. Out-of-School Time Plan	17
K. Student Supports and Professional Learning.....	18
L. Protocols for Responding to COVID-19 Scenarios	19

A. EXECUTIVE SUMMARY

The COVID-19 pandemic is a global health crisis that has impacted our communities and our schools. On March 13, 2020, Rising Tide announced a two-week school closure to help contain the spread of COVID-19. On March 15, Massachusetts Governor Baker announced a three-week suspension of school operations for educational purposes at all public and private elementary and secondary (K-12) schools in the Commonwealth. Governor Baker later extended the statewide closure of schools until May, and then extended the statewide closure through the remainder of the 2019-2020 school year.

In May, 2020, Rising Tide began planning in collaborative groups for the return to learning for the 2020-2021 school year. These collaborative groups have explored the following topics: lessons learned from Rising Tide's Distance Learning model through the spring; additional structures and remote learning tools to increase academic rigor and student collaboration in teaching and learning; stronger social, emotional, and academic supports; and solutions to meet the health and safety guidelines to enable school to reopen safely.

Rising Tide's preparations have been aligned with the guidance and directives from the Massachusetts Department of Elementary and Secondary Education (DESE), and have been informed by formal and informal feedback from students, staff members, and parents/guardians through surveys, question and answer sessions, group discussions, and individual conversations.

Rising Tide is preparing for reopening school with a hybrid learning model, with the understanding that if the public health data in our region changes, we will be able to quickly shift to a fully remote model. Families are able to opt out of the hybrid model to have their children continue remote learning as a Rising Tide student for any segment of the 2020-2021 school year.

Rising Tide has planned for a consistent structure, staffing model, technology platform, and approach to teaching and learning that will provide a continuity for learning for each student, regardless of any shifts between a remote learning model, a hybrid model, or an in-person model, or if a student chooses to continue remote learning from home.

B. LETTER FROM THE HEAD OF SCHOOL

August 14, 2020

Dear Rising Tide Charter Public School Community,

Through the current health crisis, we have needed to rely on the strength of our school community as our school structures, family schedules, and social interactions have been disrupted. Through the end of the 2019-2020 school year, our students, families, teachers, and staff members demonstrated tremendous flexibility, understanding, and support.

As we approach the 2020-2021 school year, we will need to keep supporting one another and remain flexible, as there are no easy solutions to operating schools, or being parents with children in schools, during a pandemic. Schools are inherently social spaces, where students can grow and learn through relationships with their teachers and their peers. While we will not be able to begin the upcoming school year in a standard manner, fully in-person without masks and physical distance restrictions, we will be able to creatively fulfill Rising Tide's mission and key design elements through our structure of supportive relationships and our approach to teaching and learning. Rising Tide's inquiry and skills-based approach fosters personal and academic growth in students; the approach encourages students to reflect, take responsibility, ask questions, and think critically. Whether students are learning at home or at school this year, Rising Tide will continue to foster the development of skills, the exploration of content knowledge, and the deepening of understanding with each student.

Since the Initial Fall School Reopening Guidance from the Department of Elementary and Secondary Education (DESE) was released on June 25, we have conducted a feasibility study of our building and campus and have been preparing to meet the health and safety requirements to enable students and staff members to occupy the school building at 59 Armstrong Road. We have planned for three models for reopening schools: in-person learning with new safety requirements, a hybrid of in-person and remote learning, and the continuation of remote learning.

Our collaborative planning teams have been guided by the following goals:

1. Prioritize safety, support, wellness, and understanding for the entire school community
2. Implement Rising Tide's Key Design Elements:
 - A. Provide a strong academic program that fosters the development of skills
 - B. Provide opportunities for students to connect to the Plymouth region
 - C. Provide students with a strong school community
3. Hold strong to Rising Tide's identity through the challenges

Although we are not able to predict exactly how the 2020-2021 school year will unfold, we have planned for a consistent structure, staffing model, technology platform, and approach to teaching and learning that will provide a continuity for learning for each student, regardless of any shifts between a remote learning model, a hybrid model, or an in-person model.

On August 5, our Board of Trustees voted for Rising Tide to move forward in preparing for reopening school with a hybrid learning model, with the understanding that if the public health data in our region changes, we will be able to quickly shift to a fully remote model. Families are able to opt out of the hybrid model to have their children continue remote learning as a Rising Tide student for any segment of the 2020-2021 school year. Students will follow the same schedule whether learning at school or learning at home through the hybrid model. For the 2020-2021 school year, we are able to return to a more standard amount of structured learning in our Middle School and Upper School schedules.

