



GREENWOOD LAKE UFSD  
REOPENING PLAN  
“RESTART GWL”  
2020-21



Submitted 7/30/20  
Updated January 2021  
Updated April 2021

Dear GWL Community,

The CoVid-19 pandemic has changed the world, our nation, our social customs, and the fundamental structures of education. This is not a situation I ever imagined or thought we'd have to plan for.



I have been very fortunate over the past few months to work alongside teachers, staff, administrators, parents, community members, and Board members to develop this “Restart GWL” reopening plan. We held three different committees: Academic, Operations, and Health & Safety. All total these included: 19 parents, 7 administrators, 25 teachers, 16 staff members and 2 Board of Education members. Dr. Jeffrey Horowitz, our school district physician, communicated with us throughout the development process, particularly to the Health & Safety committee. In addition, we had a team of teachers, representing a cross section of schools and departments, help develop the in-person and remote instruction plans included in this document. This has been a herculean effort to collaborate and come up with the strongest possible instructional plan for students that keeps health & safety at the forefront for students and staff.

As detailed as you will find this plan, there are still many questions unanswered, many decisions yet to be made. Governor Cuomo is expected to make an announcement by August 7th regarding his intention for schools. Additional guidance and expectations from the NYS Department of Education, NYS Department of Health, and the CDC are arriving in our inbox on a daily basis. As such, this plan is considered a “living” document - one that will be updated and changed based on new knowledge, expectations, and experiences. Through it all, I promise to keep students at the center of all of my recommendations and decisions.

Thank you to the community for your endless support during these unprecedented times. To say I’m proud to be a Laker would be an understatement.

Sincerely,

A handwritten signature in blue ink that reads "Sarah Hadden". The signature is written in a cursive, flowing style.

Sarah Hadden

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## Introduction

At Greenwood Lake UFSD our primary commitment is to the students and families we serve. Our priority must be keeping everyone safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to CoVid-19 and the health and safety measures that continue to evolve. This “GWL Restart” reopening plan will define clear guidance for the reopening of our two schools and align with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The chief goal of the Greenwood Lake School’s Restart Plan is to provide a guideline for the reopening of Greenwood Lake schools and offices into safe environments by working collaboratively with the state and local health departments, the NYS Department of Education, and Greenwood Lake staff, students, and families. This document uses the recommendations from the Centers for Disease Control and follows the guidance requirements from the NYS Department of Health and NYS Department of Education. It adheres to the most current information available with safety being regularly monitored and strong consideration for making flexible arrangements in the areas of instructional scheduling, telecommuting, virtual learning, and transportation. **Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to any event.** The intent is to reopen the Greenwood Lake School District with the health and social-emotional well-being of our students, parents, and staff as our number one priority.

The Greenwood Lake School District understands that over the last few months, many in our community have experienced physical, emotional, health, and financial strains. High levels of stress and trauma experienced has highlighted the resiliency, strength, and power of administrators, teachers, support staff, students, and parents. It is important that we make students and staff feel comfortable and safe when returning to school environments.

To ensure decisions are being carefully considered and recommendations well vetted, the Greenwood Lake School District relied on current best practices and guidance, collaborative efforts of stakeholders throughout the agency. Committees were held during July 2020 on each of the following areas: Instruction, Health & Safety, and Operations. Each committee consisted of administrators, staff, teachers, parents and Board of Education members. The District also had medical professionals on the Health and Safety committee, including Dr. Horowitz, our school District doctor. Information was also gathered during two different parent surveys, a staff survey, and some in-person meetings consisting of administrators and teachers.

This plan is considered a “living” document and will be modified as information evolves and as implementation progresses.

The areas outlined in this plan represent the myriad of considerations Greenwood Lake UFSD will address in reopening schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance

student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

Greenwood Lake Elementary, Gr K-3, 80 Waterstone Rd, Greenwood Lake, NY

Principal: Dianne Connolly

Greenwood Lake Middle School, Gr. 4-8, 1247 Lakes Rd, Monroe, NY

Principal: Jeffrey Golubchick

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to school campuses. Our GWL Restart plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Superintendent, Sarah Hadden, will serve as the district's CoVid-19 Coordinator. She will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

## **Guiding Principles**

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain CoVid-19 spread;

4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

## **Communication/Family and Community Engagement**

To help inform our reopening plan, the Greenwood Lake UFSD has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, and employee unions. Engagement efforts included online surveys, virtual committee meetings, in person stakeholder meetings, and one-on-one conversations.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at [www.gwlufsd.org](http://www.gwlufsd.org), and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including our website, FaceBook page, School Messenger email communication, and physical mailings/distribution – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

### **GWLUFSD Communication Goals:**

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.

- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

GWLUFSD will develop communication materials accordingly, including the creation of sample messages/letters for CoVid-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that may include:

- District website
- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Town Hall Meetings via Zoom

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Regular monthly communication will provide information on the topics such as:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of CoVid-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

## Health and Safety

The health and safety of students and staff is the top priority when making the decision to reopen school campuses and Greenwood Lake will work in collaboration with NYSED, the NYS Department of Health, and the Orange County Department of Health in making the decision to safely reopen. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our CoVid-19 Safety Coordinator (Superintendent Sarah Hadden) at [shadden@gwlufsd.org](mailto:shadden@gwlufsd.org) or 845-782-8678 x51100.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the *Communication/Family and Community Engagement* section of our reopening plan.

To ensure employees and students comply with communication requirements, the GWLUFSD will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
  - Website
  - Email
  - Social media
  - Print copy mailings
  - Voice and/or video messaging
  - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for CoVid-19, the school district will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

## **Facility Entry**

- Where feasible, entry and egress in and out of all buildings for students will be assigned to minimize cross traffic. All visitor entry to the buildings will occur through the main entrance to a check-in point at the security station.
- A face covering must be worn by all individuals, students, staff, and visitors on GWLUFSD property when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- All individuals may choose to utilize their own face covering, except for when the district requests a see-through mask for instructional line of sight purposes, however face coverings can and will be provided by the GWLUFSD daily.

## **Students—Entering Campuses**

- **Passive Screening.** Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.0 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with CoVid-19 or if they have had close contact with a person diagnosed with CoVid-19.
- **Active Screening.** Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.0 degrees Fahrenheit).
  - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves and a mask.
  - Touch method thermometers must be properly cleaned and disinfected after each use.
- All students will wash or sanitize hands as they enter their classroom.
- Use privacy boards or clear screens when practicable or necessary.
- Plan for if students are symptomatic when boarding the bus. See transportation section for specific protocols.
- Protect and support students who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk will be provided educational options.

## **Staff—Entering Campuses**

- **Passive Screening.** Instruct staff to self-screen by taking the CoVid-19 screening questionnaire before leaving for work and to stay home if they have answered yes to one or more questions on the questionnaire.
- **Active Screening.** Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit. Thermometers must be properly cleaned and disinfected after each use.
- All staff must wash or sanitize hands as they enter worksites.
- Exclude employees who are exhibiting symptoms from the workplace.

- Use of the time stamp sign in/out station will be temporarily suspended during the pandemic.
- Create a procedure for reporting the reasons for the exclusions.
- Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.

### **Daily Health Screening of Staff, Students and Visitors**

- Prior to entering all GWLUFSD locations, individuals must complete a medical screening questionnaire. This questionnaire will be accessible to all visitors in ways such as: GWLUFSD website, through the monitoring stations, or a QR code posted at all main entrances that provides a direct link to the survey using an iPhone or android phone.
- Although filing of the health survey is preferred to be done online, paper copies of the questionnaire for visitors will be available at security stations.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Visitors will be screened for temperature at arrival. Students will be screened periodically, however GWLUFSD will conduct student temperature checks daily.
  - Parents must monitor for temperatures and symptoms prior to sending their student on a bus.
- Temperature scanners will be utilized both on a large and individual scale.
  - Temperature may be monitored throughout the day as necessary and appropriate
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed CoVid-19 Case section for guidance.

### **Social Distancing**

- All individuals on GWLUFSD premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as breakrooms (unless eating), hallways or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.

- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

### **Personal Hygiene**

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of CoVid-19. Schools should plan time in the school day schedule to allow for hand hygiene.

- Hand hygiene includes:
  - Signage encouraging hand washing and correct techniques;
  - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
  - Adequate facilities and supplies for hand washing including soap and water;
  - Use of paper towels (hand dryers are not recommended as they can aerolize germs);
  - Use of no-touch trash cans;
  - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows
  - Upon entering the building and classrooms;
  - After sharing objects or surfaces;
  - Before and after snacks and lunch;
  - After using the bathroom;
  - After helping a student with toileting;
  - After sneezing, wiping, or blowing nose or coughing into hands;
  - Anytime hands are visibly soiled;
  - When handwashing is not available, use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
  - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
  - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

## Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the main entrance and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will have restricted access to our school buildings.

### Visitors

- Nonessential visitors will remain in the security vestibule and not need to enter the building. (i.e. dropping off a lunch box)
- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in at Security for temperature screening and to fill out the CoVid-19 CHECK-IN SCREENING. The visitors must sign in with their identification through the Raptor system for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible. To the extent possible, a designated small conference space shall be designated in each school, near the main office, for all meetings with parents to be held.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member to their destination.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: Mary DePietro ([mdepietro@gwlufsd.org](mailto:mdepietro@gwlufsd.org)) Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf.**

### Vendors/Delivery

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors must report to the main entrance first, for temperature screening and to fill out the CoVid-19 CHECK-IN SCREENING. The vendors must sign in with their identification through the Raptor system for a visitor badge. This will indicate to all other Security locations that the vendor has been screened. The vendor will state fill out the log for destination for contact tracing purposes.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via Google Meet/Zoom when possible.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: Mary DePietro ([mdepietro@gwlufsd.org](mailto:mdepietro@gwlufsd.org)) Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf.**

## **Training**

GWLUFSD will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Face coverings will be required for all participants if training is conducted in person and social distancing cannot be maintained. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

GWLUFSD will ensure all staff and students are taught or trained how to follow new CoVid-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date education and training on CoVid-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

## **Training for Screeners**

GWLUFSD will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of another individual.

## **Training topics for all staff and substitutes**

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

- [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
  - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

- Operating procedures (varies by building)
  - Entrance into the building
  - Cleaning procedures
  - Sick child pick up
  - Staff who are sick or suspected to be sick

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

- Proper cleaning techniques

- Cleaning and disinfecting  
<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes  
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>  
[https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening\\_America\\_Guidance.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)
- Hazard Communication – Right-To-Know
  - Proper use of chemicals and Safety Data sheets
    - <https://www.osha.gov/dsg/hazcom/>
  - No chemicals from home
  - Transfer of hand sanitizer in smaller containers
  - List N: Disinfectants for Use Against SARS-CoV-2 (CoVid-19)
    - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-CoVid-19>
- Exposure Control Plan – with a focus on Pandemic/CoVid-19
- Personal Protective Equipment - PPE
  - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
  - Proper type, use, and size
  - Cleaning and sanitizing of the face covering (if applicable)
  - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
  - [Face coverings don/doff video](#)
  - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
  - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
  - Training provided for identified personnel only  
<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

## Signs and Messages

**Signs** will be posted in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures pdf icon](#) and describe how to [stop the spread pdf icon](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face cover image icon](#)).

## When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
- Train all non-food service staff on any meal service-related activities they will be responsible for.

[https://www.cdc.gov/healthyschools/foodallergies/pdf/13\\_243135\\_A\\_Food\\_Allergy\\_Web\\_508.pdf](https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf)

## **Space Design and Capacities**

### **General Office Area**

- Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable, all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced as necessary to maintain at least 6 ft. of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains can be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings when social/physical distancing cannot be maintained.
- Additional breaks may be allotted to allow individuals time to leave the space for a “mask break” if needed. Specific determination of these conditions will be determined by the individual’s supervisor.
- Tasks requiring large amounts of people to be in one area will be reduced
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

### **Conference Rooms**

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- If meetings are to occur in person, they will be conducted in an efficient manner
- Social distancing among participants will be required
- Lingering and socializing before and after meetings should be discouraged

### **Break Rooms and Lunch Rooms**

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic table throughout the campus. Additionally, the cafeteria tables will be available for staff use and marked to allow for social/physical distancing.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives where possible. The vending machines will not be available for use.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

***Update: Staff must take lunch/breaks individually in designated break spaces.***

## **Copier Rooms/Areas**

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

## **Elevators**

- One adult in an elevator at a time or one adult with a student and face coverings worn.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

## **Restrooms**

- All bathrooms regardless of size will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry indicating one person at a time.
- Paper towel dispensers will be provided and filled regularly
- Touchless water fixtures (toilets and sinks) have been installed where applicable.

## **Hallways/Stairwells**

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indications on the floor/stairs
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors/ stair treads.
- All individuals must also allow for adequate space between when traveling in the same direction.

## **Classrooms**

- Occupancy in each classroom will be specific and determined based off of the overall square footage of the space.
- Each student, teacher and support staff will receive not less than 6-ft. of separation from others.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering when social/physical distancing cannot be maintained
- Where possible special teachers and PPS staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.
  - Remove any unnecessary furniture.
  - Remove any soft surfaces that are difficult to disinfect such as:
    - Area Rugs

- Soft fabric chairs

**Update: 9/2/20 OCDOH Executive order on Mask Wearing (Public Health Law 2100) All staff and students must wear masks at ALL times, mask breaks will be provided.**

**Update: 4/20/21 Elementary Classrooms can go down to 3 feet physical distancing, with the exception of eating which must remain 6 feet physically distanced. Middle Level Classrooms can go down to 3 feet physical distancing, only if cohorted, with the exception of eating which must remain 6 feet physically distanced.**

### **Nurse Stations**

- All students and staff are required to wear appropriate face coverings.
  - N95 Respirator use for nurses should be limited to situations of suspected CoVid-19
  - Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
  - Maintain social distancing of no less than 6 ft.
  - Create “sick” and “well” zones.
    - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
    - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
  - Physical separation will be achieved by utilizing:
    - Individual exam areas
    - Polycarbonate barriers, as appropriate
    - Retractable dividing curtain walls.
- Isolation Room/s
  - Individuals presenting with symptoms representative of CoVid-19 should be immediately isolated to reduce risk of transmission.
  - A separate room will be utilized where applicable.
  - *Reference the Isolation Room/s section for additional information.*

### **Isolation Rooms**

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of CoVid-19.
- Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6 ft. of separation.
- These rooms have been identified in each building
  - GWL Middle School - Nurse’s Office or new office space in main office
  - GWL Elementary: Nurse’s office office or new office space in main office

### **Security Vestibule/Reception areas**

Security Stations will remain at all entrances of each building.

- Where a multi-entrance design is used, additional security posts will be instituted.

- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Barriers will be installed to protect all individuals, as necessary.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6 ft. of separation.
- Frequently touched materials such as magazines have been removed.

### **Computer Labs**

- The use of shared space and equipment use will be limited as much as possible.
- Blocks of computers will be sectioned off to ensure social distancing is maintained.
- Tables of computers will be reconfigured so as to not face each other or a polycarbonate barrier will be installed to create a physical barrier.
- Cleaning and disinfection of computer labs and keyboard will be frequent
  - Keyboards should be wiped and disinfected before and after each use.
  - Keyboard covers may be utilized to aid in the cleaning and disinfection process.
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

### **Library Spaces**

- Remove or discontinue use of all soft covered surfaces that cannot be properly cleaned and disinfected.
  - Bean bag chairs
  - Upholstered couches or chairs
  - Area rugs
- Reconfigure space to ensure social distancing.
  - Tables will be limited to one individual at a time where applicable.
    - Polycarbonate barriers may be installed to create a physical barrier.
  - Desks should be arranged so as to not face each other.
  - Small reading nook use should be discontinued unless:
    - limited to one person at a time.
    - Cleaned and disinfected routinely
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved. Alternately, the librarian may deliver / pick up books from classrooms on a regular basis.
- Create signs (limiting number of individuals, directional traffic flow patterns) between bookcases to ensure social distancing

***Update: 4/20/21 Students will have the opportunity to visit the library space and check out books.***

### **Engineering Controls**

- Alcohol based hand sanitizer will be available in each entry, all corridors, and each classroom.
- Bathrooms
  - Limited to one occupant at a time.
  - Touchless soap dispensers are in place at each sink

- Paper towels dispensers do not require touching a surface
- Touchless faucets are currently in bathroom spaces
  - Areas where old style fixtures exist- they will be replaced as applicable and feasible
- Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle
- Vestibules/Reception Areas
  - Polycarbonate barriers will be installed/put in place to provide protection for GWLUFSD staff and individuals presenting
    - Barriers have been designed in accordance with New York State Fire Code
- Water Fountains
  - As required by New York State Code a potable water supply will be provided per 100 occupants, but not less than one source per floor.
  - To reduce cross contamination the bubbler/drink spout has been removed or disabled.
  - Automatic/touchless bottle filling equipment is installed in place of the drink spout.
  - These appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.
- Floor Demarcations
  - All entrances or areas of static wait have floor signage installed allotting for a minimum of 6 ft. of separation between all individuals
  - All Corridor floors and Stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Temperature Screening Equipment will be located at all utilized entrances to the building
- Exterior Tenting will be considered if deemed necessary.

