

**Grand Island Central School District
DRAFT
COVID-19 Reopening Plan
2020-2021**

July 30, 2020



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Introduction

This reopening document is currently in draft form. In the weeks and months ahead our reopening plans will remain fluid and adaptable as our region and state monitors the guidance from the NYS Department of Health, NYS Department of Education and the Governor's office.

The mission of the Grand Island Central Schools is to inspire all students to achieve their highest potential by fostering academic excellence, personal growth and social responsibility.

The Grand Island Central School District's COVID-19 school reopening plan establishes and explains the necessary policies, practices and conditions necessary to meet the Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) guidelines for COVID-19, the State's "New York Forward" guidelines, along with federal Occupational Safety and Health Administration (OSHA) standards related to employee safeguards and potential exposure to COVID-19. As the health and safety of GICSD staff and students is our top priority, the plan has a strong commitment to those measures.

The Grand Island Central School District (GICSD) Reopening Plan is comprehensive in that it includes all GICSD schools and programs. The District consists of a universal pre-kindergarten (UPK) program run housed at Sidway Elementary School and Kiddos Korner as well as a K-12 program operated in Sidway Elementary, Huth Road Elementary, Kaegebein Elementary, Veronica Connor Middle School and Grand Island High School.

The health and safety of our students, faculty, and staff is our highest priority. This reopening plan was created to provide precautions to help protect against the spread of COVID-19. The plan is divided into categories. Each category contains guidance, procedures, protocols, and/or other measures that explain practices that need to be considered to maximize the health and safety of students and staff.

Guiding Principles for Reopening Schools:

- consider the safety and wellness of students and employees, first and foremost;
- respond to the needs of vulnerable and high needs populations;
- be adaptable and flexible with the ability to move throughout the academic year from one Reopening Plan to another based as it relates to public health needs;
- synergize multiple operational and academic factors to develop effective plans;
- ensure engagement with all voices represented in the schools;
- maintain consistent communication with students, families and employees to ensure respect and success within the evolving situation.

The District's designated COVID-19 Safety Coordinator is the Assistant Superintendent of Pupil Personnel Services; however, the health and safety of our students and staff is everyone's responsibility. Any questions or concerns should follow the District's normal chain of command. Students and/or parents should first contact the teacher or building principal; whereas, employees should direct their concerns to the immediate supervisor. The building principals are the designated building-base coordinators for reports of positive cases as well as other building level student and staff issues.

A short description of the plan categories is provided below:

Communications/Family and Community Engagement:

Describes the channels the district will utilize to communicate with parents, students, faculty & staff regarding information on COVID-19 and related topics.

Health & Safety Protocols

Describes safeguards for public health and safety including healthy hygiene practices, use of masks, symptom monitoring & screening, plans for when a stakeholder becomes sick, readmission, and protocols for social distancing.

Facilities: Operations

Explains health and safety protocols for COVID-19 testing, contact tracing workplace risk assessment, cleaning and disinfecting, and ventilation and HVAC. Provides procedures for buildings & grounds, transportation and food service.

Facilities: Building Procedures

Explains building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal, and extracurricular procedures.

Child Nutrition

Explains how students in all learning models will have access to healthy meals.

Transportation

Describes the process of cleaning and disinfecting of busses, along with information on proper use of PPE for drivers, attendants, and students.

Social Emotional Well-Being

Describes the steps taken to create emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional development.

School Schedules

Explains the restructure of programs to include flexible scheduling models - providing in-person, remote or hybrid learning models - and to provide synchronous or asynchronous instruction.

Attendance & Chronic Absenteeism

Describes policies and procedures for the academic consequences on lost instructional time.

Technology & Connectivity

Discusses the shift to remote learning and the effectiveness of digital tools, platforms, and resources utilized.

Teaching & Learning

Describes instructional models, prioritizing standards, academic gaps and interventions, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the District will determine the instructional model for the 2020- 2021 school year. All core and special area courses will follow the specifications of the determined model. NOTE - a separate document with academic specifications for each building is being developed.

Special Education

Describes the provision of special education programs and services that ensures a free, appropriate public education. This section discusses access to programs, services, accommodations, and technology needed in various instructional models as well as how staff will communicate progress to parents.

Bilingual Education & World Languages

Describes how the district will insure that ELL students will be provided the opportunity for full-participation whether it be through an in-person, remote, or hybrid model of instruction.

Teacher and Principal Evaluation System

Describes how the district will provide feedback and support to teachers through the evaluation process, and support them as we transition to remote learning.

Certification, Incidental Teaching, and Substitute Teaching

Explains how the district will utilize substitute teachers as an important resource in the COVID-19 crisis.

Athletics:

Explains general considerations for health and safety precautions with athletic practices, competition, sporting venues, locker rooms, gyms, game operations, offseason programs, and sports medicine.