Last week, our Board of Trustees also approved an updated calendar for the 2020-2021 school year. The update reflects the directive from DESE Commissioner Riley, in which all public schools in Massachusetts must implement at least 10 days of professional development for teachers prior to the start of school. All Massachusetts public schools will have a calendar reduced to 170 days, compared to the standard 180 school days, to account for the additional professional development time. **Our first day of school will be on Wednesday, September 16, 2020.**

To support students in their transition to the school year, we plan to stagger in-person student orientation gatherings in small groups on Monday, September 14 and Tuesday, September 15. Wednesdays, September 16 will be a remote learning day for all students to gather with each of their classes through Google Meet. On Thursday, September 17, students in Cohort A will learn in school while students in Cohort B will learn at home. On Friday, September 18, students in Cohort B will learn in school while students in Cohort A will learn at home. Students will begin the regular hybrid model schedule on Monday, September 21.

Thank you to our parents/guardians for assisting with our cohort, transportation, and remote support planning by completing the Parent/Guardian Reopening Form this week. As we are taking into account siblings, carpool groups, bus plans, and remote learning plans for the designation of our cohort groups, we plan to share the cohort designations with families by the last week in August.

We will continue to be in touch as we lead up to the start of school in September.

Sincerely,



Michael O'Keefe
Head of School

C. PLANNING PROCESS

In May 2020, three primary collaborative groups at Rising Tide, two that existed previously and a third new group, began discussing the challenges and potential solutions for the 2020-2021 school year on multiple fronts.

Our Curriculum Coordinators, a group of faculty leaders that meets weekly, discussed ways to improve teaching and learning through the Distance Learning approach; the group also discussed ways to uphold the appropriate rigor of our school program and improve support for students and families in the upcoming school year.

Curriculum Coordinators Team 2019-2020 School Year	
Maureen Chapman	Academic Director
Tim Walker	Arts Coordinator
Cindy Favret	English Coordinator
Theresa Szczepanski, Katie Fletcher (Interim)	Mathematics Coordinator
Sarah Vendetti	Science Coordinator
Sophie Fierst	Social Studies Coordinator
Josh Whelan	World Languages Coordinator
Michael O'Keefe	Head of School
Tyler Post	Middle School Principal
James Simons	Upper School Principal

Our Crisis Response Team, a group of school leaders, wellness team members, and operations team members, met weekly through the end of June to review the ongoing health and safety guidance and prepare our facility and our health and safety protocols for the upcoming year.

Rising Tide Crisis Response Team	
Michael O'Keefe	Site Commander
Tyler Post	MS student accountability/Alt. Site Commander,
James Simons	US student accountability
Anthony Papillo	Alternate MS student accountability
Luz Sprague	Alternate US student accountability
Kim Harnais	Staff accountability, Alt. EOC/MEMA rep.
Maureen Chapman	Alternate staff accountability
Eric Mello	EOC/MEMA rep., facilities accountability
Christopher Dematos	IT accountability/Alternate facilities account.
Kelsey Kincade	Coaches/student athlete accountability
Shawna Weekly	Wellness and Response Services Director
Lisa Hughes	Lead Nurse and US Medical Incident Responder
Kim Jamieson	MS Medical Incident Responder
Cassie Butler	US Social/Emotional Incident Responder
Siobhan Malaguti	MS Social/Emotional Incident Responder

The Rising Tide Re-Entry Work Group, a group of school leaders, general education teachers, special education teachers, operations team members, and wellness team members, is met 1-2 times a week from late May through early August to define the challenges, plan for a variety of scenarios, and work to develop both innovative and practical ideas for best implementing our school program for the upcoming year.

Rising Tide Re-Entry Workgroup	
Michael O’Keefe	Head of School
Maureen Chapman	Academic Director
Tyler Post	Middle School Principal
James Simons	Upper School Principal
Lauren Macpherson	Student Support Director
Shawna Weekly	Wellness Director
Eric Mello	Business Manager
Lisa Hughes	Nurse Leader
Meghan Foster	College & Future Planning Counselor
Leane McCullough	Grade 8 Science
Kristin Montville	Upper School Math, Grade 9 Team Leader
Jen Papillo	Grade 8 Latin
Christina Rodrigues	Grade 7 Special Education
Kate Shara	Upper School Science, Grade 12 Team Leader

In July, we created a small Remote Tools Review Faculty group to test and review promising new remote tools to support improved teaching and learning implementation for teachers and students.