## **Ventilation**

GWLUFSD will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Air handling systems have been inspected for function with higher MERV rated filters.
  - The air systems will have been updated to a MERV 13 rating (August 2020)
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
  - Options for replacement and modification to existing systems will be explored.
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent. (every 2 months instead of every 3 months)

## **Cleaning and Disinfection**

The GWLUFSD will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for CoVid-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include

- Bathrooms
- Locker rooms, if utilized - they will not be utilized under current instructional plan
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- In bathroom handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

For more information about how cleaning and disinfection information will be communicated to students, families and staff members, visit the Communication section of our reopening plan.

Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes CoVid-19, and be appropriate for the surface.

### **Suspect or Confirmed CoVid Cases**

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as CoVid-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential CoVid-19 patient.
- *Isolation* - Students suspected of having CoVid-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of CoVid-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
  - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
  - Opening outside doors and windows to increase air circulation in the area
  - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
  - Clean and disinfect all areas used by the person suspected or confirmed to have CoVid-19, such as offices, classrooms, bathrooms, lockers, and common areas.
  - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
  - Individuals without close or proximate contact with the person suspected or confirmed to have CoVid-19 can return to the area and resume school activities immediately after cleaning and disinfection.

- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive CoVid-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

## **Contact Tracing**

*Public Health Officials assume the task of contact tracing, once notified.*

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the GWLUFSD will do the following:

- Keep digital logs of student and staff attendance.
- Keep digital master schedules for all staff and students.
- Create logs outside classroom and office areas for anyone who enters the room who is not on the master schedule. Entrants will bring and use their own pen to fill out the log.
- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for CoVid-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick.  
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use a vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.
- For COVID-19, a [close contact](#) is defined as any individual who was within 6 feet of an infected person for at least 10 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.

## **Return to School after Illness**

The Greenwood Lake School District has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for CoVid-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Negative CoVid-19 diagnostic test result
3. Symptom resolution, or if CoVid-19 positive, release from isolation

The district will refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following CoVid-19 Infection or Exposure"](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of CoVid-19 or after the faculty or staff member had close or proximate contact with a person with CoVid-19.

The district requires that individuals who were exposed to the CoVid-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

## **Closure Considerations**

When a person has been identified (confirmed) or suspected to be CoVid-19 positive; the process in GWLUFSD could include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree at the district level.
- Implement the plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
  - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
  - Opening outside doors and windows to increase air circulation in the area.
  - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
  - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
  - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
  - In accordance with guidance for quarantine at home after close contact, the classroom or office where the CoVid-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
  - Additional close contacts at school outside of a classroom should also quarantine at home.

***Update: 4/9/21 NYS Guidance references CDC Guidance reference to "proximate" contacts. 4/14/21 (question 8) "To underscore, even though students are permitted to sit 3 feet from one in another in classroom settings, for the purposes of contact tracing, the 6 feet close contact rule continues to apply. Contact tracing will look for***

*individuals within 6 feet for at least 10 minutes in a 24 hour period, even when masks are worn.”*

*4/20/21: Individuals fully vaccinated (>2 weeks past final dose) or are within 3 months of a CoVid diagnosis, do NOT need to quarantine after exposure.*

- Closing of schools could be a regional decision.
  - 7 metrics - NYS Dashboard
    - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
    - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available. The Supervisor of Buildings & Grounds will monitor product levels in order to avoid running out, unless the products are not available

## Facilities

In order to prevent the spread of CoVid-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The GWLUFSD plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken/have been take, as needed:

- Air filtration will be upgraded to a MERV-13 rating. ~~Work to be done by Aug 31, 2020~~
- If alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.
- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture. One fountain is required for each one hundred occupants.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

***Update: MERV-13 work completed in the Middle School on 11/11/20 and Elementary School work completed on 11/20/20.***

## Emergency Response Protocols & Drills

The 2020-2021 school year may mean switching between in-person and remote instruction. Emergency response drills, including evacuation and lockdown drills, will be scheduled when the student population is in school.

### **Emergency Response Protocols**

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

### **Shelter-In-Place**

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

### **Hold-In-Place**

Hold-In-Place protocols will be the same but include the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

### **Evacuate**

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff as much as possible. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building

- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

### **Lockout**

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

### **Lockdown**

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

## Child Nutrition

All schools in the GWLUFSD will follow SFA policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency were available at no cost to all children. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

GWLUFSD has identified Alan Muhlnickel [alan.muhlnickel@ouboces.org](mailto:alan.muhlnickel@ouboces.org) , Food Service Director, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the application is available from our Food Service Director.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

For information about how meal information will be communicated, visit the Communication/Family and Community Engagement section of this reopening plan.

### **Meals Onsite**

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

All meal service in the Greenwood Lake Union Free School District (e.g., Greenwood Lake Elementary School, Greenwood Lake Middle School) will take place in classrooms. Students will be placed in cohorts with whom they will stay throughout the day and staff will be designated to bring meals to each individual cohort. ~~To eat their meals, students will maintain social distancing, sitting at least six feet apart.~~

*Update: 4/20/21 Recommended to continue eating in classrooms; however will slowly introduce the cafeteria one class at a time (principal discretion). Lunches will continue to be packaged and delivered to tables.*

For health and hygiene promotion, Greenwood Lake will:

- Reinforce proper handwashing and use of a cloth face covering by employees when near other employees or students.

- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
- Posting signs on how to stop the spread of CoVid-19.

For meal preparation, Greenwood Lake will :

- Ensure gloves, masks and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and pre portioned and pre wrapped produce.
- Use disposable trays (or other means of delivering meals such as a paper bag) and wrap cold items in plastic and hot food with foil.
- Reorganize workspaces for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts as necessary to minimize the number of staff in the kitchen.

Greenwood Lake will:

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
- Clean and disinfect frequently touched surfaces

### **Meals offsite/remote**

Greenwood Lake will:

- Offering grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up option
- Ensure all students eligible for free/reduced meals receive food for each school day

## Transportation

GWLUFSD will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household will be seated together. **Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.**

All buses that are used every day by districts and contract carriers will be cleaned/ disinfected at least once a day. High contact spots will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Bus aides will take the temperature of students at the bus stop prior to entering the bus as well as provide supervision of students regarding the wearing of masks and will assist with symptom screenings.

GWLUFSD will explore the possibility of creating additional bus stops to minimize the number of students waiting together.

The consumption of food or drinks on the bus is prohibited.

If students have a fever or are exhibiting symptoms at the morning bus stop:

1. Notify parent if present – send child back home with parent
2. If a parent is not present, accept the child onto the bus. Seat in front of the bus.
3. Call the school to notify the main office.
4. Students go directly to the nurse upon arrival to be evaluated and await parent pickup.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

## **Cleaning and Disinfecting**

Refer to the cleaning standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas).
- *Daily Cleaning*
  - All trash removed
  - Floors swept and dust mopped
  - Walls and windows cleaned
- *High Touch Surfaces*
  - Bus seats and seat backs
  - Seat belts
  - Door handles, handrails
  - Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses
- All cleanings/inspections will be documented (via trackable log)

## **Bus protocols for a reported case of CoVid -19 on a school bus**

The Supervisor of Transportation will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus.

Bus will be taken out of service for 24 hours before the bus can be used again after a report of CoVid-19. Bus will be disinfected following CDC guidelines.

## **Students on Transportation**

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of CoVid-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering; If this is the case, they will be placed 6 feet away from any other children.
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

## **Training (Office Personnel, Drivers, Mechanics, Aides)**

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)

- Exposure Control/Bloodborne Pathogen (BBP)
- CoVid Awareness
  - New cleaning Protocols (buses, transportation center)
  - Handwashing
  - Face Covering (sizing, use, wear & care)
  - Personal Health and Hygiene
  - Special working conditions with face coverings (strenuous activity)

### **Required Personal Protective Equipment (PPE)**

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

### **Transportation Communication**

- GWLUFSD will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles
- GWLUFSD will communicate with parents and students that student transportation vehicles are included in the district's CoVid-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an "opt-out" option, meaning they will drive their child to/from school.
- Remind students/parents/guardians that social distancing requirements extend to the bus stop (if not masked, must maintain 6 feet)

### **Density Reduction, Social Distancing, Bus Capacity**

- Students shall wear face masks (if required) while in transit when social distancing is not possible
- As a density reduction strategy, consider seating one student per row
- Allow siblings or those that live in the same household to sit together
- Sneeze guards to protect the driver
- Students will not sit in the seat students directly behind the driver.
- Provide additional adult supervision (monitors) on buses to manage social distancing and mask compliance (K-8)
- If applicable, have an aide take student attendance/screening on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing

### **Routing**

- The GWLUFSD has developed multiple routing scenarios for administration to analyze different instructional scheduling options
  - Multiple bus pickups at a single location to reduce number of students at a stop at a time
  - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility

- o Adding bus routes
- Limit rotation of substitute drivers and aides if possible
- Limit student movement between bus routes
  - o Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
  - o If possible, mirror AM and PM routes, so bus riders are the same group each day

### **Loading/Unloading & Pickup/Drop-off**

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school
- Debarkation times will be staggered to best suit building needs and to promote social distancing
- Adjustments will be made by buildings:
  - o For unloading and entry, and loading and departure
  - o Route timing which will be affected by delayed loading/unloading processes
  - o Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses

### **Transporting to BOCES/ Private Schools/ Alternative Educational Settings**

- GWLUFSD will follow similar protocols as previously described
- GWLUFSD will keep a log of attendees on the trip in both directions from the alternate location. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event the alternate educational setting must assist in contact tracing due to exposures either at their buildings, or during transportation

## Social Emotional Well-Being

In planning for our re-entry in September, the District will create teams to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social-Emotional Learning team will be created consisting of certified teachers, certified school counselors, licensed mental health professionals, community members and school administrators. This team will develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students. Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists and/or school social workers) should meet to create an asset map of already existing foundational assets within school districts and community-based organizations, and build upon them. In addition, it will be critical to determine students who might be at risk for needing mental health supports. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Supports will include regular classes led by our guidance counselors, mental health check-ins, planning and goal-setting, opportunities for reflection, and social interaction, which are already being implemented in the GWLUFSD.

Additionally, all GWLUFSD employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling.

Information about all social-emotional supports. This will be made widely available to the GWLUFSD community through our website. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. We will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning:

***Emotional reactions to coming out of quarantine may include***

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of CoVid-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes

**Addressing Social-Emotional Health**

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
- Explore the use of Restorative Practices
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
  - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
  - The warning signs for quarantine related mental health needs
  - How to access crisis support and other mental health services

**What Mental Health Professionals can do in schools**

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance
- Promote social emotional learning competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage good physical health

- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports

### **Considerations**

- Greenwood Lake will engage with families and provide activities to help them feel comfortable coming back to the school campus. This also needs to be considered for staff.
- Provision of nonacademic check-ins.
- How might wearing masks alter our understandings of how individuals are feeling? Consider lessons on alternative ways to communicate feelings.
- How will we positively communicate the necessity for physical distancing in the classroom?
- How will students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability be supported at the school site?
- Greenwood Lake is mindful and sensitive to the needs of those who are grieving the loss of a family member or coworker.

## School Schedules

For information about how school schedule information will be communicated to students, families and staff members, visit the *Communication section* of this reopening plan.

**For detailed specifics, expectations, schedules, and much more on our in-person and remote learning plans, please see the first appendix sections of this document.**

**In-Person** (see Appendix A for additional details)

We have created a system where all students, K-8, can attend school every single day, in spaces that allow for social/physical distancing when receiving instruction. Cohorts of students will be created that allow for as much consistency as possible. For K-6, class sizes will be determined by taking the total number of students and dividing by 12 for grades kindergarten, fourth, fifth, and sixth and by 10 for grades first, second, and third. Elementary certified staff will be reassigned as grade level classroom teachers. For grades 7th and 8th, due to the smaller amount of certified staff, larger class sizes will be maintained, however alternate spaces will be used/adapted for instruction, including the gymnasium, multipurpose room, and other alternate spaces.

A three-hour delayed opening will occur one day per week in order to allow for:

- Professional Development (subject specific, instructional delivery methods, assessment methods, social emotional supports, CoVid Specific training)
- Assessment tool usage and data assessment (AIMSweb, new student screeners, kindergarten screening, MAP testing, etc)
- Teacher collaboration with grade level and/or subject area peers
- Grade level meetings
- Faculty Meetings
- CSE Meetings
- If needed, creation of video lessons for at-home quarantined student(s).

Students who are quarantined at home will be ensured continuity of instruction. They will participate via live GoogleMeet during the whole group portion of lessons. In addition, they will possibly stay live during independent work time as well. One-on-one support will also be provided, with delivery methods and times dependent on the situation. Every situation will be different and therefore the plan for quarantined students will be determined on a case by case basis dependent on the child's grade level, ability, situation, etc.

### **Temporarily Suspended Programs**

Learning Enrichment Activities Program (LEAP), K-6 Spanish, and K-6 Project Lead the Way (PLTW), and K-5 Library classes are suspended in order for teachers to be reassigned to K-6 homeroom classrooms.

Chorus and full band rehearsals are suspended. Individual or small group band lessons will continue as time allows in the schedule on an equal rotating basis for grade 5-8. Currently

being considered are 7th-8th grade, grade specific choral/band rehearsals that occur after school in spaces that allow for the minimum 12 foot social/physical distancing.

Library - Until such time that safety measures can be implemented and assured, students will not visit the library. Instead, book checkout will be done via request, or by “library on a cart” and delivered to classrooms.

~~Before/After School Clubs – Suspended. The increased exposure to other individuals from other classes/grade levels does not minimize the risk. After the first few months, the District will consider a virtual club.~~

**Update: After school virtual clubs will be permitted starting December 2020.**

Field Trips, Assemblies, Other Large Group Activities - Suspended

### **School/District Events**

GWLUFSD is temporarily suspending all large-scale events that involve crowds of people. This includes, but is not limited to: Back 2 School Bash, Back to School Night, Concerts, etc. The District will create alternate functions as possible (for example, a possible virtual Back to School Night).

### **Remote Instruction** (See Appendix B for additional information)

Daily live instruction will take place in all subject areas. There will be time allotted for the whole group, small group, and independent instructional time. Additional materials will be implemented this year that will better allow for moving between in-person and remote learning. One example of this is spelling workbooks. For K-6, core instruction will take place four days per week. The fifth day will be dedicated to specials, to include: art, PE, music, and guidance. Seventh and eighth grade will have a daily remote instruction schedule that closely resembles their in-person experience.

If teachers are providing remote instruction, they will be expected to provide it from the school setting, unless circumstances deem otherwise.

# Attendance, Attendance Reporting and Chronic Absenteeism

## Attendance and Attendance Reporting

Both schools in the GWLUFSD will take daily attendance whether school opens in September in-person or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in eSchool, our student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons for both in-person and remote instructional delivery methods.

## Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, GWLUFSD is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The GWLUFSD addresses chronic absenteeism as follows.

1. Nurture a culture of attendance
  - Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
  - Explain the importance of attendance to the entire school community
  - Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.
2. Early Identification and Intervention
  - Each school regularly monitors attendance data and communicates with parents about issues as they arise.
  - Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
  - Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.
3. Create a more positive school culture and a focus on engaging instruction
  - Evaluate and address your students' engagement in learning
  - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
  - Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
  - Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

## Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The GWLUFSD has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. The GWLUFSD will continue to assess the ongoing needs of our staff and families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the district will take the necessary steps to meet their needs where plausible. (including providing wireless hotspots)
2. 1:1 devices have been provided to all students as well as to all instructional staff.
3. Conduct and/or maintain an inventory of equipment and other assets.
  - a. Identify which students, families, and staff have district assets in their possession.
4. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
5. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
6. Arrange a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

GWLUFSD will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students’ homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

## Teaching and Learning

In an effort to assure high-quality teaching and learning, a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person and remotely. Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person or remotely due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person or remote). Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas most affected by the CoVid-19 pandemic.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote model is necessary, all students will be supported, but special attention will be paid to certain groups of students to ensure maximum achievement. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. Grading will NOT continue on the Pass/Fail system implemented during the Spring 2020.

**In-person Instruction** (detailed plan in Appendix A)

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into classrooms.

*Update: 4/20/21 Classrooms can go down to 3 feet of social distancing if cohorting with the exception of meals remaining 6 feet of social distancing.*

Current staffing levels will be evaluated and adjusted to accommodate the expanded number of classrooms and monitoring needs to ensure social distancing.

All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. ~~Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity.~~

*Update: 4/20/21 Distance between students (singing, playing instruments and PE) has been reduced to 6 feet (from 12 feet). The district will begin increasing movement by allowing students to travel to specials as possible (space, activity). Disinfection between classes will occur.*

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

For information on school schedules, visit the School Schedules section of this reopening plan.