Remote Tools Faculty Review Group	
Maureen Chapman	Academic Director
Ian Campbell	Upper School Social Studies
Katie Fletcher	Grade 5 Math, Interim Mathematics Coordinator
Jennifer Papillo	Grade 8 Latin
Zahra Williams	Upper School Spanish

Our Information Technology Team has been working through June, July, and August on improving our infrastructure and tools for teachers, staff members, and students.

Information Technology Team	
Christopher Dematos	Information Technology Director
Bryan Mardit	Assistant Director of Technology
Katie Fletcher	Grade 5 Math, Interim Mathematics Coordinator

In June and July, we sought feedback from parents/guardians, students, and staff members through surveys and question and answer sessions. The engagement from members of our school community has been very helpful in helping our leadership team refine our planning for the upcoming year.

D. SAFETY PREPARATIONS

On June 5, DESE Commissioner Riley shared with charter school leaders and superintendents the guidance for required safety supplies to prepare for the safe reopening of schools in September. The requirements included disposable masks for all students and staff members, additional materials for staff members such as school nurses and custodians who may be in high intensity contact with students or handling waste materials, and additional building supplies.

Disposable Masks

In preparation for having students and staff members occupy the building in September, Rising Tide purchased an initial 12-week supply, at 100% attendance, of disposable masks for students, teachers, and other staff members.

Additional High Intensity Contact Materials

Rising Tide also purchased additional materials for the safety of school nurses and custodians. These materials include disposable nitrile gloves, disposable gowns, eye protection, face shields, and KN-95 Masks.

Building Supplies and Hand Washing and Hand Sanitizing Stations

Additionally, Rising Tide has purchased a 12-week supply, at 100% attendance, of hand sanitizer, a 12-week supply, at 100% attendance, of disinfecting wipes, and a 12-week supply, at 100% attendance, of disposable paper hand towels. Hand sanitizing stations will be located in every classroom as well as the Atrium area. Bathroom and sinks in 11 classrooms will be used to follow hand washing protocols.

Additional Cleaning Equipment, Cleaning Protocols, and Custodial Staffing

In addition to the required safety supplies, Rising Tide has purchased a Clorox Total 360 System electrostatic sprayer; the sprayer applies the disinfecting solution to the front, back, and sides of surfaces. Rising Tide has established increased cleaning protocols for cleaning the building each night, and has increased the custodial staffing for the 2020-2021 school year.



Indoor Air Quality

The school building at 59 Armstrong Road has an efficient Heating, Ventilation, and Air Conditioning (HVAC) system. The system keeps the air in the building comfortable for students and staff members on hot and cold days. As the building windows do not open, we explored the best possible ways to increase the indoor air quality, and we are installing two different kinds of equipment in the building to further mitigate the risk of any airborne virus.

Austin Air Allergy Machine

We have purchased and installed these standing air purifiers in each classroom, small group work space, and office space. Each unit includes a True Medical Grade HEPA filter that removes 99.97% of all particles larger than 0.3 microns and 95% of all particles larger than 0.1 microns. Each unit also includes a Military Grade HEGA Carbon Cloth, providing an extremely large surface area for adsorption of chemicals, gases, viruses and bacteria.



iWave-C

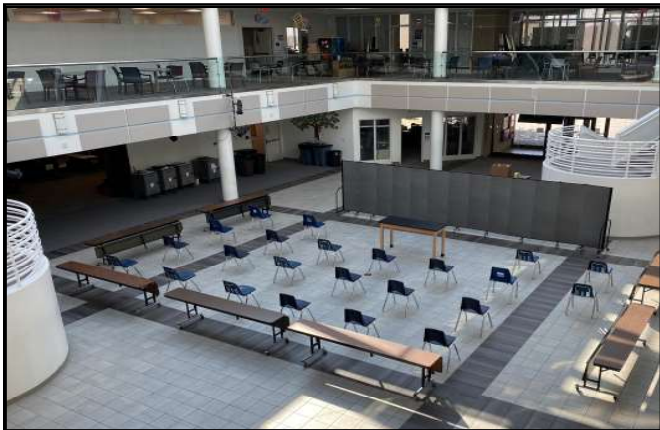
We are in the process of installing iWave-C units in our HVAC system. Each unit is a self-cleaning, bi-polar ionization generator for actively treating a building's air quality. As the air flows past the iWave-C, the device emits positive and negative ions, creating a plasma region that actively purifies the supply air, killing mold, bacteria and viruses in the coil and living space. The ionization process also reduces allergens, smoke and static electricity, as well as controlling odors and other particles in the air without creating ozone or any harmful byproducts.