In the GWLUFSD, our Restart Plan will accommodate students in school every day of the week. Schedules will be created to maximize students' time in school, supporting them in accessing their core courses and specials instruction. Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in CoVid-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a remote learning model and schedule that can continue to be implemented at any time.

Instruction will include core subject areas and specials courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

### **Parent Choice**

Due to the continued uncertainty behind CoVid-19 (spread, infection rates, long term effects, how it affects children, etc) as well as the requirements in the Department of Health guidance, we understand that parents may feel apprehensive about sending their child(ren) back to school. Therefore, all families will have the option to have their child attend school remotely even when the buildings are open for in-person instruction. The District will create this alternative remote learning plan based upon the number of children in each grade level whose parents inform us as such. The District will send out a survey to see how many families would like to explore the choice option. It will then create the plan and share it out to families so that they may make a final decision, prior to the start of the school year, about whether they want to enroll in the in-person program or in the remote choice program. We will ask families to commit to their choice for a marking period at a time.

For students with disabilities, the same flexibility with respect to IEP implementation for delivery of services during CoVid-19 school closures will continue to apply to the programs and related services, whether delivered in-person and/or through remote choice. This includes flexibility in the mode, manner, group or individual sessions, group size, frequency, duration, and class size, ratio, etc.

English Language Learner's (ELLs) will be provided the required instructional Units of Study in their ENL program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment whether instruction is delivered in-person and/or through remote choice.

The "choice" remote learning program will be very different from the remote learning program described in the next section. It will more mirror the schedules of those students attending in school and will heavily rely on parental support of instruction. There is no replacement for in-person instruction

Should the District buildings close to students, ALL students, including those who opted for the choice remote model will move to the District-wide Remote Learning Plan.

### **Remote Learning** (detailed plan in Appendix B)

This robust plan will go into effect only if the building is closed by the Department of Health or Governor Cuomo and therefore students are NOT allowed in the building. Student remote learning schedules will be created so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. Remote learning opportunities for seventh and eighth students will include a greater emphasis on synchronous instruction than their elementary aged peers, with teachers finding ways to provide live instruction and lessons to students.

In order to best support all students and families, teachers will provide either recordings of their live instructional meets OR will record videos of them teaching that align to the content

of the classroom. In addition, teachers can post other instructional videos/resources to assist student understanding.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices will revert to GWL's traditional methods, as opposed to the pass/fail method implemented in the spring.

## **CoVid-19 SPECIFIC PROFESSIONAL DEVELOPMENT**

Reopening schools utilizing new instructional models require special attention to professional relationships and learning. Educators must be supported in ways that allow them to focus on student learning. Additionally, training will be provided to support staff including custodians, meal preparation staff, transportation providers, technology personnel, and others.

Greenwood Lake will run a safety orientation for all employees prior to the start of the school year.

Greenwood Lake Professional Development will consider including, as appropriate:

- Disinfecting frequency and tools and chemicals used in accordance with New York State Department of Health guidance. For staff who use hazardous chemicals for cleaning, specialized training is provided.
- Physical distancing of staff and students.
- Symptom screening, including temperature checks.
- Health and Safety Training- State and local health standards and recommendations, including, but not limited to, the following:
  - Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
  - Cough and sneeze etiquette.
  - Keeping one's hands away from one's face.
  - Frequent handwashing and proper technique.
  - Confidentiality around health recording and reporting.
- Training for school health staff on clinical manifestations of CoVid-19, pediatric presentations, and CDC transmission-based precautions.
- Training on trauma-informed practices.
- Signs of mental health stress in co-workers and protocols.
- Signs of mental health stress in students and protocols.
- Anti-bullying
- Information on economic impact of CoVid-19 on the community and the families of the

- students (sensitivity training).
- How to identify deficits in learning and how to respond.
- Individual staff member's responsibilities if shut down occurs during the school year.
- Effective remote learning techniques.
- How to use the technology the district provides for effective remote learning.
- Cybersecurity.
- Maintaining professional boundaries with students and electronic communication.

## Athletics

### Interscholastic Athletics

As a result of the CoVid19 pandemic, districts have delayed the Fall sports start date three weeks (dated as of 7/24/20). With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

Tentatively, if the Fall sports season is interrupted or impacted by CoVid-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I** (Winter Sports)
  - o Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
  - o Note: tentative dates Sports: basketball (girls & boys), wrestling, competitive cheer. (Because of the high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III)
- **Season II** (Fall Sports)
  - o Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
  - o \*Note: tentative dates Sports: soccer (girls & boys), volleyball (girls), (Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April.)
- **Season III** (Spring Sports)
  - o Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
  - o \*Note: tentative dates Sports: baseball, softball, outdoor track & field (girls & boys)

[Roadmap to Reopening Interscholastic Athletics Document](#) (linked) 7/24/20

This document, released Friday, July 24th, as well as any updates, will serve as a reference for the implementation of any modified sports in GWL.

*Update: 4/20/21 Two spectators per player for home and visiting teams.*

# Community/Facilities Use

All community/facilities use is suspended through August 31, 2020.

## Indoor Spaces

All external community organization/ facility use is suspended indefinitely, but will be reviewed periodically.

## Fields

Available for community/organization use as of 9/1/20. ~~This will be suspended if the rate of infection reaches 5%.~~

*Update: 4/20/21 This will be assessed as the CoVid situation changes.*

## Playgrounds

Available for community use as of 9/1/20. ~~This will be suspended if the rate of infection reaches 5%.~~

\*\* This is pending the ability to implement a schedule that allows for cleaning of equipment for children prior to the start of the school day.

*Update: 4/20/21 This will be assessed as the CoVid situation changes.*

## **Special Education**

The Greenwood Lake UFSD is committed to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the unique needs of all students with disabilities and to prepare students to further their education, employment and independent living. The Greenwood Lake UFSD's reopening plan takes into consideration the health and safety and well being of students, families and staff, so that all stakeholders can transition between in-person, remote and hybrid learning environments ensuring the provision of FAPE is consistent with the changing health and safety conditions that exist.

### **Least Restrictive Environment (LRE) and LRE Documentation**

The Greenwood Lake UFSD is committed to providing students with disabilities equal access to high quality programs that are designed based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. The Greenwood Lake UFSD is also committed in providing students with disabilities with instruction alongside students without disabilities to the greatest extent possible consistent with their IEP while also considering the continuum of special education services (consultant teacher services, resource room services; related services; integrated co-teaching services; and special class). Regardless of whether services are provided in-person, or remotely, LRE will continue to be consistent with the federal, state and local guidelines that are intended to protect the health and safety of both students and service providers.

The Greenwood Lake UFSD will document the LRE recommendations and CSE participants on the student's IEP. If a change is necessary, a program review will be held.

### **IEP Implementation and Provision of Services**

Due to the CoVid-19 outbreak, the same flexibility with respect to IEP implementation for delivery of services during school closures continues to apply to the programs and services, whether delivered in-person and/or remotely. This includes flexibility in the mode, manner, group or individual sessions, group size, frequency, duration, and class size, ratio, etc. The Greenwood Lake UFSD will ensure the delivery of services utilized provides special education programs and services to meet the needs of students with disabilities in various types of instructional models while utilizing the full continuum of special education services

(consultant teacher services, resource room services; related services; integrated co-teaching services; and special class).

### **Progress Monitoring**

Teachers and service providers will continue to collect and use data to monitor each student's progress toward their annual goals and evaluate the effectiveness of the student's special education services. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

### **Best Practice for Contingency Plans**

In accordance with NYSED provided guidance in conformance with the Federal Office of Special Education Programs (OSEP), the Greenwood Lake UFSD will continue to evaluate the need for IEP amendments if/when schools convert to online or virtual learning platforms.

The Greenwood Lake UFSD considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible and contingency plans will be developed to address remote learning needs in the event of intermittent or extended school closures.

### **Compensatory Services**

If the Greenwood Lake UFSD goes to a remote instruction plan, SPED teachers, related service providers and general education teachers will be required to document the progress of students with disabilities in order for the CSE to make individualized determinations in respect to the provision and extent of compensatory services once schools reopen and how these services will be provided.

### **IEP Implementation Documentation**

- Providers will keep logs of the ongoing instruction and services provided to each student, documenting progress toward IEP goals, for CPSE/CSE consideration in making determinations of student needs and services.
- Formative assessment data will be maintained and reported to the CPSE/CSE and parents on a quarterly basis and available more frequently upon request.
- Special education teachers, related service providers, and general education teachers will document all collaboration and communication with parents in developing remote learning plans to ensure a successful transition for students.
- Providers will keep logs of the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be

available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication

- Child Find - As schools reopen, the Greenwood Lake UFSD stands committed to the identification, location and evaluation of all students with disabilities in need of special education and related services while remaining cognizant of the impact school closures may have had on all students.

## **Referral**

The Greenwood Lake UFSD will take into consideration all factors that may have influenced the student's progress during school closures due to CoVid-19. If the school district suspects a student of having a disability, it will refer the student for an initial special education evaluation and obtain parent consent for the evaluation. All parent referrals and requests for referrals by school staff will be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

## **Initial Evaluation/Reevaluation**

The Greenwood Lake UFSD will ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology will be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. The CSE will review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations. The district will continue to follow OSE guidance for conducting evaluations and reevaluations during the CoVid-19 pandemic to meet the special education timelines.

## **Eligibility Determination/Annual Review Meetings**

The Greenwood Lake Union Free School District will continue to follow the Commissioner's regulations in regard to holding CSE/CPSE meetings for eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least once annually. During the current CoVid-19 health emergency and to address social distancing and health and safety concerns, CSE/CPSE meetings will be conducted using alternative means of meeting participation requirements such as, video conferences and teleconferences. If the parent of a student with a disability requests an in person meeting and if schools are fully open, the district will accommodate the parent while ensuring the health and safety of all committee attendees.

## **Meaningful Outreach, Engagement and Communication with Parents of Students with Disabilities**

The Greenwood Lake UFSD will ensure that parents of students with disabilities stay informed regarding the identification, evaluation, educational placement, and the provision of

FAPE to their child. The district will work collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress and communicate with parents in their preferred language or mode of communication and documenting outreach efforts. The district will utilize various secure methods of communication; written, verbal, mail, email (if the parent has elected to receive by email), in person (if able based on CoVid-19 school opening) to communicate this information.

### **Procedural Safeguards and Prior Written Notice Requirements**

Procedural safeguards, prior written notice (before a change in the identification, evaluation, education placement or provision of FAPE to the student) and CPSE/CSE meeting notices will be provided to parents through USPS Mail and electronically (if the parent has elected to receive by email).

Based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to CoVid-19, such changes must be made by the CPSE/CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

All communication with parents will be in their preferred language or mode of communication.

### **Partnership and Collaboration to Reflect All Settings Where Students are Served**

The Greenwood Lake UFSD will ensure and solicit outreach efforts to remain informed regarding the planned activities for the nature of delivery of instruction and related services and to identify shared resources, materials and technology (as appropriate) for those students who are receiving special education programs and services in charter schools, BOCES programs, independent or religious schools, approved school-age programs serving students with disabilities, or for approved preschool special education providers contracted by the county.

For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services will continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to

the Greenwood Lake UFSD for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements.

### **Accommodations, Modifications and Supplementary Aids and Services**

The Greenwood Lake UFSD will ensure, to the maximum extent appropriate with accordance with the least restrictive environment (LRE), that students with disabilities have access to the supplemental aids and services as recommended on their IEP in order to meet their unique instructional and social emotional needs. This will be monitored and amended if necessary when students are learning remotely in order to support the student in successfully accessing the curriculum in all learning environments. When necessary/recommended, alterations in the way tasks and/or assignments are presented will be addressed as well as changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

### **Medically Vulnerable/High Risk Groups**

The Greenwood Lake UFSD is cognizant and proactive in meeting the needs of students with disabilities or who are medically fragile. In collaboration with the parent/guardian and the child's healthcare provider, informed decisions will be made on how to best meet the child's needs at school while protecting their health and safety. Alternate plans will be created to allow for social distancing while also providing additional PPE for students (if applicable or able; approved masks and shields with clear face coverings, gloves, gowns etc.) or providing additional staff (with additional PPE) caring for these students, decreasing the amount of students in a classroom, and providing individual related services instead of group setting.

### **Technology**

The Greenwood Lake UFSD is committed to providing device and internet access to all students K-8 who need it. Chromebooks will be provided to all students grade K-8 and ipads to Grades K-1. Tech support will be available for both parents and students to access whether it is to ask a question or to provide assistance with any concerns regarding the device or service. A contact list will be provided to parents and students. This list can be obtained through the district's website, through email and by request.

### **Specifics of Special Education in the Schedule**

Specifics about special education services are written into the in-person and remote learning plan.



# English Language Learners

## Initial Identification of Potential ELLs

Based on the approved (NYSED) temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year.

- The Greenwood Lake UFSD will complete the ELL identification process for all students entering the school district (in person, hybrid, blended hybrid, remote.)
- Any new entrant enrolling in a school district, to the extent feasible, will receive ENL services while awaiting NYSITELL results.

## Units of Study for English as a New Language (ENL)

The Greenwood Lake UFSD will ensure that all ELLs will be provided the required instructional Units of Study in their ENL program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person, hybrid learning or remote learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status will continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner.

## Communications and Language Access

All communications for parents/guardians of ELLs will be in their preferred language and mode of communication. The Greenwood Lake UFSD, to the greatest extent possible, will provide interpretation and translation through a qualified interpreter/translator in the languages most commonly spoken in the district, and at a minimum in those languages spoken by a large number and percentage of ELLs.

## Professional Learning for Educators

In planning professional learning opportunities for educators, the Greenwood Lake UFSD will give special consideration to promote an understanding of Bilingual Education, use of home language, and the linguistically diverse needs of ELLs. Educators will have opportunities to participate in professional learning targeted to the specific needs of ELLS (current and challenges that resulted through CoVid-19 closure), and the utilization of technology, through the local BOCES, Regional Bilingual Education Resource Network, and other workshops as available.

## Guiding Principles for Ensuring the Success of ELLs/MLLs

The Greenwood Lake UFSD will ensure that all teachers (general education and ELL/MLL) will plan accordingly and continue to apply the principles of The *Blueprint for English*

*Language Learner/ Multilingual Learner Success* in planning for the reopening of schools in 2020-21.

### **Progress Monitoring**

With the cancelation of the 2020 NYSESLAT, the Greenwood Lake UFSD will utilize alternative methods to measure the English language proficiency levels of ELLs to ensure the appropriate level of instruction. Existing, locally based, progress monitoring tools will monitor student performance data to develop instructional goals for English and Home Language Development, plan, modify, and/or differentiate instruction to help accelerate the learning.

### **Educational Technology**

The Greenwood Lake UFSD is committed to providing device and internet access to all students K-8 who need it. Chromebooks will be provided to all students grade K-8 and ipads to Grades K-1. The use of online resources, digital tools, and media during in-person and hybrid learning will facilitate a smoother transition should school closure be necessary. Tech support will be available for both parents and students to access whether it is to ask a question or to provide assistance with any concerns regarding the device or service. A contact list will be provided to parents and students. This list can be obtained through the district's website, through email and by request.

### **Students with Interrupted/Inconsistent Formal Education (SIFE)**

The Greenwood Lake UFSD recognizes NYSED's approved temporary emergency regulatory change; time out of school due to CoVid closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time. In response the Greenwood Lake UFSD will provide their educators with resources to guide and support the complex additional educational needs of SIFE.

### **Family Partnerships and Communication**

The Greenwood Lake UFSD will continue to create and disseminate parent/guardian resources in the language(s) most frequently spoken by a school's ELL/MLL population on how to access technology used in on-line education. Such resources will be posted on the district's websites, and/ or via social media platforms. In addition, parents and students can contact the NYS ELL/MLL Parent Hotline if they have questions or concerns related to language access or other aspects of parents and students' educational rights. (800) 469-8224 or via email at [nysparenthotline@nyu.edu](mailto:nysparenthotline@nyu.edu).

## **Culturally Responsive-Sustaining Education Framework**

The Greenwood Lake UFSD will continue to implement the Culturally Responsive-Sustaining (CR-S) Education Framework to provide student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change.

# Staffing

## Staff

### Vulnerable Populations

The unknown vulnerabilities of our faculty and staff will be handled on a case-by-case basis. Accommodations, where appropriate, will be provided when and where needed. Faculty and staff will be trained in vulnerabilities outlined in guidance provided by the State Education Department and are asked to notify the CoVid Administrator, Supt Sarah Hadden, with questions and concerns.

GWLUFSD acknowledges that the following groups are at increased risk for complications from CoVid-19 and may need added or alternative provisions for social distancing.

### Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma;
  - serious heart conditions;
  - immunocompromised;
  - severe obesity (body mass index [BMI] of 30 or higher);
  - diabetes;
  - chronic kidney disease undergoing dialysis;
  - liver disease;
  - sickle cell anemia;
  - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from CoVid-19 than other children.

Additional PPE for staff caring for individual students will be provided on a case-by-case basis.

### Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. The GWLUFSD will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

**Certification, Incidental Teaching and Substitute Teaching**

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

**Student Teachers**

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the GWLUFSD. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other CoVid-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full time certified teachers only. At no time will a student teacher be used as a teacher of record.

# Human Resources Management

## Employee Issues

Revisit existing bargaining agreement and contracts

- The exclusive representatives of labor groups will be engaged to tailor bargaining agreements to address the relevant employee issues in this checklist. Ideally, these are matters that would be resolved as part of the Restart planning process and prior to school starting so as to provide clarity for reopening.
- Plan for future bargaining that may be necessary as additional issues arise.
- Review benefits

## Staffing Ratios

- Consider hiring a custodian to ensure facility cleanliness and health and safety needs to address CoVid-19.
- Consider hiring school bus monitors
- Consider hiring health care aides or assigning teaching aide/assistant staff as health care aides (may/may not need to replace based on student needs)
- Consider hiring additional bus driver to increase routes, limit bus capacity

## District Contacts

The following Greenwood Lake administrators are designated as liaison for their departments and are responsible for responding to CoVid-19 concerns. All employees will be provided with information on how to contact them.

CoVid Administrator	Superintendent, Sarah Hadden
Cleanliness	Supervisor Buildings & Grounds, Rob Porras
Food Services	Food Director, Alan Muhlnickel
Health & Safety	Director of PPS, Amy Petrassi
General Building Issues	School Principals, Jeffery Golubchick & Dianne Connolly
Instructional Models	Director of Curric. & Inst., Lina Polchinski
Transportation	Supervisor of Transportation, Ron Mackey

## Reasonable Accommodations

If an employee has a health or personal concern that they would like considered, they are to seek out the CoVid Administrator / Superintendent of Schools Sarah Hadden.

- Produce documentation from medical provider describing the medical condition and/or any restrictions
- A meeting will be held to discuss potential reasonable accommodations
- A flexible leave plan will be developed with the employee if reasonable accommodations are not practicable.

# Nursing

Greenwood Lake will:

Create an inventory and request necessary supplies for the health room and other building use. Supplies should include at minimum PPE (gloves, masks, and gowns), touch-free thermometers, sanitizers/cleanser, hand soap, tissues.

Goal: All staff and students are provided an effective mask or cloth face covering that is the appropriate size.

Review and revise health office configuration and protocols to minimize infection.

- Provide a separate room for students/staff who might have CoVid-19 or other communicable disease and are waiting for pickup. The room needs to be disinfected frequently and restricted to authorized staff and students.
- Create an area separate from the nurse's office to care for students that need nebulizers, inhalers, daily medication, etc to minimize contact with potentially ill children.
- Ensure furniture and other surfaces can be easily disinfected.
- Ensure trash cans and other receptacles are no-touch.
- Examine equipment such as thermometers to determine if adjustments need to be made to increase sterilization and minimize chances of reinfection or if new equipment is needed.

Communicate with families regarding immunization records and contact all parents with students on health plans and determine if they need to be revised to address minimizing infection. Examples:

- Examine the care of students with respiratory illnesses and the administration of nebulizer treatments or suctioning.
- Revise medication schedules to minimize the number of students in the nurse's office at one time.
- Prepare lists of medical/dental resources to share with families.

Communicate regularly and frequently with state and local health departments to get updated information related to CoVid-19.

## Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the CoVid-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)

### Additional References

- [Interim Guidance for Sports and Recreation During the CoVid-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the CoVid-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Office-Based Work during the CoVid-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the CoVid-19 Public Health Emergency.](#) (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(CoVid-19\)](#)
- [New York State Education Department Coronavirus \(CoVid-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(CoVid-19\)](#)
- [Occupational Safety and Health Administration CoVid-19 Website](#)

### **Campus Access**

[CDC: What to Do If You Are Sick](#)

[CDC: People Who Are at Higher Risk for Severe Illness](#)

### **Hygiene and PPE**

[CDC: Hygiene Practices](#)

[CDC: Using Personal Protective Equipment \(PPE\)](#)

[CDC: Use of Cloth Face Coverings to Help Slow the Spread of CoVid-19](#)

### **Cleaning and Disinfecting**

[EPA: 6 Steps for Safe and Effective Disinfectant Use](#) [EPA: List N - Disinfectants for Use Against SARS-CoV-2](#)

[Vehicle Cleaning- CDC: Cleaning and Disinfecting Your Facility Guidelines](#)

### **Communication with Students, Parents, Employees, Public Health Officials, and the Community**

[CDC: Criteria to Discontinue Home Isolation](#)

[CDC: Public Health Recommendations for Community-Related Exposure](#)

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

A link to the public website where each school plan has been publicly posted a set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion [Department of Health survey that includes a link to the publicly posted plan on the district/school website.](#)



# **Appendix A**

## ***In-Person Instruction Plan***

## **2020 GWL In Person Plan**

### **Daily Structure**

The Greenwood Lake Union Free School District has created a framework for a 100 % In-Person Plan for reopening school in September as per the NYS Education Guidelines. The district is able to accommodate all students and staff in a socially/physically distant environment including smaller class sizes, limited staff and student travel, desk separation, and masks worn in common areas. This plan is focused on preventative measures and safety protocols for the safe return of our students and staff while maintaining our high standards for education.

The district has created the following adaptations for its in person model:

- All students K-8 will attend school in person for the Greenwood Lake standard school day.
- Monday will operate on a three-hour delayed schedule in order to allow for:
  - Professional development
  - Teacher collaboration with grade level and subject area peers
  - Staff grade level meetings
  - CSE meetings
  - Meetings with Curriculum Leaders
  - Support for at-home quarantined students
- Temperature/ health checks will be administered daily for staff.
- Temperature checks will be administered daily for students.
- Students will be grouped into cohorts and remain in the same room as much as possible:
  - Special area teachers will come to each homeroom
  - Grade 3-8 teachers will rotate in a limited capacity to each homeroom
  - K-6 Foreign Language and Project Lead the Way classes will be suspended during this time
  - Lunches will be served in classrooms
  - Staff will rotate among classes to reduce exposure for students
  - To create class cohorts, the following will be considered:
    - Siblings, other family members, neighborhood, before/after school care, other parent suggestions
  - Class sizes will be based on the following averages:
    - Kindergarten - 12 students per class
    - First through Third - 10 students per class
    - Fourth through Sixth - 12 students per class

- Seventh & Eighth - will maintain current class sizes, but will be moved into larger instructional spaces that allow for 6 foot social/physical distancing requirements
- Students and staff will observe standard physical/social distancing practices throughout the school day as much as possible; this includes desks being separated every 6ft feet. **Students will be allowed to take mask breaks when sitting at a desk and participating in instruction.** If students work in pairs or small groups which require less than 6 feet of distance they will need to wear masks.
- Staff will not be required to wear masks during instruction, as long as they maintain 6 feet of distance. Should they choose to do so, they are encouraged to wear a mask that allows students to see their face (provided by the District). If the regional rate of infection as per NY Forward Early Warning Dashboard reaches 5%, then teachers will wear masks during instruction. (If students accommodations/needs require line of sight to the teacher's mouth, then a see-through mask must be worn.)
- Reduced capacity for students on school buses accompanied by masks.
- If a child is quarantined, the District will ensure continuity of instruction on a case by case basis.

***Update: 9/2/20 OCDOH Executive order on Mask Wearing (Public Health Law 2100) All staff and students must wear masks at ALL times, mask breaks will be provided.***

## **Special Education & English Language Learner Services**

### **Special Education**

Special Education services will be implemented according to the student's IEP. Since all students will be in school every day, we do not anticipate any interruption to services.

Due to the CoVid-19 outbreak, the same flexibility with respect to IEP implementation for delivery of services during school closures continues to apply to the programs and services, while delivered in-person. This includes flexibility in the mode, manner, group or individual sessions, group size, frequency, duration, and class size, ratio, etc. The Greenwood Lake UFSD will ensure the delivery of services utilized provides special education programs and services to meet the needs of students with disabilities in various types of instructional models while utilizing the full continuum of special education services (consultant teacher services, resource room services; related services; integrated co-teaching services; and special class).

CSE teams will notify/meet with the families of students regarding any shifts in services necessitated by CoVid-19. Examples of potential shifts include: smaller class sizes, social/physical distancing requirements, location of service (push in/pull out).

Based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to CoVid-19, such changes must be made by the CPSE/CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP). All communication with parents will be in their preferred language or mode of communication.

### **English Language Learners**

ELL services/minutes will continue to be delivered to all students who qualify, based upon the Spring 2019 NYSESLAT score, in accordance with NYSED guidance.

Based on the approved (NYSED) temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year.

- The Greenwood Lake UFSD will complete the ELL identification process for all students entering the school district (in person or remote.)
- Any new entrant enrolling in a school district, to the extent feasible, will receive ENL services while awaiting NYSITELL results.

## **Parent Choice**

Due to the continued uncertainty behind CoVid-19 (spread, infection rates, long term effects, how it affects children, etc) as well as the requirements in the Department of Health guidance, we understand that parents may feel apprehensive about sending their child(ren) back to school. Therefore, all families will have the option to have their child attend school remotely even when the buildings are open for in-person instruction. The District will create this alternative remote learning plan based upon the number of children in each grade level whose parents inform us as such. The District will send out a survey to see how many families would like to explore the choice option. It will then create the plan and share it out to families so that they may make a final decision, prior to the start of the school year, about whether they want to enroll in the in-person program or in the remote choice program. We will ask families to commit to their choice for a marking period at a time.

For students with disabilities, the same flexibility with respect to IEP implementation for delivery of services during CoVid-19 school closures will continue to apply to the programs and related services, whether delivered in-person and/or through remote choice. This includes flexibility in the mode, manner, group or individual sessions, group size, frequency, duration, and class size, ratio, etc.

English Language Learner's (ELLs) will be provided the required instructional Units of Study in their ENL program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment whether instruction is delivered in-person and/or through remote choice.

The "choice" remote learning program will be very different from the remote learning program described in the next section. It will more closely mirror the schedules of those students attending in school and will heavily rely on parental support of instruction. There is no replacement for in-person instruction

Should the District buildings close to students, ALL students, including those who opted for the choice remote model will move to the District-wide Remote Learning Plan.

## **Ensuring Continuity of Instruction for Students Quarantined at Home**

Students will participate via live GoogleMeet during the whole group portion of lessons. In addition, they will possibly stay live during independent work time as well. One-on-one support will also be provided, with delivery method and times dependent on the individual student's situation. This could be with the teacher, a teaching assistant, or another certified teacher.

Every situation will be different and therefore the plan for quarantined students will be determined on a case by case basis dependent on the child's grade level, ability, situation, etc.

## Roles in Supporting Reopening Schools for In Person Learning

### Students

### Families

<b>Students will:</b>	<b>Families will:</b>
Practice social/physical distancing and healthy hygiene practices. (PPE, washing of hands, sanitizing/cleaning areas of high frequency)	Encourage students to practice social distancing and healthy hygiene, at school and at home.
Communicate to an adult if they are feeling sick.	Take their child's temperature before leaving home daily.
Follow direction signs and new procedures in the school buildings.	Confirm the child does not have a fever, cough or shortness of breath before coming to school daily.
Be a positive model for peers.	Keep children home if they are feeling sick.
	Not send their child under the influence of fever reducing medication.
	Ensure the availability of a parent or emergency contact who can pick up the student within 30 minutes if the nurse decides going home is necessary.

### Teachers

### Leaders

<b>Teachers will:</b>	<b>Leaders will:</b>
Provide social emotional support and an overall positive school culture.	Provide social emotional support and an overall positive school culture.
Practice social/physical distancing and healthy hygiene practices. (PPE, washing of hands, sanitizing/cleaning areas of high frequency)	Practice social distancing and healthy hygiene practices. (PPE, washing of hands, sanitizing/cleaning areas of high frequency)
Provide markings in classrooms to help students facilitate social distancing.	Provide markings throughout the buildings to help students facilitate social distancing.
Participate in professional development for Social Emotional Learning as well as best practices to help engage students in this new environmental culture.	Participate in professional development for Social Emotional Learning as well as best practices to help engage students in this new environmental culture.
Maintain high standards for students	Acquire an adequate supply of face coverings for staff and students that forget their mask or may be in need of a replacement.



# **Appendix B**

## **2020-21**

### ***Remote Instruction eLearning Plan***

# The Remote Learning Plan

Supporting Continuous Instruction	Digital Equity	Providing Access For All Students
<p>The district will continue to support instruction through a variety of digital and non-digital materials to maintain academic growth for students. Grade level appropriate materials will be sent home with each student (i.e. math manipulatives, white boards, markers). GWL will support the whole child through best practices, as well as provide flexible learning options and adjustments along the way.</p>	<p>Greenwood Lake UFSD is committed to providing device and internet access to all students K-8 who need it.</p> <p>Chromebooks K-8 iPads K-1 *</p> <p style="text-align: right;"><i>*TBD</i></p>	<p>We are focusing on equity of access to learning for our students with disabilities and English language learners. We are working to get additional materials out to families in need to support remote learning work.</p>

Administrators and Teachers have created age-appropriate structures for collaboration and instruction planning based on grade level standards.

The chief focus of instruction will be on Literacy and Mathematics. Additional minutes will focus on Science, Social Studies, Art, Music, and Physical Education. In 6-8, additional subjects will be added as required by NYSED (health, PLTW, foreign language).

Teachers will use the daily minutes (laid out in the upcoming pages) as they design at-home learning activities that meet the State requirements for engagement and instruction. Activities will vary and allow for flexibility in times, access to technology, differentiated instruction, and learning styles. Activities may include a mix of pre-recorded lessons, live content-based instruction, independent/off screen activities, and small differentiated groups.

Additionally:

- Normal grading policy will resume.
- Daily attendance will be taken by teachers.
- All work will be assigned and monitored through Google Classroom.

## Roles in Preparing / Supporting Remote Learning

### Students

### Families

<b>Students will:</b>	<b>Families will:</b>
Engage in remote learning activities being offered by logging in, participating, and completing digital assignments.	Ensure that a device and internet access are available at home.
Students will complete all paper-based assignments.	Ensure child's participation in scheduled live sessions.
Know how to access digital resources (usernames/ passwords). Keep manipulatives and physical resources close by during live instruction.	Monitor District, teacher, and school communication for up-to-date information regarding school closures and instructional continuation plans.
Set up a remote work space in your home that is free from distractions. <ul style="list-style-type: none"> <li>● At a table or desk</li> <li>● No food during lessons</li> <li>● Drinks okay</li> <li>● TV/Radio off - quiet space</li> </ul>	Ensure their child's participation in remote learning content. <ul style="list-style-type: none"> <li>● Encourage independence</li> <li>● Communicate with teacher outside of live sessions</li> <li>● Not be on camera with their child</li> <li>● Allow teacher to redirect child. Chime in only if misbehavior continues.</li> <li>● Work with teacher to best support individual child in a way that works best for all.</li> </ul>
Video will be on during live instruction. *  <i>*The school will work with students who have individual needs with this.</i>	Know their child's usernames and passwords for instructional resources that are accessible via the District website.

### Teachers

### Leaders

<b>Teachers will:</b>	<b>Leaders will:</b>
Work in a space that is free from distractions.	Provide social emotional support (to both staff and students) and an overall positive remote school culture.
Provide instructional resources and materials through remote means such as Google Classroom and Google Meet.	Support teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
Follow the District/School developed remote instruction schedule for their grade level/classroom.	Meet with groups of teachers weekly or biweekly, as appropriate/necessary.
Either record their lives OR create instructional teaching videos for students	Create office hours to connect with parents to support remote learning for students.
On the day that their homeroom has specials: <ul style="list-style-type: none"> <li>● Participate in professional development</li> <li>● Collaborate with grade level peers.</li> <li>● Collaborate with subject peers.</li> <li>● Attend grade level meetings.</li> <li>● Attend CSE meetings.</li> <li>● Meet w/ Curriculum Leaders</li> <li>● Create at-home materials for upcoming weeks</li> <li>● Hold office hours.</li> <li>● Create instructional videos for upcoming skills, as necessary.</li> </ul>	Participate in professional development and attend virtual learning sessions intended to support remote learning.  Ensure communication systems are created and implemented for families to receive up to date communication regarding remote instruction.

## K-2 Remote eLearning Details

Daily Instructional Minutes (4 days per week)			
Content Area	K-2		
	Live	Ind Work	Live Small group/ Res Rm. (or office hour)
Literacy	40	30	90
Math	30	30	60
Science & Social Studies	35		n/a

\*Special Education services - see SpEd portion of this remote section

### Specials:

One day per week will be dedicated to Specials.