E. FEASIBILITY STUDY

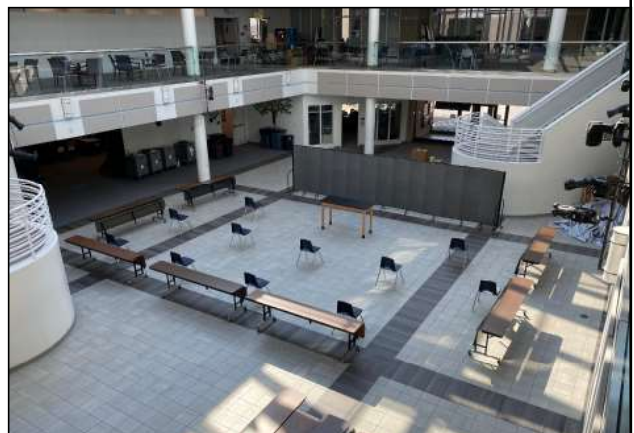
In the Initial Fall School Reopening Guidance shared on June 25, DESE established a clear set of health and safety requirements for in-person learning in the fall, grounded in scientific literature and discussions with expert medical advisors, which includes masks/face coverings, a minimum physical distance of three feet of space, hand washing/hand sanitizing, and staying home when sick. In the DESE guidance for physical distancing, the recommendation is for six feet of physical distance, with a minimum of three feet of physical distance allowed:

“We encourage districts and schools to aim for six feet of distance between individuals where feasible. At the same time, a minimum physical distance of three feet has been established when combined with the other measures outlined in this list of safety requirements. Because of the reduced susceptibility in children and lower apparent rates of transmission, establishing a minimum physical distance of three feet is informed by evidence and balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school.”

To determine if Rising Tide could meet the recommended and or allowed physical distance guidelines for classrooms, movement through the building, mask breaks, and lunch, we conducted a feasibility study of the building and campus. In the study, we reviewed the plans for the building, our spreadsheets of each space in the building, and measured and confirmed square footage of each space. Additionally, we set up student desks student tables in classrooms of different sizes to determine the capacity of each room when observing the three feet minimum physical distance and the six feet recommended physical distance.



A mock-up classroom in Atrium with 3 ft. of physical distance



A mock-up classroom in Atrium with 6 ft. of physical distance



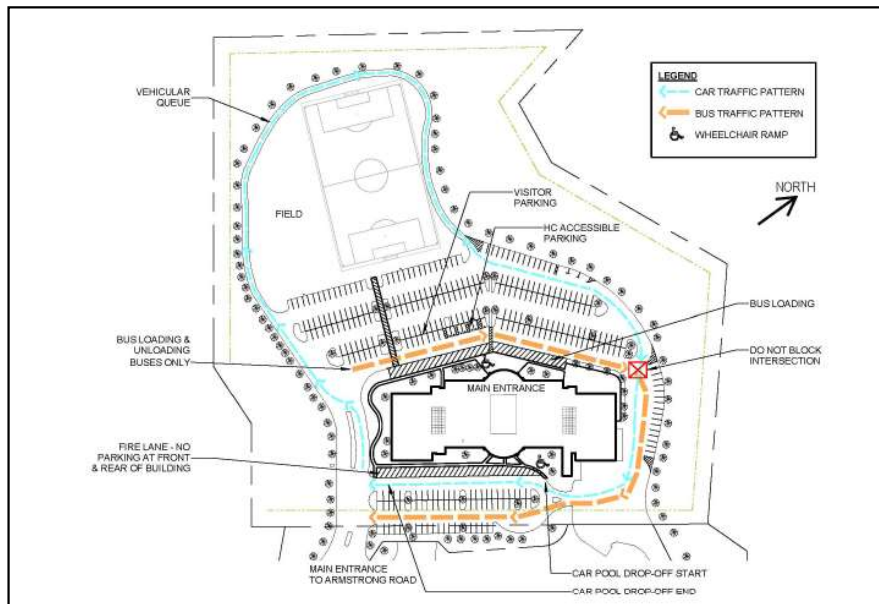
A Middle School classroom with 6 ft. of physical distance



An Upper School classroom with 6 ft. of physical distance

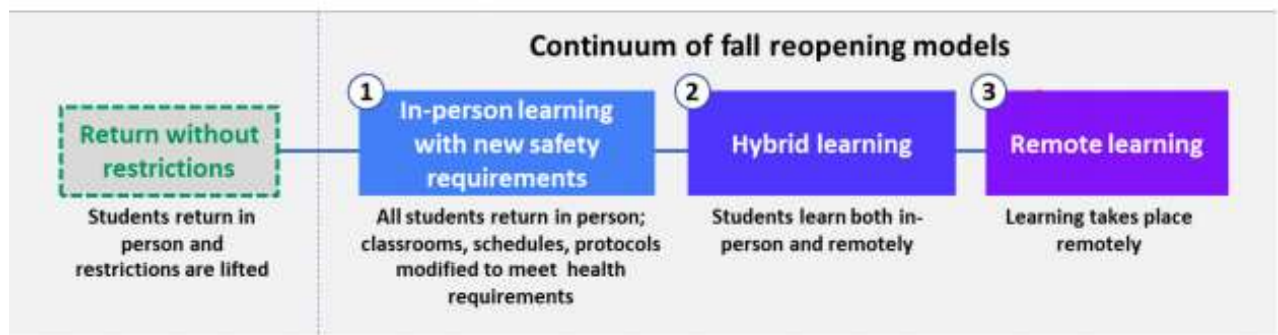
Findings

We have determined that it is not feasible to fit 100% of our students in any of our classrooms if we observe the recommended six feet of physical distance. If we observe the three feet of minimum physical distance, we can fit 23 students in 36 of our 51 classrooms, and the school would need to purchase nearly 400 individual desks to provide the proper spacing in each room. It is not feasible for Rising Tide to implement an in-person model given the tight space and DESE's Fall Reopening Transportation Guidance, which limits the capacity to 23 riders per bus. For a hybrid model, Rising Tide will need to use the outdoor space of the campus to enable six feet of physical distance for mask breaks and lunch. The school property has enough space on the field and on the parking lot to temporarily install tent canopies for mask breaks and lunch in the fresh air. These tent canopies can also serve as additional classroom spaces.



F. CONTINUITY THROUGH ALL LEARNING MODELS

DESE Commissioner Riley has asked all schools and districts for these three plans to ensure continuity of learning throughout the school year, even if circumstances change:



At Rising Tide, we have planned for a consistent structure, staffing model, technology platform, and approach to teaching and learning that will provide a continuity for learning for each student, regardless of any shifts between a remote learning model, a hybrid model, or an in-person model, or if a student chooses to continue remote learning from home. **The following are key elements in providing this continuity for learning for each model:**

- Each Rising Tide student will be scheduled in the same core courses, with the same core teachers, regardless of the model.
- Each student will be a member of an Advisory group, the center of our structure of supportive relationships; each Advisory will be the primary point of communication for parents/guardians.
- The weekly schedule for students will meet the student learning time requirements of 935 hours of structured learning time for the school year.
- Regardless of the learning model, the curriculum will be aligned with the [Massachusetts Curriculum Frameworks](#) and Rising Tide's [Schoolwide Objectives and Benchmark Skills](#).
- All students at Rising Tide, in grades 5-12, will have an account within Rising Tide's Google Domain, and Google Classroom will be the technology platform for each course.
- Each student will be assigned a Chromebook when learning in the building, and Rising Tide will implement a Chromebook Loaner program for learning at home that will be available to all students.
- When learning at home, students will access live classes through Google Meet.
- Whether learning at school or at home, each student will be required to attend classes, and Rising Tide will be tracking daily and period attendance.
- Each student, regardless of the model, will have the opportunity to make academic progress, get support from Rising Tide teachers, and complete all assignments, and Rising Tide will be tracking student participation through the completion of assignments.
- Each student will be formally assessed through Rising Tide's standard grading scale.
- Rising Tide will provide safety and technology training in September for students and parents/guardians.

G. REMOTE LEARNING MODEL (DISTANCE LEARNING)

If Rising Tide needs to shift to a remote learning model, the structure and approach will build upon the Distance Learning approach from April through June. **The following are the key elements of an updated approach to Distance Learning at Rising Tide:**

- There will be a weekly structure that includes live, synchronous classes through Google Meet, working with teachers and other students as well as structured time for independent and collaborative work.
- The structured learning time will increase from Distance Learning in the spring, resembling a more standard school day schedule.
- The weekly schedule will include core class periods on Mondays, Tuesdays, Thursdays, and Fridays. On these days, Advisory will begin at 7:45 to start the day, and classes will be over at 3:00 pm.
- Middle School students will have approximately 50 minutes of scheduled time for each core course, four days a week. *Please see the schedule on the next page.*
- Upper School students will have approximately 90 minutes of scheduled time for each core course, two days a week. *Please see the schedule on the next page.*
- On Wednesdays, students will participate in Morning Meetings, Wellness and Future Planning Curriculum, Skills Workshops, and Clubs.
- On Wednesdays, core general education and special education teachers will have additional time to support one another with ongoing professional development and for preparation.
- There will be an increase of expectations for students and rigor, with an increase of academic support opportunities.
- Students will be required to attend live classes through Google Meet, to have the camera on through the duration of each class, and to sit up in a chair and wear clothing that is appropriate for the work of school.
- Teachers will regularly provide individualized feedback through multiple modalities (video, Classroom comment, email, verbal feedback during class time).
- Teachers, Learning Specialists, Adjustment Counselors, and Direct Service Providers will work to support all students, including students with IEPs, 504 Plans, and/or ESL learning plans.