45 minutes each of Art, General Music, PE, Guidance (Live)

2nd PE per week = Choice Board, submit via GoogleClassroom

### Sample Student Schedule for K-2

Times	Content (M,T, Th, F)	Wednesday (Specials Day)
9:00 - 10:10	Literacy & Math Instructional Block (live)	PE (9:00-9:45)
10:30 - 11:00	Literacy small group (live) - M, Th	Guidance (10:30-11:15)
11:05-11:25	Literacy Independent Work	
12:30 - 1:05	Social Studies or Science	Art (12:30-1:15)
1:15 - 1:45	Math Small Group (live) - T,F	Music (1:15 - 2:00)
1:45 - 2:15	Math Independent Work	Homeroom Teacher Office Hour (2:00-3:00)

### 3-6 Remote eLearning Details

Daily Instructional Minutes			
Content Area	Grades 3-6		
	Live Whole Group	Ind Work	Office Hours/Groups/ Support
Literacy	40	30	90
Math	30	30	100
Science & Social Studies	30	15	n/a
Health (6th Grade only)	45 (per week)	45 (per week)	

\*Special Education services - see SpEd portion of this remote section

Specials :

One day per week will be dedicated to Specials.

45 minutes each of Art, General Music, PE, Guidance (Live)

2nd PE per week = Choice Board, submit via Google Doc

#### Sample Student Schedule for Grades 3-6

	Monday -Wednesday & Friday	Thursday- Specials	
Times -	Content	Times	
8:15 - 9:00	Science or Social Studies (live and independent work)	9:00-9:45	Art
9:05 - 10:15	Literacy Block (live and independent work)	10:00-10:45	Music
10:15 -10:45	Reading Group (M, W)	11:00-11:45	Health (6th Grade Only)
11:45-12:00	One on One with my Teacher (T,F)	1:00-1:45	Physical Education
1:00 - 2:00	Math (live & independent work)	1:45 - 2:30	Guidance
2:00-2:30	Small Group w. Math Teacher (T, F)		

## Grades 7-8 Remote eLearning Details

Daily Instructional Minutes			
Content Area	Grades 7-8		
	Live	Ind Work	Office Hour/ Support/Res. Rm.
Literacy	30	30	90
Math	30	30	90
Science	30	15	30
Social Studies	30	15	30
Spanish	30	15	30
Art /Music/PE	45		
PLTW	60*		

\*Combination of live with hands on projects      Specials meet weekly except PE, which will have a second choice board

\*Special Education services - see SpEd portion of this remote section

### Sample Student Schedule (Gr 7-8)

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Math	Math	Math	Math	Math
9:00 - 9:45	Social Studies				
9:45-10:00					
10:00 - 11:00	ELA	ELA	ELA	ELA	ELA
11:00 - 12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00 - 12:45	Science	Science	Science	Science	Science
12:45 - 1:30	Spanish	Spanish	Spanish	Spanish	Spanish
1:30-1:45					PLTW
1:45- 2:30	Music	PE	Art	PE Choice	PLTW

## **Special Education, Related Services, and English Language Learners**

### **Special Education**

Special Education students will be provided services in equal comparative increments as compared to their regular education peers. The Greenwood Lake UFSD will ensure, to the maximum extent appropriate with accordance with the least restrictive environment (LRE), that students with disabilities have programming and access to the supplemental aids and services as recommended on their IEP in order to meet their unique instructional and social emotional needs. This will be monitored and amended if necessary when students are learning remotely in order to support the student in successfully accessing the curriculum in all learning environments.

When necessary/recommended, alterations in the way tasks and/or assignments are presented will be addressed as well as changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Special Class	Separately scheduled class that will run daily for the same allotted minutes as their regular education counterparts.
Consultant Teacher/ Co-Teach	The special education teacher will join the whole group live sessions, echoing what would take place during in-person instruction.
Resource Room	The special education teacher will meet with these students during the small group instruction time.
Related Services	Related services will be scheduled outside of any other assigned/scheduled school times.

Building level related services: These will be implemented on a case-by-case basis, as time allows, after services are scheduled for students with mandated services in their IEP.

### **English Language Learners**

ELL minutes will be delivered in equal comparative increments as compared to their regular education peers.

The ELL teacher will push into the live sessions, create separate sessions for students as necessary for the optimum progress and performance of each individual student



# **Appendix C**

## ***Required Protocols***

## **COVID-19 DISTRICT HEALTH AND SAFETY COORDINATOR**

Sarah Hadden, Superintendent of Schools, has been designated as the COVID District Health and Safety Coordinator. The COVID coordinator is responsible for ensuring compliance with the health and safety aspects of the reopening plan.

### **PROTOCOL FOR COMMUNICATION WITH FAMILIES**

- The district assures that all communication to families will be provided through multiple means in the languages spoken by families
- Information will be dispersed in a variety of platforms that may include:
  - District Website
  - School Messenger
  - Email
  - Correspondence (letters) to homes
  - Social Media Facebook Page
  - Board Meetings via Zoom

## **PROTOCOL FOR OBSERVING SIGNS OF ILLNESS IN STUDENTS AND STAFF**

In collaboration with the district or school's Director of School Health Services all staff will be instructed to observe for signs of illness in students and staff and requires symptomatic persons be sent to the school nurse.

- Staff will receive training and professional development on signs to look for based off of the CDC and DOH guidelines such as:
  - Flushed cheeks;
  - Rapid or difficulty breathing (without recent physical activity);
  - Fatigue, and/or irritability; and
  - Frequent use of bathroom
- Prior to entering school, students will be screened at home using the district's parent checklist to monitor for signs of illness;
  - Student temperature will be checked daily before coming to school. If student has a fever of 100 degrees F, do not send them to school
  - If possible, students should be sent with a clean mask each day. If the child does not have one, the District will provide them. Masks are to be worn on buses and in high traffic, common areas (hallways, bathrooms etc)
  - Students should be kept home if sick with any illnesses
  - If a student is sick, they should be kept home and their healthcare provider should be contacted
- Parents and School staff will instruct students in general hygiene protocols, including:
  - Practice and reinforce good prevention habits with your family
  - Avoid close contact with people who are sick
  - Cover your cough or sneeze with a tissue, then throw your tissue in the trash
  - Wash hands with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose. If water and soap are not readily available use a hand sanitizer that contains at least 60% alcohol
- Prior to entering, all GWLUFSD staff will be required to complete a medical screening questionnaire via the district's electronic submission form; this must be done each day
- If a staff member observes any signs of illness in students and/or staff, they must immediately be sent to the school nurse for further medical observation

## **PROTOCOL FOR DAILY TEMPERATURE SCREENINGS OF STUDENTS AND STAFF**

- Prior to coming to work, all GWLUFSD staff will be required to complete a medical screening questionnaire via the electronic submission form
- Prior to entering school, students' temperatures will be screened at home using the district's parent checklist.
- All students will have their temperature taken prior to getting on the school bus.
  - If a child is under age 12, they are to have a responsible adult wait with them at the bus stop.
  - Any child with a temperature exceeding 100.0 degrees F will not be allowed on the school bus and be sent home.
- In addition, the District intends to temperature screen all students prior to entering the building.
- Staff will be screened for temperature prior to entering the buildings
- Any student or staff member with a fever of 100 degrees F or greater and/or possible symptoms of COVID must not be present in school.

## **PROTOCOL FOR STUDENTS OR STAFF WITH TEMPERATURE, SIGNS AND ILLNESS, AND/OR POSITIVE RESPONSE TO THE QUESTIONNAIRE**

- Should a student or staff member fail the temperature screening:
  - Student immediately is sent to nurse for evaluation
  - Parent contacted by school nurse for immediate pick up
  - Student is supervised in isolation area by staff using appropriate PPE
  - If a staff member has temperature, signs or illness, the staff member must immediately go home
- GWLUFSD will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID.
  - If a person is diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with something other than COVID, they can return to school once the following measures have been met:
    - 48 hours without fever and without the use of fever reducing medicines,
    - Healthcare provider note/clearance stating they can return to school/work
  - Contact tracing needs to be implemented to determine exposure
- ALL exposed areas (i.e. buses, nurse's office) must be cleaned, disinfected and sanitized

## **PROTOCOL FOR PARENTS/GUARDIANS TO OBSERVE FOR SIGNS OF ILLNESS**

- Parents will be required to observe their child(ren) for signs of illness in accordance with CDC, DOH and NYSED guidelines
- Parent training will be provided via town hall meetings (either virtual or in person) to review signs of illness and new pre-screening protocols
- Parents should utilize the GWLUFSD Parent Checklist for signs of illness each day prior to sending their child(ren) to school
- Parents are urged to not send their child(ren) to school if they have a fever of 100 degrees F or greater and/or symptoms related to COVID
- Parents must notify the school if/when their child(ren) is/are home sick

## **PROTOCOL FOR CONFIRMED COVID CASE IN THE SCHOOL**

- If a staff member or student comes into direct contact (within six feet) of a person with COVID, they must report such to the school District
  - The NYS and local Department of Health will be notified immediately upon being informed of any positive COVID test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors
  - They are then disallowed from entering school property
- If a staff member or student enters a school facility who has COVID (whether knowingly or unknowingly):
  - This is immediately reported to the Department of Health and the school is closed until the DOH assesses the situation and makes the appropriate recommendations regarding cleaning, disinfecting and possible self-quarantine of others and/or possible closing of the building
- If a person is diagnosed with COVID by a healthcare provider based on a test or there are symptoms or does not get a COVID test but has had symptoms, they should not be at school and should stay at home until:
  - It has been at least fourteen days since the individual first had symptoms OR clearance from a medical professional;
  - It has been at least three days since the individual has had a fever (without using fever reducing medicine);
  - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath
- Contact tracing and disinfection will begin as follows:
  - Follow the CDC guidelines regarding cleaning and disinfecting
  - Close off areas used by the person who was sick
  - Open outside doors and windows to increase air circulation in the area
  - Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible
  - Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared equipment, and copier machines
  - Workers without close contact with the person who is sick can return to work immediately after disinfection
- Documentation from a health care provider must be provided to return to work/school
- School district must immediately contact individuals who were exposed while maintaining the confidentiality of the individual who tested positive
- Work with the local DOH to determine whether closure is necessary. An initial short-term closure may be warranted, allowing time for the local health officials to gain a better understanding of the COVID situation impacting the school.
- Local health officials' recommendations for the scope (a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID and the specific cases in the community

## **PROTOCOL TO RETURN TO WORK/SCHOOL FOLLOWING A POSITIVE SCREEN, ILLNESS OR DIAGNOSIS OF CONFIRMED CASE OF COVID**

- Documentation of a positive test result from a health care provider following evaluation
- Through CDC,DOH and NYSED guidance, students and staff who have tested positive for COVID must stay home for fourteen days and be symptom free for three days
- Documented negative COVID test result
- Students and staff who have a positive screen, illness or COVID must provide a doctor's clearance note to return to school or work
- Upon return, the student or staff will meet with the school nurse as a part of a reentry plan
- Upon clearance, the student and staff will reset and follow the same protocols in place for all

## **PROTOCOL FOR VISITORS, GUESTS, CONTRACTORS, AND VENDORS**

- The district will significantly limit outside visitors to the district. When a visitor is absolutely necessary, the visitor must complete and submit a health screening questionnaire prior to their scheduled appointment.
- All visitors, guests, contractors and vendors will have designated entry areas
- All visitors, guests, contractors and vendors will have their temperatures taken upon arrival and complete a screening questionnaire to be cleared for building access. This questionnaire will be retained in a secure file.
- All visitors, guests, contractors and vendors will be required to wear face coverings and maintain social distancing
- All visitors, guests, contractors and vendors will be required to follow and comply to district signage posted

## PROTOCOL ON SOCIAL/PHYSICAL DISTANCING

- Social Distancing also called "physical distancing" means keeping a six-foot space between yourself and others. The district has developed, implemented, and will enforce social distancing guidelines in all school facilities and on school grounds
- ~~Students and staff are required to keep a safe space between themselves and others of at least 6ft distance~~
- If social distancing is not possible, both staff and students must wear a mask or appropriate face covering
- ~~The District will allow for a minimum six-foot distance between student desks/seating and other social distancing practices to the maximum extent feasible~~
- The District will ensure that student groupings are as static as possible by having the same group/cohort of students throughout the day
- ~~In all classrooms, the size of groups/classes/cohorts of students is determined by the number of students who can be in each classroom while maintaining 6 feet social distancing~~
- Due to potential increased risk of droplet transmission, we will follow the physical distancing of per person per state guidelines for band, choral and physical education classes while students participate in activities that require aerobic activity and result in heavy breathing
- Desks (including teachers) will be turned to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
- Individual student belongings will be kept separated
- When possible, students will be given individually labeled supplies for their sole use. When individual supplies are not feasible, we will significantly limit use of shared supplies to one group of students and sanitize shared equipment after each use
- Visual aids (e.g., painter's tape, stickers, posters, cones etc.) will be utilized to illustrate traffic flow and appropriate spacing to support social distancing; staircases will be labeled with signage to designate one-way traffic flow
- Gathering in small spaces (e.g., elevators, faculty offices) will be limited to one to two individuals at a time, unless all individuals in such space are wearing acceptable face coverings
- The district will cancel/limit gatherings, such as student assemblies, performances, school wide parent meetings and other events and extracurricular activities. These events should be held virtually whenever possible until further notice
- No field trips will be permitted until further notice
- Windows will be opened when possible to improve ventilation, unless staff/student allergies prohibit this.
- The use of protective barriers will be utilized in specific areas to promote separation

***Update: 4/20/21 Can go down to 3 feet physically distanced in elementary classrooms, with the exception of eating which must remain 6 feet physically distanced. Middle Level classrooms can only go down to 3 feet if cohorting (again with the exception of eating which must remain 6 feet physically distanced.)***



## PROTOCOL FOR FACE COVERINGS/MASK

- All employees, adult visitors and students will be required to wear face coverings/masks when social distancing cannot be maintained;
  - On the school bus
  - In hallways
  - Elevators
  - In restrooms
  - Tightly confined spaces
- Although not mandated, if a student wears a mask all day, even during instruction, mask breaks will be provided
- Face coverings should not be placed on:
  - Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
  - Anyone who has trouble breathing or is unconscious;
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
  - The district will provide masks to students and staff (to supplement a cloth mask provided from home) if needed
- When face shields are worn, they should be used in conjunction with a face mask and;
  - Clear masks and face shields will be provided for faculty as appropriate;
  - Extend below the chin anteriorly;
  - To the ears laterally;
  - There should be no exposed gap between the forehead and the shield's headpiece;
  - Only be worn one person per shield;
  - Be cleaned between use; and the wearer should wash their hands after removing the shield and before putting it on.
- Schools will instruct students, parents/guardians and staff, contractors and vendors and signage will be posted on:
  - The proper way to wear face coverings
  - Washing hands before putting on and after removing their face covering
  - Proper way to discard disposable face coverings
  - The importance of routine cleaning of reusable face coverings and
  - Face coverings are for individual use only and should not be shared

***Update: 9/2/20 OCDOH Executive order on Mask Wearing (Public Health Law 2100) All staff and students must wear masks at ALL times, mask breaks will be provided.***

***Update: 4/20/21 Mask wearing is a state requirement, not just an Orange County Executive Order from the Commissioner of Health.***



## **PROTOCOL ON HEALTH AND SAFETY - SIGNAGE**

- Signage will be used to remind individuals to:
  - Stay home if they feel sick
  - Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others
  - Properly store and, when necessary, discard PPE
  - Adhere to social distancing instructions
  - Report symptoms of, or exposure to, COVID
  - Follow hand hygiene, and cleaning and disinfection guidelines
- Teaching healthy hygiene practices can be accomplished in person, by videos, announcements, and signage
- All schools will post signage in highly visible areas such as:
  - Elementary and Middle School Entrances
  - Restrooms
  - Cafeteria
  - Classrooms
  - District Administrative Offices
- The signs will be created with students in mind
  - Cartoons, visuals
  - Thematic

## **PROTOCOL FOR CORRECT HAND WASHING AND RESPIRATORY HYGIENE**

- Students and staff must practice good hand hygiene to help reduce the spread of COVID. Time will be scheduled for students during the school day to allow for hand hygiene
- Hand hygiene includes:
  - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds)
  - If soap and water are not available, students/staff will use an alcohol-based hand sanitizer that contains at least 60% alcohol. Use of alcohol-based hand sanitizers by children should always be supervised by adults.
  - Hand sanitizer is available in all classrooms and throughout common areas (e.g. entrances, bathrooms, cafeteria), near high touch surfaces,
  - Signage will be placed near hand sanitizer indicating visibly soiled hands should be washed with soap and water;
  - Students or staff who may be unable to use alcohol-based hand sanitizers for health reasons will be permitted to wash their hands with soap and water when necessary.
- Employees, students, and visitors will be required to perform hand and respiratory hygiene as follows:
  - Upon entering the building/classroom
  - Before and after eating and handling food
  - Before and after administering medication
  - After using the bathroom or helping a student use the bathroom
  - After coming in contact with bodily fluids
  - After sneezing, wiping, or blowing nose or coughing into hands
  - Anytime hands are visibly soiled
  - After playing outdoors
  - After handling garbage
  - Use hand sanitizer when handwashing is not available
- Signage will be posted throughout the school buildings encouraging hand washing and correct techniques
- Signage will be posted throughout the school buildings encouraging proper respiratory hygiene
- Age appropriate videos and lessons on proper handwashing and respiratory hygiene will be implemented in the daily schedule; particularly when training student and staff on new hygiene protocols

## **PROTOCOL FOR VULNERABLE POPULATIONS**

- Review the student's physicals, IEPs and 504 plans to identify potentially vulnerable students
- Review staff survey and/or medical documentation
- Staff and students who are considered at high risk or live with a person at high risk will be provided with additional protective equipment, such as face shields, gloves, gowns, N95 masks
- Face coverings should not be placed on:
  - Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
  - Anyone who has trouble breathing or is unconscious;
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
- For optimal protection, when worn, face shields must be used with a face mask and;
  - Clear masks and face shields will be provided for faculty who require them;
  - Extend below the chin anteriorly;
  - To the ears laterally;
  - There should be no exposed gap between the forehead and the shield's headpiece;
- Provide protective partitions if necessary
- Classrooms of vulnerable students and staff will not be used for anything other than the cohort at all times

## **PROTOCOL FOR CLEANING AND DISINFECTING THE SCHOOL**

- The GWLUFSD has developed procedures for cleaning, sanitizing, disinfecting, and ventilating learning spaces and any other areas used by students and faculty as per NYS and CDC guidelines.
- The GWLUFSD will ensure adherence to hygiene, cleaning and disinfection requirements as advised by the CDC and DOH, including Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID
- Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces:
  - Clean and disinfect frequently touched surfaces and objects within the school and on school buses at least daily, including door handles, sink handles, and drinking fountains
  - Ensure ventilation systems operate properly and increase circulation of outdoor air by opening windows and doors when possible
  - The use of communal drinking fountains is prohibited; only hydration stations will be available. Students are encouraged to bring and fill their own bottle. Students must apply hand sanitizer before using a hydration station
  - Additional waste receptacles will be placed around each building for the disposal of soiled items including PPE and in classrooms for lunch waste disposal
- Cleaning and disinfection logs will be maintained and will include the date, time, and scope of cleaning and disinfection
- Restrooms will be cleaned and disinfected more often depending on frequency of use and will be monitored throughout the day
- Disinfectant products used must meet EPA criteria for use against SARS-Cov-2 and be appropriate for the surface

## PROTOCOL FOR CONDUCTING REQUIRED SAFETY DRILLS

Education Law § 807 requires that schools conduct eight evacuation and four lockdown drills each school year. Given the need for social distancing, it will be necessary for our schools to conduct drills in the 2020-21 school year using protocols that are different from current procedures.