Remote and Hybrid Schedules

To provide a continuity for learning and a consistent structure for students whether they learn at school or at home, the schedules for the Middle School and the Upper School will remain the same in the Hybrid Model and the Remote Model.

The school day will begin at 7:45 am and end at 3:00 pm. Wednesdays will be a structured, fully remote day for all students regardless of the model, and will be early release days each week.

REMOTE and HYBRID SCHEDULE: Middle School

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory	Advisory	Morning Meeting	Advisory	Advisory
Arts English Math Science Social Studies STEM/Hum./WL	Arts English Math Science Social Studies STEM/Hum./WL	Wellness Future Planning Skills Practice Clubs	Arts English Math Science Social Studies STEM/Hum./WL	Arts English Math Science Social Studies STEM/Hum./WL
Advisory	Advisory		Advisory	Advisory
Cohort A in School	Cohort A in School	Cohort A at Home	Cohort A at Home	Cohort A at Home
Cohort B at Home	Cohort B at Home	Cohort B at Home	Cohort B at School	Cohort B at School

REMOTE and HYBRID SCHEDULE: Upper School

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory	Advisory	Morning Meeting	Advisory	Advisory
Block A Block B Block C Block D	Block E Block F Block G Block H	Wellness Future Planning Skills Practice Clubs	Block A Block B Block C Block D	Block E Block F Block G Block H
Cohort A in School	Cohort A in School	Cohort A at Home	Cohort A at Home	Cohort A at Home
Cohort B at Home	Cohort B at Home	Cohort B at Home	Cohort B at School	Cohort B at School

H. HYBRID LEARNING MODEL

In the Hybrid Model, students will alternate between in-person learning with safety requirements and remote learning. **The following are the key elements of the Hybrid Model at Rising Tide:**

- Rising Tide will follow an A/B cohort model, with roughly 50% of the students designated to Cohort A, and 50% of the students designated to Cohort B.
- Siblings, carools, and bus transportation needs will be prioritized in designating the cohorts.
- As the staffing model is for each faculty member to teach the standard amount of courses, and for each student to be assigned to core courses with core teachers, each academic group or course section will be divided roughly in half between Cohort A and Cohort B.
- Students in Cohort A will learn in school on Mondays and Tuesdays.
- Students in Cohort B will learn in school on Thursdays and Fridays.
- Students in Cohort A and Cohort B will learn at home, remotely, on Wednesdays through a synchronous structure with programming.
- Teachers will work at the school on Mondays, Tuesdays, Thursdays, and Fridays.
- Teachers will support all students in their courses each week, and through the year, through in-person teaching and learning, live class session openings with students at home through Google Meet, posting assignments on Google Classroom, and providing ongoing individual feedback and support.
- When learning in school, students will be in the classroom with their teachers.
- When learning at home, students will follow the same schedule and will have live class sessions for at least the first 15 minutes of each class.

Fully Remote Students in the Hybrid Model

- Students who choose to remain fully remote in the Hybrid model will have same teachers, courses, and schedule.
- When learning at home, students will join at least the first 15 minutes of each class live, through Google Meet.
- Students will get additional support from their primary teachers through the Google Classroom platform.
- Students will get additional support from other staff members serving as Remote Learning Coaches.

Prioritizing Students for In-Person Learning

If possible to implement while following the health and safety requirements, some students in high need groups may qualify to learn at school four days a week in the Hybrid Model:

- Students with intensive disabilities and English learners
- Students who were disengaged and/or who struggled significantly during the remote learning in through the spring.
- Students who are significantly behind academically.

Safety Protocols for Learning at School in the Hybrid Model

When students are learning at the school building at 59 Armstrong Road, the health and safety requirements established by DESE must be followed. These requirements include masks, physical distance requirements, hand washing/hand sanitizing, and staying home when sick.

Masks

All students and all staff members will be required to wear a mask at school that covers their nose and mouth at all times, except for designated breaks. Face shields, bandanas, vented masks, and neck gaiters do not qualify as acceptable masks. Exceptions to mask requirements can be made for the medical exemptions. Several outdoor mask breaks, with a minimum of six feet of physical distance, will be included in the Middle School and Upper School schedules each day. Students will also be required to wear a mask on the bus. If a student refuses to wear a mask and does not have a documented medical exemption, the refusal will be addressed as a disciplinary issue based upon the safety of others; students will have the option to wear a mask in the building or participate in the option to learn at home remotely.

Physical Distance Requirements

- Students will have seating assignments in classrooms, with a minimum of six feet of distance, in rows facing the teaching wall.
- Students will have seating assignments for lunch and Advisory.
- To limit the possibility of students congregating in hallways and common spaces, Rising Tide has suspended the use of student cubbies, student lockers, changing rooms, student microwaves, and the student refrigerator.
- Rising Tide has established new protocols for proper spacing at arrival and dismissal time.
- Rising Tide has established one-way routes through each hallway and stairwell.
- Once in the building, students will immediately report to the location of their first class.
- There will be signs and directional arrows to remind students of the one-way routes as well as maintaining the minimum physical distance of six feet.
- Rising Tide will have staff monitors in the hallways during transition times to ensure proper physical distancing.

Hand washing and Hand sanitizing

- Students will wash their hands, or apply hand sanitizer upon entering building, after mask breaks, after bathroom use, before and after eating, and upon re-entering classrooms or a new space.
- In addition to the sinks in the bathrooms, Rising Tide has 11 classrooms with sinks for additional hand washing stations.
- Each classroom, small group work space, and office space will have a hand sanitizing pump station.
- Standing hand sanitizing stations will be located by the entrance and in common areas in the building.

- Hand sanitizer pumps in every room
- Signs reminding students of proper hand washing protocol will be posted at each hand washing station.

Staying Home When Sick

- An electronic screening form will need to be completed at home, each day, for each student and staff member.
- Signs will be posted at the building entrance, notifying individuals that they should not enter the building if they are feeling sick, and that they will not be permitted to enter without masks/face coverings.
- All teachers and others staff members will be trained on the symptoms of COVID-19 and when to refer students to the COVID-19 isolation room to be screened by a school nurse.

Lunch

- When learning at school, Grab & Go lunch will be available from our food service provider.
- At school, lunch will be eaten outdoors, under tent canopies, with assigned seating.
- When learning at home, Grab & Go lunch will be available at several locations in Plymouth and the region, similar to during Distance Learning in the spring.

Transportation

- The capacity of the Plymouth and Regional buses will be limited to one student per seat, allowing approximately 23 passengers per bus. Siblings will need to share bus seats.
- Each student will have an assigned seats on the bus.
- Students will be required to wear masks on the bus.
- If students carpool with students from other households, masks should be worn in the car.
- Rising Tide will have a longer window of time for drop-off and pick-up to maintain proper physical distance and prevent long lines of students outside the building.
- Student drivers will have assigned parking spaces and will be trained on arrival and dismissal protocols.

Building Visitors

- Visitors to the building will be limited to the Main Office area for only essential needs and will require screening similar to staff members and students.

I. IN-PERSON LEARNING MODEL

After conducting the feasibility study of our building and campus and reviewing DESE's Fall Reopening Transportation Guidance, we have determined that it is not feasible for Rising Tide to implement a full in-person learning model under the current health and safety requirements. If the health and safety requirements change in the future due to a positive change in the current health crisis, we will be able to transition to a standard in-person schedule for all students.

J. OUT OF SCHOOL TIME PLAN

In the Hybrid Model, Rising Tide will offer the Early Program and the Homework Program on Mondays, Tuesdays, Thursdays, and Fridays to support students and families. Applications for these programs will be available at the beginning of September.

Early Program

The Early Program will operate from 7:00 am until 7:350 am on Mondays, Tuesdays, Thursdays, and Fridays. Any current Rising Tide student in grades 5-12 is eligible to apply. Space will be limited in the program, and participants will be registered on a first-come, first-served basis. Participants must register for the semester. There is a small program fee to cover the cost of Rising Tide staff members working beyond their regular hours.

Homework Program

The after-school Homework Program will operate from 3:00 pm until 4:00 pm on Mondays, Tuesdays, Thursdays, and Fridays. Any current Rising Tide student in grades 5-12 is eligible to apply. Space will be limited in the program, and participants will be registered on a first-come, first-served basis. Participants must register for the semester. The after-school homework program is not a drop-in program. There is a small program fee to cover the cost of Rising Tide staff members working beyond their regular hours.