The following safety drills will be required with modification:

- Shelter-In-Place
  - Provide 6 feet of space for staff and students
  - Use face coverings if 6 feet spacing cannot be achieved
- Hold-In-Place
  - Provide 6 feet of space
  - Use face coverings if 6 feet spacing cannot be achieved
- Evacuate
  - Identify areas in the building in advance that will allow for 6 feet of separation of students and staff
  - In an effort to get staff and students out of the buildings quickly, face coverings should be worn at all times
  - Plan to have extra face coverings on hand in the event that a person does not have one
  - Identify in advance, who will be holding the door to get out of the building
  - Bring all necessary items (face coverings, hand sanitizer)
  - Conduct drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, the drill will be conducted with all students in the school building on that school day.
- Lockout
  - Same besides maintaining 6 feet of space between students and staff
- Lockdown
  - Face coverings should be worn during the event at all times
  - Have extra face coverings on hand
  - Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
  - Conduct lockdown drills in the classroom without "hiding"/ "sheltering" but provide an overview of how to shelter or hide in the classroom.

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

# **CHILD NUTRITION**

## **PROTOCOL AND PROCEDURES ON HAND HYGIENE**

- Prior to and after meals, staff and students will wash their hands with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer will be used that contains at least 60% alcohol. Cover all surfaces of hands and rub them together until they feel dry
- Avoid touching eyes, nose, and mouth with unwashed hands
- No staff or student will share food or beverages
- For additional information, refer to the district's protocol on proper hand washing and respiratory hygiene

## **PROTOCOL FOR CLEANING AND DISINFECTION DURING MEALS**

- All students will eat meals in their classrooms with their cohort
  - Students will be spaced a minimum of six feet apart in all food consumption areas
  - This social/physical distance will allow the student to eat freely without a mask
- Meals will be delivered to each classroom/cohort
- Student desks will be wiped down prior to and after eating meals

## **PROTOCOL FOR COMMUNICATION WITH FAMILIES**

- The district assures that all communication to families will be provided through multiple means in the languages spoken by families
- Applications for Free and Reduced meals are available on the District's website in both English and Spanish and will be provided to those families in the language spoken by the family (If not English or Spanish)
- Forms are also mailed to all student homes and are part of the registration packet provided to new families to the District
- Announcements about meal availability will be available in both English and Spanish on the District website and will be provided to those families in the language spoken by the family (If not English or Spanish). Any new announcements regarding changes to meal service or availability will be posted
- Lunch selection will take place in the homeroom classroom each morning
- Breakfast selection will be encouraged to be done on a weekly basis by families
- Information will be dispersed in a variety of platforms that may include; district website, School Messenger, Email, Correspondence (letters to home), Social Media Facebook page and Town Hall Meetings via ZOOM



# **Appendix D**

## ***Checklist for Parents***

# Greenwood Lake UFSD Checklist for Parents

## Parents: Get Your Children Ready for COVID-19

You can help protect your family from COVID-19 by practicing and promoting everyday healthy habits. If an outbreak occurs in your community, your school may dismiss students to prevent further spread of the virus. Use this checklist to plan and take action if a COVID-19 outbreak occurs in your community.

### PLAN AND PREPARE

- Practice and reinforce good prevention habits with your family
  - Avoid close contact with people who are sick.
  - Cover your cough or sneeze with a tissue, then throw your tissue in the trash.
  - Wash hands with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose. If water and soap are not readily available use a hand sanitizer that contains at least 60% alcohol.
- Please check your child's temperature daily before coming to school. If your child's temperature is 100 degrees F or above, please keep your child home.**
- If possible, please send your child in with a clean mask each day. If your child does not have one, the district will provide one for them. Masks are to be worn on buses and in high traffic, common areas (hallways, bathrooms etc)
- Please keep your child at home if sick with any illnesses.

If your child is sick, please keep them at home and contact your healthcare provider. Talk with teachers about classroom assignments and activities they can do from home to keep up with their schoolwork.



# **Appendix E**

## ***Symptoms of CoVid-19***

# Symptoms of CoVid-19

People with CoVid-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have CoVid-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Other signs to look for based off of the CDC and DOH guidelines such as:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of bathroom



# **Appendix F**

## ***Committees: Participants & Feedback Summaries***

**Academic  
Health & Safety  
Operations**

**Academic Committee**  
**“GWL ReStart”**  
**Summary Report**

## ACADEMIC RESTART COMMITTEE MEMBERS

<b>Parents</b>	<b>Faculty</b>	<b>Faculty</b>	<b>Staff</b>
Jessica Annunziato	Stephanie B. Achord	Samantha Hayek	
Amanda Creanza	Beth Buckley	Jane Leddy	
Carissa Cupo	Allison Chapman	Jacki Miller	
Jim Haindl	Erin Campion	Jacie Minucci	
Janna Milazzo	Jessica Cullen	Keith Saltz	
Alissa Mistrangelo	Rosemarie DiBernardi	Stacey Shepard	
Sheress Ramirez	Jill Foley	Melanie Seay	
Thais Pileri	Laura Kroll	Jen Spitaleri	
	Heather Greenberg	Alex Vinelli	

<b>Board of Ed</b>	<b>Administrators</b>	<b>Other</b>
Susan Selser	Dianne Connolly	Sarah Hadden, Superintendent
	Jeffrey Golubchick	
	Amy Petrassi	
	Lina Polchinski	

# MODELS OF INSTRUCTION

## OVERALL

- Prepare readiness/resources now in order to pivot from one model to another seamlessly
- Investigate digital resources that support instruction and assessment across all instructional models
- Investigate/secure additional teacher/nurse substitutes to cover unanticipated staff absences
- Resume grading to be our standard numerical grading system (e.g., 1-4 in Grades K-5; percentage out of 100 in Grades 6-8)
- Consider how music classes will work with social distancing (e.g., chorus and woodwind instruments in band)
  - We should train Lee and Laura in click-tracking software (e.g., Acapella) so we can have regular classes and a concert regardless of instructional model
- Consider how PE classes will work with social distancing
  - No changing of clothes
  - Can you parallel program PE so it is every other day with an online assignment every other day?

## FULL REMOTE

### *Pros:*

- Allows all students to learn in the comfort of their homes without worrying about the factor of wearing masks and maintaining social distancing
- Eliminates risk of infection transmission
- Allows a method to communicate and educate
  - If we start the year as full remote, it gives the district more time to ready itself for a full student return
- Asynchronous components allow for students/parents to review lesson content repeatedly and at times that accommodate family needs

### *Suggestions/Feedback:*

- If we ever move to full remote model, maintain “cohorting” of students created for the in-person model
- Video recordings of teacher lessons for replay/asynchronous learning
- Need to improve accountability for students completing work
- Need attendance policy and to define procedures for excessive absences
- Provide parent training for support in the online learning environment (OLE)
- Provide technical support hotline (live support or messaging system)
- Provide packets, workbooks, and hands-on activities to develop motor skills for younger students
- Provide at home supply kits (e.g., white boards, math manipulatives, Foundations resources, etc.) at the onset of the school year so we are ready for any sudden shifts
- Special Education students and struggling learners had challenges accessing online completely and this can be addressed if we are fully online again
- All curricular workbooks go home with students if quarantined for use during remote learning
- Provide multiple ways for students to demonstrate mastery level of content
- Train/practice logging-in/using remote devices and OLE at start of school (all grade levels, but especially the youngest learners)

- Training on universal design for learning in an OLE
- Provide Chromebooks for all students (no ipads) and touch screens for K/1 if budget allows
- Determine internet service and reliability for all staff & students
- District provide “hot spots” for all in need

## IN PERSON

### *Pros:*

- All students in school every day
- Improved communication and support between teachers and students
- Improved socialization
- Ability to see and be with each other (students and teachers)
- Improved classroom management (e.g., behavior, attendance, assignment/assessment collection and communication)
- Parents able to fully resume their work/other activities
- Ease of projects and hands-on activities
- Able to control distractions and focus/redirect students easier than remote model

### *Suggestions:*

- Cohorts used for in-person instruction should be the same for hybrid and online for consistency; this will alleviate any student scheduling issues
- Consider breaks for movement and outside time
- Teacher should move, not students
- Professional development to prepare teachers to teach all subjects (as needed)
- 1:1 Teaching Aides supporting students with adjustments for social distancing
- Consider a six-day rotation so that students can have a full schedule of classes
- At secondary level, consider parallel programming courses like social studies/science and Spanish so that they do not meet every day; consider the same type of programming with specials
- Continue using online platforms (e.g., Meet, Zoom, GoogleClassroom) in live classrooms; this way, students are versed in the technology if we move to hybrid or full online and they can also be creative in scheduling individual and small group instruction in their classrooms
- Consider spacing of students at the secondary level and what honors classes look like (e.g., should we make a “remedial” honors section and “true” honors section so that we can have all students in both honors math and honors science)

### *Challenges of Social Distancing*

- Less students per classroom so need for more instructional spaces
- Need for additional teaching staff with appropriate certifications
- May need to have staff teach in alternate certification areas
- Few people interacting as possible
- Class size affects how we schedule
- Movement of student groups or teachers would need to be coordinated
- Very limited social interaction except for one’s cohort
- Students wearing masks
- Sanitizing in between cohorts (e.g., recess, specials, guidance/psych sessions, etc.)
- Remove all non-essential furniture and seek storage location (on- or off-site)

### *Resources to support teachers, students, parents*

- Ordering supplies for individual students to eliminate sharing, matching supplies at home to be ready if we pivot to remote instruction is needed
- Kids A-Z leveled readers (online, printouts) to reduce need for sharing/cleaning books
- UV light devices to disinfect library books etc. that cannot be disinfected with cleaners
- Desks for each classroom (instead of tables) and individual carpet squares instead of area rugs.

## **HYBRID**

### Pros:

- Automatically supports a model where students are in school every other day and eliminates the need to make space for every learner
- Alleviates issues with space on busses
- Accommodates families that are not ready to send their students fully

### Suggestions:

- May need to combine students for some course offerings
- No electives at the MS level
- Staggered starting times
- AM and PM session or every other day schedule
- Childcare may be problematic for working parents when students are not in-person
- Possible desire to prioritize in-person students (SPED, ELL, K-2, those living in poverty) to every day if possible
- Maintain a consistent schedule to support working families' needs.
- Possibly align hybrid models with other regional schools (like BOCES calendar)

### *Resources to support teachers, students, parents:*

- Provide white boards, materials, send home packets and projects
- Chromebooks for all students, touch screen for younger if possible

## **ACADEMIC CONTENT/SCHEDULING**

### **ELEMENTARY (K-6)**

- Provide continuity of instruction for students coming from Pre-K
- Consider ways in which to provide more hands-on activities vs. longer periods of screentime, even if in the OLE
- In the first few weeks, get a baseline of students' understanding that includes district assessments (e.g., NWEA Map, SRI), as well as on-demand writing sample, classroom math assessment, possible F & P
- Provide training for staff who have not been departmentalized
- Consider de-departmentalizing Grade 3 and have same program as K-2 for the ES
- Teachers move from classroom to classroom, not students
- Response to Intervention occurs in the classroom as part of the daily instructional model; teachers need training for this
- Create schedules and allow time for students to wash hands, move through hallways with supervision, etc.
- "Cohort" zones for recess

## **SECONDARY (7-8)**

- In the first few weeks, get a baseline of students' academic levels that includes district assessments (e.g., NWEA Map, SRI), as well as on-demand writing sample, classroom math assessment, possible F & P
- Consider parallel programming for specials and Spanish/Science/Social Studies
- After year begins, review curriculum maps to understand student gaps and redundancies across grades and areas of student understanding in need of immediate remediation
- Teachers move from classroom to classroom, not students
- Create schedules for students to wash hands, move through hallways with supervision, etc.

## **INTERVENTION/SUPPORT SERVICES**

- Consider ways in which to have ELLs and students in self-contained special education classes in school everyday
- May need RTI teachers to teach a cohort to meet social distancing needs so intervention may need to be delivered by HR teacher or scheduled for alternate times; teachers will need training for this
- RTI will be very important this year due to losses experienced during the spring closure
- Intervention provided in cohort room instead of pull-out to reduce mixing of students
- Small group RTI remote intervention before/after school hours should be considered
- Consider grouping by reading/math level instead of grade level; at the same time grouping students by needs is not LRE (Special Education) or recommended
- RTI provider assigned to a grade level instead of serving all
- 1:1 Teaching Aides still supporting students as per IEP
- In-class support services (provider push in) voids confidentiality

# **SOCIAL/EMOTIONAL LEARNING**

## **STUDENTS**

- Implement safe spaces for students to have the opportunity to decompress during the day; elementary continue the development of "Zen Zones"
  - This would require targeted lessons from the guidance counselor/psychologist in order to train students on use/purpose
- Provide summer orientation for each individual cohort of students and their homeroom teacher
  - Students participate in meet-and-greet activities
  - Reinforce that staff are working towards making school as safe as possible
- In-person orientations for Kindergarten and Grade 4 before school begins to orient students to the school
- Extra attention to incoming Kindergarten students with separation anxiety from parents
- Students take a daily digital universal screener of emotional indicators
- Use the first few weeks of school to support students in re-learning the qualities of being a student

## TEACHERS

- Prioritize SEL assessment and provide a re-orienting period prior to academic start
- Provide staff with training in trauma-informed instruction
- Implement advisory/SEL schoolwide
  - Daily SEL/advisory lessons (e.g., end of day closing circle, morning meeting)
  - Summer school-based committees meet to plan for lessons
- Desire for SEL curriculum to continue to be taught by Guidance Counselors, need to define delivery methods
- Site-based SEL committee (e.g., principal, guidance counselor, psychologist) meets briefly on a daily basis to review students' results from their daily SEL screener and make determinations for next steps for those learners
- Clarify roles and clearly communicate all procedures to reduce staff anxiety about keeping children, other staff, and themselves healthy and safe
- Schools create a safe space for teachers and provide SEL support for them as adult learners

## PARENTS

- Site-based SEL committee initially holds weekly coffees for parents to support them in guiding their children's SEL competency as they return to school; meetings shift to monthly in October 2020
- Starting in August 2020, conduct short monthly parent surveys (each utilizing the same questions) in order to understand their SEL needs and reassure that school is meeting all state/DOH guidelines to maintain student safety
- Engage outside/community resources to support parental education and needs (Cornell Cooperative Extension, Merakey, etc.)
- Kindergarten appointments with principal in late August to gauge concerns and ease comfortability with starting school

**Health and Safety Committee**  
**“GWL RESTART”**  
**Summary Report**

## HEALTH AND SAFETY RESTART COMMITTEE MEMBERS

<b>Parents</b>	<b>Faculty</b>	<b>Staff</b>
Melissa De-Leon Milligan	Caitlin Averill	Melissa Giardina
Kathleen Holder	Kathy Crozier	Liz King
Jon Maldonado	Jessica Donatelli	Laura Laroche
Al Rispoli	Nicole Gaucher	Amber Pena
Kristin Scotto	Victor Pignataro	Michelle Ruggerio
Angela Sorrentino		Paulette Trusewicz
Tracey Velez		
Sheri Weiler		

<b>Board of Ed</b>	<b>Administrators</b>	<b>Other</b>
Michele Kayser	Ann Lierow	Sarah Hadden, Superintendent
Susan Selser	Amy Petrassi	Dr. Jeffrey Horowitz, Physician
	Lina Polchinski	
	Robert Porras	

# **HYGIENE, HEALTH AND SAFETY**

## **OVERALL**

- Address needs regarding PPE and Professional Development training for staff/faculty and students of hygiene protocols. (Mask, social distancing)
- Protocols on effectively monitoring and screening both students and staff/faculty
- Address the needs of vulnerable populations
- Protocols needed to address non-COVID related illnesses
- Supports needed for the school nurse and changes to the nurse's role

## **PPE AND PROFESSIONAL DEVELOPMENT (STAFF AND STUDENTS)**

### *Pros/Suggestions/Feedback/Training:*

- Allows for students and staff to be able to safely transition to in person learning
- Significantly decreases the risk of infection transmission
- Allows a method to educate staff and students on the new safety measures/protocols
- How and when to socially distance; common areas, in cohort
- Proper use of masks - covering mouth, nose, chin
- When mask usage is required - bus, common areas vs. in cohort
- See through masks - For all, but particularly younger students and related services
- Proper handwashing techniques - Build handwashing into daily schedule
- Proper bathroom procedures - Especially for younger students and older students who lollygag; monitoring of the bathrooms
- Cough and sneeze etiquette
- Build time into daily classroom schedule when schools reopen to provide training for new protocols
- Trainings can be provided through videos or live stream prior to the start of school
- Parent training prior to the start of school to alert them of PPE, social distancing and hygiene protocols

### *Challenges:*

- Teachers asking students to wear masks during small group instruction
- Teacher or student mask refusal
- Consequences for mask and social distance refusal
- Ensuring students are thoroughly and safely washing hands
- Ensuring students and staff are appropriately social distancing
- Teachers room - how to socially distance - Or not in use

### *Further Detail Needed:*

- Daily and proper use of gloves (including removal)
- Bathroom cleaning and disinfection between usage
- Automatic toilet seat covers
- Water fountain usage
- Is the district providing masks for students and staff/faculty?
- Use of partitions to aid in social distancing and how they will be sanitized?

## **PROTOCOLS FOR EFFECTIVELY MONITORING AND SCREENING BOTH STUDENTS AND STAFF**

### *Pros/Suggestions/Feedback:*

- Temperature screening of students and staff prior to entering the bus and buildings
- Multiple temperature screenings built into the day. (e.g. morning and mid-day screenings)
- Checkpoints indoors to ensure accurate temperature reads
- Use of throwaway temperature strips
- Maintaining six feet apart for screenings
- Staff submit COVID screening checklist daily(am prior to coming to work); temps taken upon arrival and mid-day
- AM (prior to start of school) student screening checklist and temperature check by parent prior to school arrival

### *Challenges:*

- Determine illness vs allergies
- Parent support in keeping student home when sick
- Parents falsely reporting student illness status (checklist or by sending to school with tylenol)
- Maintaining student confidentiality at the bus stop (parents)and when entering the school building (other students) when monitoring temps

### *Further Detail Needed:*

- Will students be screened on the bus? If so will there be monitors on the bus to assist?
- How do we screen bussers?

## **ADDRESSING THE NEEDS OF VULNERABLE POPULATIONS**

### *Pros/Suggestions/Feedback:*

- Additional protective equipment; face shields, gloves, gowns etc.
- Providing N95 masks
- Protective partitions
- Cleaning and disinfecting cohort classrooms more than the scheduled amount of time;
- Classrooms of vulnerable staff and students not used for anything other than the cohort at all times
- Review student physicals, IEPs and 504 plans to identify potentially vulnerable students
- Staff/faculty survey to identify the potentially vulnerable

### *Challenges:*

- Medically fragile population (students and staff/faculty) who can not attend school
- Securing additional protective equipment
- Students with significant allergies (food or seasonal) while eating in classroom or being exposed to disinfectants and cleaners

### *Further Detail Needed:*

- How do we provide instruction to students who are medically fragile and cannot attend school? Remote instruction?
- Availability of additional protective equipment. Where to locate?
- Cost of protective partitions if we choose to use

## **PROTOCOLS NEEDED TO ADDRESS NON-COVID RELATED ILLNESSES**

### *Pros/Suggestions/Feedback:*

- Separate location for non-COVID related medical illnesses - Near nurse's office
- For minor illnesses nurse or designated personnel go to classroom rather than student to nurse
- Utilizing half of the gym as a medical space for non-COVID related illness treatment
- Provide support for the school nurse to handle minor or non-COVID related illnesses
- Supplying the teacher with snacks, water, bandaids, extra tissues
- Student pick up as quickly as possible by parent or local emergency contact

### *Challenges:*

- Finding space in the building and staffing
- Where to relocate the cohort when a student or teacher in class has a temperature of 100 degrees F or higher (COVID or non-COVID)
- Parent failure or refusal to pick up non-COVID ill student with temperature of 100 degree F or higher

### *Further Detail Needed:*

- Will we be isolating individuals separately or together?

## **THE EXPANDING ROLE OF THE SCHOOL NURSE**

### *Pros/Suggestions/Feedback:*

- The district employs highly trained school nurses who are well versed in COVID
- The need for additional staff/faculty to support the school nurses (nurse, medical assistant, CNA, EMT)
- Surveying the current staff/ faculty on their first aid certifications and training to possibly support school nurses. Consideration for staff/faculty who are volunteer EMS/EMT/firefighters

### *Challenges:*

- School nurses being spread too thin
- Changing the mindset of students and teachers (when to go and when to be sent to the nurse)

### *Further Detail Needed:*

- Can we pool from our existing staff to support the nurses or should we hire specific personnel?

## **CONTAINMENT/COVID**

### **OVERALL**

- Addressing positive COVID cases or community surges
- Procedures for individuals who screen positive upon arrival or who are symptomatic when arriving in school
- Isolation of potential staff and student COVID cases.
- Pick up protocols for potentially sick students
- Requirements for individuals who have been infected and recovered upon re-entry to school
- Requirements needed for those individuals who have been exposed (non symptomatic) to

- COVID and have completed quarantine (upon re-entry to school)
- Strategie for hygiene, cleaning and disinfection exposed areas
- Communicating protocols and safety measures to all stakeholders

## **ADDRESSING POSITIVE COVID CASES OR COMMUNITY SURGES**

### *Pros/Suggestions/Feedback:*

- Through CDC, DOH and NYSED guidance, students and staff/faculty who have tested positive for COVID must stay home for 14 days and be symptom free for 3 days
  - At a minimum: 10 days at home and 24 hour fever free
- Follow the NYS DOH Early-COVID Warning Dashboard to determine % positive in the community or region; below 5%
- Significant community outbreak could/will lead to the potential to move toward remote instruction
- Ongoing communication with staff/faculty and families regarding notification of exposure or positive cases they have been in contact with or if they themselves are positive
  - Notification of testing positive

### *Challenges:*

- 14 day home vs. 10 day home
- Communicating a positive COVID case while maintaining confidentiality

### *Further Detail Needed:*

- Contact exposure; First contact and secondary - who needs to be quarantined?
- If there were a GWL community outbreak, but the region was below 5%, would we be looking at other NYS Dashboard data ( ICU beds and/or fatality data) in making decisions on whether to move to remote instruction?

## **PROCEDURES FOR INDIVIDUALS WHO SCREEN POSITIVE UPON ARRIVAL OR ARE SYMPTOMATIC**

### *Pros/Suggestions/Feedback:*

- Immediate isolation in designated isolation room
  - If found symptomatic when off the bus or entering building, immediately sent to nurse/isolation room
  - If found symptomatic while in classroom; teacher call for nurse to come to classroom immediately
  - Staff/faculty found symptomatic should immediately call building administrator, classroom reassigned and staff member will be sent home
- Parent contacted by school nurse
- Expectation is for parent or emergency contact to pick up the student as quickly possible
  - Limit amount of time in school building
- Symptomatic (student or staff/faculty) - Expectation is once sent home, they need some form of medical clearance to return to school/work that either indicates they do not have COVID or they have recovered from and have met the 14 day, no symptom guideline.
- Regardless of COVID or non-COVID illness doctor's note required with clearance if sent home symptomatic
- If they were transported by bus and have been found to be symptomatic, contact tracing needs to be implemented to determine exposure

- Sanitation of bus
- If symptomatic in classroom or other part of the building contact tracing needs to be implemented to determine exposure
  - Sanitation of classroom and removal of cohort to a sanitized separate location
- A pre-screening checklist or survey should be completed by staff/faculty and students prior to school arrival

*Challenges:*

- Confidentiality
- Not setting off the “alarm” system to parents should someone screen positive

*Further Detail Needed:*

- If a staff member must leave the building due to illness, what is the coverage plan?
- Students who have been exposed and are quarantined; How will they receive their instruction?

## **WHEN AND WHERE TO ISOLATE POTENTIAL STAFF/STUDENT COVID CASES**

*Pros/Suggestions/Feedback:*

- Immediately isolate when temperature is 100 degrees F or above
- A designated isolation room as close to the school nurse as possible
- If more than one potential COVID case at a time, maintain social distancing and masks protocols in the isolation room
- Provide additional PPE for those monitoring the isolation room
- Students are to remain isolated in that room until they are picked up
- Staff/faculty if well enough, immediately depart the building following clearance from the school nurse
- Staff/faculty if not well enough, will remain in the isolation room until picked up
- Isolation room needs to be separate from non-COVID sick room
- Separate student and staff/faculty isolation rooms

*Challenges:*

- Severity of symptoms
  - Sent home vs ambulance
- Parent or emergency contact unavailable to pick up student
  - Too much time in isolation room

*Further Detail Needed:*

- Location of isolation room(s)

## **PICK UP PROTOCOLS FOR SICK STUDENTS**

*Pros/Suggestions/Feedback:*

- Protocols for immediate pickup by parent/emergency contact
  - Parents need to provide the district with updated local emergency contact
  - Develop electronically submitted emergency contact form
- Length of contact; pickup must be within the time frame (quick) developed by the district
- Provide parent education on the new sick pickup protocols
  - COVID and non-COVID should be treated the same as far as pickup

- Immediately sanitize isolation area and all areas of student contact

*Challenges:*

- Parent soliciting their own medical advice to school nurse
- Parent unable to or not wanting to pick up child

*Further Detail Needed:*

- Consistent communication of updates to protocols

## **REQUIREMENTS FOR REENTRY FOLLOWING COVID INFECTION AND RECOVERY**

*Pros/Suggestions/Feedback:*

- Through CDC, DOH and NYSED guidance, students and staff who have tested positive for COVID must stay home for 14 days and be symptom free for 3 days
  - At a minimum: 10 days at home and 24 hour fever free
- Doctor's clearance note
- Upon return, student or staff/faculty to be screened and cleared by the school nurse
- Parents and staff/faculty required to sign an affidavit attesting they quarantined for the 14 days
- Reset button; students, staff/faculty follow same protocols set in place for all

*Challenges:*

- Obtaining the medical clearance required to reenter
- Assurance that the student or staff/faculty member quarantined for 14 days
- Parent/staff/faculty wanting to lengthen the amount of time in quarantine when medically cleared; nervous or anxious about returning to school

*Further Detail Needed:*

- School clearance vs medical clearance
- Can we request a signed affidavit for quarantine?

## **REQUIREMENTS FOR EXPOSED (NONSYMPTOMATIC) COVID INDIVIDUALS WHO HAVE COMPLETED QUARANTINE**

*Pros/Suggestions/Feedback:*

- Doctor's note of clearance confirming non-COVID and completion of quarantine
- Parents and staff required to sign an affidavit attesting they quarantined for the 14 days
- Upon return, student or staff/faculty to be screened and cleared by the school nurse
- Reset button; students, staff/faculty follow same protocols for all

*Challenges:*

- Compliance
- Assurance that the student or staff/faculty member quarantined for 14 days
- If a student or staff/faculty are non-symptomatic will they go to the doctor?

*Further Detail Needed:*

- Can we request a signed affidavit for quarantine?

- Does the student or staff/faculty member have to go to the doctor if non-symptomatic?

**Update: 4/20/21 Individuals who are fully vaccinated (>2 weeks past their final dose) or are within 3 months of a CoVid diagnosis, do NOT need to quarantine after exposure. If symptoms develop, the individual needs to isolate and contact a medical provider. Quarantine is 10 days not 14.**

## **STRATEGIES FOR HYGIENE, CLEANING AND DISINFECTION TO EXPOSED AREAS**

### *Pros/Suggestions/Feedback:*

- Immediately relocate other students and staff exposed to the area
- Following CDC and DOH guidelines, the area will be immediately cleaned and disinfected;
- Contact trace every area exposed and ensure cleaning and disinfection
  - Sign in sheet for who was in and out of different areas/rooms; specials teachers, food service, teachers who are moving from room to room
- Create a checklist for cleaning and disinfecting of rooms and building wide locations
  - Item for item
- Consider cleaning products that are quick drying
- Caution tape off areas and limit access to the area until thoroughly cleaned and sanitized
- Reconfigure foot traffic near the exposed areas
- Utilize unscented, asthmatic-safe products
  - Disinfectants
  - Hand soaps
  - Sanitizers

### *Challenges:*

- Students, staff/ faculty who have allergies to cleaning and disinfectant products

### *Further Detail Needed:*

- Do the windows open interfere with our current filtration system?
- Air Conditioning vs windows open

## **COMMUNICATION OF PROTOCOLS AND SAFETY MEASURES**

### *Pros/Suggestions/Feedback:*

- Snail Mail (USPS)
- Email (if allowable)
- School Messenger (for alerts and brief updates)
- In person or virtual town hall
- BOE workshop
- District website and Facebook Page
- Parent, student and staff/faculty education
- Newspapers - Warwick Dispatch, Warwick Advertiser, Greenwood Lake News

### *Challenges:*

- Parents and community members not checking communication resources
- Non-working email addresses or lack of email

*Further Detail Needed:*

- Create updated student information emergency contact form (electronic submission)

## **DISTRICT ACCESS, ROUTINES, AND ACTIVITIES**

### **OVERALL**

- Protocols to limit access to campus (staff, students, and guests/visitors)
- In conjunction with DOH COVID guidelines types of signage posted throughout the building to relay healthy and safety measure
- New school and class rules in relation to COVID
- Policies regarding extracurricular programs and facilities use
- Health and safety protocols for in person assemblies and field trips if they are allowable

### **DISTRICT ACCESS TO CAMPUS (STAFF, STUDENTS, VISITORS)**

*Pros/Suggestions/Feedback:*

- Establish protocols for designated entry areas in compliance with CDC, DOH and NYSED Guidelines for safety and security
  - One or two ways enter and exit ; not the same for entering and exiting
- Develop parent pickup and dropoff protocols
  - Tent or canopy erected outside of school building for this purpose
- Limit unnecessary visitors; parent lunch or medication drop offs, solicitors etc.
- Devise a schedule and location for sick student pick ups (COVID and non-COVID related)
- Create a schedule of appointment times and locations for people not in our community and provide masks
- Those with an appointment will be emailed the district's safety and health protocols (masks, social distancing, signage, and entry location/s)

*Challenges:*

- Late student arrivals
- Early dismissal of students for appointments; those that return from appointments
- Getting students and faculty in and out quickly during arrival and dismissal

*Further Detail Needed:*

- Consideration to stagger arrival and departure times of students

### **SIGNAGE**

*Pros/Suggestions/Feedback:*

- Strategically placing signage to reinforce safety protocols
  - Directional signage
  - Handwashing and sanitizing signage

- Social Distancing
- Designated staircases (up and down)
- Building entrance and exits
- Hallway directional signage
- Consistent throughout the buildings
- Signage for younger students
  - More visual representative than word representative
  - Kid friendly
  - Circles to stand on that promote social distancing
  - Age appropriate daily videos promoting social distancing, mask usage, handwashing
- Signage for older students
  - Age appropriate daily videos promoting social distancing, mask usage, handwashing during morning meeting
  - Do not rely on signage alone; verbal and visual reminders
    - Designated hall monitors

*Challenges:*

- Student refusal or inability to comply due to a behavior or disability to follow signage
- Availability of signage given every school is trying to acquire

*Further Detail Needed:*

- Elementary vs Middle School Signage; will there be a difference?