Clubs

Student clubs, with faculty Advisors, will run remotely on Wednesdays in the Hybrid Model. Students will learn about club options at the Middle School and the Upper School in September.

Athletics

We are still awaiting guidance from the Department of Elementary and Secondary Education regarding fall interscholastic sports.

After-School Arts

With the health and safety guidelines specific to music and theater, we are currently reviewing what after-school arts programming we may be able to provide remotely through the fall. We will be able to share more information with students and families in September.

K. STUDENT SUPPORT AND PROFESSIONAL LEARNING

Communication Between Home and School

Open communication is the most effective way to clarify a question, resolve a concern, or prevent a misunderstanding from developing into a problem. Rising Tide faculty and staff members welcome hearing any questions or concerns in the interest of creating a safe and supportive environment in which each student can thrive.

The Advisor Role

Each child is assigned an Advisor, an individual who is also a Teacher at the school. The Advisor is the primary communication link to the school for a student and his or her family. Each Advisory group acts as a small community within the grade level and the school, and each grade level has a team of Advisors who work together throughout the year to support the personal and academic growth of the students. Parents/Guardians should first contact the child's Advisor for any questions or concerns regarding their child, challenges with technology or health, or any other circumstances during this challenging time. While the Advisor is the primary communication link between families and the school, families are also able to communicate with other Teachers and School Leaders.

Additional Social and Emotional Supports

Similar to the Distance Learning period through the spring, Rising Tide's Adjustment Counselors will offer individual and small-group counseling support for students in-person for students learning at school and through Google Meet for students learning at home. Our Middle and Upper School Student Support Teams will continue to meet weekly to discuss student concerns and develop action steps for any students who need further support.

Academic Support and Intervention

Teachers and members of the Student Support Teams will work together to identify students in need of targeted academic support; identified students will get additional small-group support and skills practice when learning at school and on Wednesdays when learning at home.

Professional Development Calendar

To prepare for the many challenges for the upcoming year, Rising Tide faculty and staff will participate in additional professional development before the start of the school.

August 18 and 19

- Curriculum Coordinators and Advisory Team Leaders will gather virtually with School Leaders for two days to collaborate on the preparations for the rest of the faculty.

August 20 and 21

- New Teachers will gather virtually for a two-day orientation to the philosophy and practice at Rising Tide.

August 25-September 11

- All Rising Tide Faculty and Staff members will gather to further develop curriculum, learn and practice new remote learning tools, build creative approaches to building relationships with the Hybrid and Remote models, discuss action steps to improve Diversity, Belonging, Inclusion and Equity, and participate in health and safety training.

L. PROTOCOLS FOR RESPONDING TO SCENARIOS

On July 17, DESE provided districts and schools with additional information on protocols for responding to specific COVID-19 scenarios this fall. **Below is a Quick Reference Guide Responding to COVID-19 Scenarios:**

Individual is symptomatic

- If an individual is symptomatic at home, they should stay home and get tested. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts, even those with mild symptoms, should be tested.
- If an individual student is symptomatic on the bus or at school, they should remain masked and adhere to strict physical distancing. Students will be met at the school by the nurse and stay in the medical waiting room until they are picked up. They should not be sent home on the bus.
- If an individual staff member is symptomatic at school, they should notify their supervisor so that coverage for their duties can be arranged. The staff member should then go home and get tested.

Individual tests negative

- In order to return to school, individuals must have been asymptomatic for at least the past 24 hours and must be able to produce a copy of the negative test result.

Individual tests positive

- Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and with improvement in other symptoms.

Individual is not tested

- Remain home (except to obtain medical care) in self-isolation for 14 days from symptom onset. Monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative.

Individual is exposed to COVID-19 positive individual

- If an individual is at home when they learn they were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.
- If an individual is at school when they learn they were in close contact with an individual who tested positive for COVID-19, they should be masked and wait in the medical waiting room to be picked up. Parents are asked to arrange for pick-up within 30 minutes by a parent or other responsible party. The individual should stay at home and be tested 4 or 5 days after their last exposure.

- If an individual staff member is at school when they learn they were in close contact with an individual who tested positive for COVID- 19, they should notify their supervisor so that coverage for their duties can be arranged. The staff member should go home and get tested 4 or 5 days after their last exposure.

Individual tests negative

- In order to return to school, individuals must have been asymptomatic for at least the past 24 hours and must be able to produce a copy of the negative test result.

Individual tests positive

- Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

Individual is not tested

- Remain home in self-quarantine for 14 days from exposure. Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from the local board of health or MA Community Tracing Collaborative.