## **EFFECTIVELY COMMUNICATING NEW SCHOOL AND CLASS RULES IN RELATION TO COVID-19**

*Pros/Suggestions/Feedback:*

- Development of videos and virtual sessions for families to review with their child(ren)
- Prior to school starting, send through email/snail mail, post on district website or facebook page all of the new rules and protocols
- Schedule cohort meet and greets prior to the start of the school year virtually or in person to familiarize students with the new school “look” and classroom rules.
- Schedule a virtual school community (ES and MS separately) meeting to communicate the new rules and guidelines.
  - Parent cohort meetings
    - Discuss classroom rules
      - In classroom lunch protocols
      - Use of supplies
      - Structure of the day
      - Masks, movement, social distancing
- Provide separate guidance for K-1 in regard to lunch protocols
  - Have parents prepare younger students K-1 on how to open their juice boxes, lunchables, lunch box etc.
- Parent contract that must be signed that they are aware of the new rules and protocols district wide and classroom (similar to code of conduct)

*Challenges:*

- Students/staff/faculty transitioning to the new rules and protocols

- Picking and choosing which rules to follow
- Parent buy-in
- Keeping things consistent districtwide

*Further Detail Needed:*

- Methods of communication when rules or protocols change

## **POLICIES REGARDING EXTRACURRICULAR PROGRAMS AND FACILITIES USE**

*Pros/Suggestions/Feedback:*

- In order for students and staff to familiarize themselves with the new school and class rules and protocols, postpone any form of extracurricular activities to later in the school year
- Potentially phase in after school clubs by cohort
- Option for virtual extracurricular programs organized by staff
- Extracurricular sports will be monitored by the guidance received from CDC, DOH and NYSED; at this time not offered
- Limit or eliminate facilities use to outside organizations

*Challenges:*

- Parents and students who feel passionate about sports
- Students who thrive at the extracurricular and will not have access to it

*Further Detail Needed:*

- How do we safely introduce extracurricular sports/activities when we are allowed to do so?

## **SAFETY PROTOCOLS FOR IN PERSON ASSEMBLIES AND FIELD TRIPS**

*Pros/Suggestions/Feedback:*

- Begin the school year without assemblies and field trips and phase in slowly as we receive additional guidance from CDC, DOH, and NYSED
- When allowable, attend assemblies and field trips with cohort (masks and social distancing)
- Option for virtual field trips
- Local and outdoor field trips with cohort

*Challenges:*

- Following mask and social distancing rules during assemblies and while on outside field trips
- Increased parent anxiety
- Securing an outside assembly vendor

*Further Detail Needed:*

- Use of chaperones
- Transportation
- Cleaning and sanitation

## **SEL AND PROFESSIONAL DEVELOPMENT**

## **OVERALL**

- Identifying and supporting students having difficulty with transitioning back into the school setting especially given the changed school environment
- Monitoring and supporting the social emotional well being of students
- Supports to ensure the social emotional well being and transition back for our faculty and staff
- Professional development training on how to talk with students during and after the ongoing COVID public health emergency

## **IDENTIFYING AND SUPPORTING STUDENTS HAVING DIFFICULTY WITH TRANSITIONING BACK INTO THE CHANGED SCHOOL SETTING**

### *Pros/Suggestions/Feedback:*

- Student social emotional checklist prior to the start of the school year
- Invite students to re-introduce or introduce (K & 4) to the school and classroom cohort prior to the first day (either virtually or in person)
- Establish a teacher/parent/provider daily communication protocol to alert the district if the student will be arriving with social emotional distress and anxiety
- Front load new protocols; lunch in classroom, recess zones, etc.
- Front load new “look” of building to ease stress or anxiety
- Check in with previous year’s teacher for “student tells”
- Observing students behaviors

### *Challenges:*

- Students that fly under the radar
- Student refusal to come to school
- Parent support - too much or too little

### *Further Detail Needed:*

- Are the supports we put in place working?
- When to change up the supports and protocols?

## **ONCE IN SCHOOL, HOW WILL WE MONITOR AND SUPPORT THE WELLBEING OF STUDENTS**

### *Pros/Suggestions/Feedback*

- Implementing an advisory or morning meeting to do social emotional check-ins
- Ongoing daily student emotional checklist
- Establish a teacher/parent/provider daily communication protocol to alert the district if the student will be arriving with social emotional distress and anxiety
- Clearly laid out expectations and routines
- Targeted lessons from Guidance Counselors/Psychologists

### *Challenges:*

- Students that fly under the radar
- Peer pressure (age specific)

### *Further Detail Needed:*

- Establish a building wide SEL committee (in conjunction with academic committee guidance document)

## **ONCE IN SCHOOL, HOW WILL WE MONITOR AND SUPPORT THE WELLBEING OF FACULTY AND STAFF**

### *Pros/Suggestions/Feedback:*

- Assign a teacher buddy
- Continue to provide open door policy with administration
- Daily social emotional checklist
- Additional weekly grade level meetings targeting the social emotional needs of the staff
- Provide a staff Zen Zone
- Provide professional development that targets mindfulness and meditation
- Have resources available in order for staff to access outside mental health opportunities if necessary

### *Challenges:*

- Staff that fly under the radar
- Peer pressure
- Not respecting the process
- Overly cautious staff

### *Further Detail Needed:*

- Establish an SEL committee to support staff

## **PROFESSIONAL DEVELOPMENT TRAINING FOR STAFF ON HOW TO TALK WITH STUDENTS DURING AND AFTER THE ONGOING COVID PUBLIC HEALTH EMERGENCY**

### *Pros/Suggestions/Feedback:*

- Provide resources to support the mental health, behavioral and resilience skills of students, faculty, staff and families; checklists, websites, Orange County Dept. of Mental Health etc.
- Professional development training that is factually based and consistent about the current state of the COVID pandemic (age appropriate) and ongoing COVID health emergency
- Professional development training to staff on how to address student anxiety related to COVID (age appropriate); student verbal and observable behaviors and using sensitive/age appropriate language and being mindful to what the child can “digest”
- Limit opinions
- Keeping up to date with CDC, DOH and NYSED guidance and providing ongoing PD to support updates

### *Challenges:*

- Sticking to the facts without adding additional anxiety
- Too much or not enough talk about COVID

### *Further Detail Needed:*

- Who will provide the professional development? In house or outside trainer?

**Operations Committee**  
**“GWL Restart”**  
**Summary Report**

## OPERATIONS RESTART COMMITTEE MEMBERS

<b>Parents</b>	<b>Faculty</b>	<b>Staff</b>
Milagro Cruz	Kate Hejnas	Hazel Campbell
Meghan Gilson	Jackie Kessler	Jill Jackson
Alyssa Saladino		Richard Loesche
		Adelina Lynn
		James Maguire
		Traci Messick
		Jacob Olson
		Sal Rumola
		Samanda Tuechler
		Lisa Warren

<b>Board of Ed</b>	<b>Administrators</b>	<b>Other</b>
Susan Selser	Dianne Connolly	Sarah Hadden, Superintendent
	Jeffrey Golubchick	
	Ann Lierow	
	Alan Muhl nickel	
	Robert Porras	

# CAFETERIA

## FOOD SERVICE REQUIREMENTS

The district must provide school breakfast and lunch to students both on site and during remote instruction. Students do not need to wear face coverings when seated and eating. Meals must be served while maintaining appropriate social distancing between students. In addition, proper handwashing facilities must be available to them.

## SERVING MEALS IN CLASSROOM

Serving students in their classrooms is generally considered the safest method to eliminate congestion and mass gatherings in the cafeteria.

### *Pros/Suggestions/Feedback:*

- Brown bag complete lunches
- All food should be wrapped or in a pre packaged single serving.
- Preorder food:
  - Currently: Teachers take head counts and email info to the cafeteria.
  - Another option: Electronically via School Bucks or some other program.
- Leave the food on Tables in the hallway. Teachers will move the food into the classrooms
- If school were to close, deliver meals as we did last spring.
- Reopen the food pantry.

### *Challenges:*

- Timing - extra time would have to be built into the Food Service schedule to accommodate delivery.
- Equipment is needed to deliver meals to classrooms (travel warmers).
- Keeping food covered in transit.
- Consideration must be made for students that have food allergies.
- Teachers can send home a list of allergies.
- Teachers can potentially arrange the room so children with similar allergies are seated together.
- Possible elimination of hot lunches for logistical reasons.

## HAND WASHING

### *Pros/Suggestions/Feedback:*

- Students could use individually packaged wet towelettes to wash their hands prior to lunch.
- Establish a protocol for students to wash hands before and after lunch, maybe a portable wash station.

### *Challenges:*

- Time needs to be built into the schedule to allow students to wash.
- Time needs to be allocated to wash the desk before starting classwork.
- Handwashing in the bathrooms with social distancing could cause congestion in a small space.

### *Further Detail Needed:*

- Camping soap to wash hands before getting to a rinse station ... but we would have to ensure that the item is approved by the Department of Health.

## **SERVING MEALS TO QUALIFIED STUDENTS**

### *Pros/Suggestions/Feedback:*

- Establishing a schedule to serve free and reduced students on their off days if we go to a hybrid schedule.

### *Challenges:*

- Concerns about respecting the students' privacy.

## **VENDING MACHINES**

### *Pros/Suggestions/Feedback:*

- With limited student travel, vending machines should be turned off.

### *Challenges:*

- Loss of revenue.

## **BIRTHDAY PARTIES**

### *Pros/Suggestions/Feedback:*

- Preorder system through the school could be established.
- Authorized retailers could be established, for example, PTSA or local stores.
- All items should be prepackaged.
- All items brought to school to share with other students should be individually wrapped.

# **BUILDINGS & GROUNDS, COMMUNITY SPACES**

## **OVERALL**

- Train students and staff on social distancing and PPE protocols.
- Limit visitor access to buildings and grounds.

## **MONITOR AND SCREENING STUDENTS, STAFF and VISITORS BEFORE ENTERING THE BUILDING**

### *Pros/Suggestions/Feedback:*

- Restricting the amount of time visitors may be in the building.
- Mid day health screening.
- Organize or consolidate meetings to reduce visitors.

### *Challenges:*

- Student, staff and visitor wellness checks.
- Scheduling visitors and unscheduled visitors.
- The district should ensure that students are not standing in line to enter the buildings to have their temperature taken.

### *Further Detail Needed:*

- Who is responsible to screen students, staff and visitors?

## **ROLE OF SECURITY GUARD AND POLICE (VISITOR)**

### *Pros/Suggestions/Feedback:*

- The Security Guard should:
  - Perform temperature scans on visitors.
  - Complete a health questionnaire to be filed with their daily logs.
  - Hand out PPE to unprepared visitors.

### *Further Detail Needed:*

- Will the Police be allowed to participate in daily health screening?

## **CLEANING AND DISINFECTING CLASSROOMS**

### *Pros/Suggestions/Feedback:*

- Teachers should not be asked to participate in cleaning and disinfection of their classrooms.
- Turn off classroom drinking fountains or provide small cups for student use.

### *Further Detail Needed:*

- How often will cleaning classrooms be completed during the day?
- Will custodians have different shifts to accommodate hand washing at lunch?
- Are more custodial staff needed to clean bathrooms and classrooms during the school day?

## **SIGNAGE**

### *Pros/Suggestions/Feedback:*

- PPE reminders in the hallways, bathrooms and water fountains.
- Hand sanitizer reminders when leaving the classroom.
- Hand washing reminders in bathrooms.
- 6' markers in all of the hallways appropriate to age groups.

## **PPE**

### *Pros/Suggestions/Feedback:*

- Gloves should be available for teaching staff.
- Training for protocols for the use of PPE for staff and students.
- PPE available for visitors.

### *Challenges:*

- How do we know that a student's personal masks are clean?

### *Further Detail Needed:*

- Will gloves be latex free?
- How many masks per student per week?

## **OUTDOOR RULES/PLAYGROUND**

### *Pros/Suggestions/Feedback:*

- Spray disinfectant throughout the day.
- Playground use in zones for cohorts.

### *Further Detail Needed:*

- Will the community be able to use our playground once school opens?

### *Concerns:*

- What cleaning products are being used and are cleaning products harmful, will they trigger asthma?

# **TRANSPORTATION**

## **OVERALL**

- Regular school bus disinfection measures need to be established.
- Train students and staff regarding the wearing of masks.
- Protocols to effectively monitoring and screening both students and staff/faculty needs to be established.
- Train students and school bus staff regarding social distancing.
- The districts will continue to provide transportation to students with disabilities, homeless students, students in foster care, those who attend private schools.

## **SOCIAL DISTANCING AT THE BUS STOP**

When students embark and disembark the bus, they should follow social distancing protocols.

### *Pros/Suggestions/Feedback:*

- School bus stop distancing has to be accomplished with cooperation and instruction from parents.
- The expectation has to be communicated to parents before the start of school.

### *Challenges:*

- There is limited space at bus stops.
- The district does not own the property where bus stops are assigned.
- There are bus stops where 10 to 20 students gather at one.
- There is often limited space at bus stops so social distancing would not be feasible.

### *Further Detail Needed:*

- How can this be monitored or enforced?
- If students are not social distancing at the bus stop what will be the repercussions.
- Would the Village and Town allow the District to put 6 foot space markers at the bus stops.

## **At-home screening requirement**

District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

### *Pros/Suggestions/Feedback:*

- Develop strict identifiers for parents to screen for each day and a confidential way to relay information to the school.

### *Challenges:*

- How does the District hold parents accountable?
- Follow up with monitors on the bus to take student temperatures after they are seated and reporting concerns to the responsible party upon arrival.

### *Further Detail Needed:*

- If a child becomes sick on the bus, how would the staff handle that situation?

## **MASKS MANDATED ON THE BUS**

Students who are able will be required to wear masks on the bus. School bus drivers and monitors must wear a face covering; drivers and monitors that have direct physical contact with a child must wear gloves.

### *Pros/Suggestions/Feedback:*

- All occupants of the school bus must wear facemasks.
- Mask inventory should be stored on the bus for students that forget to bring a mask, students that do not have them available or if a student drops their mask.

### *Challenges:*

- The expectation has to be communicated to parents before the start of school.
- A written contract between the district and parents outlining the mask wearing policy may increase compliance.

### *Further Detail Needed:*

- Monitor Department of Transportation guidance on the use of face shields for bus drivers.

## **SIT SIBLINGS TOGETHER TO INCREASE RIDERSHIP**

### *Pros/Suggestions/Feedback:*

- Keeping siblings together limits potential exposure.

## **STUDENTS UNABLE TO WEAR A MASK**

Students who are unable to wear a mask, due to health issues, are required to social distance on the bus.

### *Pros/Suggestions/Feedback:*

- Students can be assigned to the front of the bus and observe the social distancing rules.
- Student sized visors should be available for children that cannot wear masks

### *Challenges:*

- When masked, the interaction and relationship between aids and students may change.

## **LOADING & UNLOADING**

### *Pros/Suggestions/Feedback:*

- To avoid congestion:
  - Students may be assigned seats.
  - Students could load the bus from the back to the front
  - Students then depart at their destination from the front to the back.
- Emergency exits are in the front and back of the bus for students to use so the district can comply with that mandate.

### *Challenges:*

- Monitoring students.

## **PARTITION TO ISOLATE BUS DRIVER**

### *Pros/Suggestions/Feedback:*

- Partition can be considered for installation behind the bus drivers' seat.

*Challenges:*

- Use approved materials.

*Further Detail Needed:*

- Identify the approved by material - Department of Transportation specifications.

## **BUS MONITOR**

Bus monitors are being considered as a means of monitoring student behavior to ensure compliance on the bus ride to and from school.

*Pros/Suggestions/Feedback:*

- Because the bus driver is focused on driving the school bus the committee is strongly in favor of every bus having a monitor to:
  - Ensure student compliance with newly established rules.
  - To seat students that cannot wear a mask in an assigned area.
  - To move students that appear ill to an isolated area.

*Challenges:*

- Monitoring students.

## **ROOF HATCH/WINDOWS OPEN**

When temperatures are above 45 degrees, school buses should transport passengers with roof hatches or windows slightly opened to provide airflow.

*Pros/Suggestions/Feedback:*

- Roof vents are better than opening windows to get airflow in one direction – from the front to the back of the bus.
- When windows are open the air swirls around the bus.

## **BUSES MUST BE CLEANED AND DISINFECTED**

All buses which are used every day must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule.

*Pros/Suggestions/Feedback:*

- Buses should be cleaned and disinfected after every run

*Challenges:*

- Time would have to be built into the schedule to clean and disinfect the bus after every run.
- Disinfecting takes about 10 minutes to dry.
- Bus drivers after cleaning their bus may have to assist in the disinfecting of buses.

## **ENCOURAGING PARENT DROP OFF & PICKUP**

*Pros/Suggestions/Feedback:*

- Promote carpooling.
- Encourage the use of PPE while carpooling

*Challenges:*

- Revisit start times between Middle School and High School to enable parents to drive their students to school.
- Since both High School and Middle School start around the same time, a waiting area could be created for students so parents can transport siblings between both buildings.