Communications/Family & Community Engagement

The GICSD Reopening Plan was developed to maintain a certain level of flexibility to adapt to the ever-changing landscape surrounding UPK-12 education. The District has offered and will continue to offer multiple modes of stakeholder engagement. These include the following:

- Parent surveys
- Student surveys
- Teacher surveys
- Community surveys
- Administrator work committees
- Support Staff/Teacher/Administrator work committees
- Parent committees
- Community Leader Committees
- Student Leader Committees

The District will utilize social media (GICSD - Twitter account), the GICSD website (COVID-19 site: <https://www.GrandIslandSchools.org/reopening>), and our Infinite Campus Emergency Messenger Email. Text Message and Voicemail messaging systems as appropriate when to inform parents, students, teachers, administrators, support staff, and the community of procedures, protocols, and updates regarding student instruction. The information communicated will be in accordance with the New York State Department of Health (NYSDOH), New York State Education Department (NYSED), and NYS Guidelines. This information will include adherence to CDC and DOH guidance regarding the use of personal protective equipment (PPE), specifically acceptable face coverings, when social distance cannot be maintained.

The District's most utilized mode of notification is our mass communication system, Infinite Campus Emergency Messenger. The District will use the system to send emails, text messages, phone calls, and voicemail alerts in mass, usually pointing to an explanatory document or a letter on the school district website. The school website (<https://www.GrandIslandschools.org>) is the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the district and each school building. The website has a dedicated page to all correspondence regarding the coronavirus pandemic. (<https://www.GrandIslandschools.org/reopening>).

Training & Signage

The District has procured signage and identified highly visible areas to display the signage to remind students, faculty, staff and visitors of hand hygiene, respiratory hygiene, social distancing, COVID-19 signs and symptoms, and the proper use of personal protective equipment (PPE). Work groups will create training videos and/or virtual presentations to use for continuous review of the above. These sessions may be completed virtually or in-person by students, faculty, staff, parents and other visitors through the GICSD website or other technological resources.

Parent & Student Notification

The District will provide guidance to parents and students including, but not limited to, the following information regarding COVID-19. Dissemination of this information will be dependent upon the mode of instruction (i.e., in-person, hybrid model, or remote learning model) and will be made available in parents' home language.

- When/how long to stay home from class/other activities if they are sick.
- What they should do if exposure is suspected.
- What will happen if a student tests positive, details about isolation, and when they can return to campus/class/activities.
- What to do if they suspect someone else may be sick.

- How student health will be monitored.
- When and how they will be permitted to return to campus in the fall, including any new procedures, updates to timing, etc.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including the criteria for deciding to close a campus.
- What additional measures students in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.
- How work spaces/classrooms/common areas will be cleaned/disinfected.

Faculty & Staff Notification

The District and individual building will provide guidance to faculty and staff with the following information regarding COVID-19:

- When/how long to stay home from work if they are sick. This will include details on how this will affect sick time allowance.
- What they should do if exposure is suspected and what will happen if an employee tests positive. This will include details about isolation and when they can return to work. This should also include details about procedures if an employee's close contact tests positive.
- How employee health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to work, including any new procedures, updates to timing, etc. This should include details on who is permitted to work from home and under what circumstances.
- What will happen if there is a case or an outbreak on campus.
- Information on how a school closure will be handled.
- What additional measures employees in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.
- How work spaces/classrooms/common areas will be cleaned/disinfected.

Health and Safety

As per the NYSED Guidance for re-opening schools, the District shall continually monitor safe building capacity, the amount of available PPE, and the local hospital capacity (as determined through consultation with the Erie County Health Department). This will assist the District in making determinations about in-person instruction, a hybrid model, or the need for 100% remote instruction.

It should be noted that these health and safety protocols will remain in effect for all reopening plans including any or all hybrid learning models.

Purpose:

The purpose of the protocols identified is to support educational practices in a typical school environment while **reducing the risk** of the covid-19 virus for students, staff and the greater school community. The protocols recommended in this plan are based on **reducing transmission** of the virus with certain universal precautions that are sustainable for students, staff and families as recommended by the NYS Department of Health, Center for Disease Control (CDC), NYS Education Department, and the American Association for Pediatrics (AAP).

Guiding Principles:

- A. **SAFE** - All procedures and protocols should be designed to support the overall health and safety of all students, staff and community, in compliance with government orders. All decisions are supported by the guidelines mandated and in some areas additionally recommended by the NYSDOH, CDC, AAP and other local governing bodies.
- B. **ALL INCLUSIVE** - All procedures and protocols should be designed to be inclusive of all students to be physically present in school unless required by a doctor's orders to be excluded due to unique medical needs. All procedures and protocols should account for considerations for the vulnerable students, economically disadvantaged, and students with particular medical and or mental health needs.
- C. **FLEXIBLE** - All policies, procedures, and protocols should be developed to allow for sustainability and adaptation should the need arise in the changing environment.
- D. **COMMUNICATION** - All procedures and protocols should set and communicate clear expectations for everyone's health, safety and learning. Communication will be open and frequent with the employees and the community. A public education plan should be addressed and disseminated to the school community.

The Grand Island School District will address health and safety protocols in the following areas as recommended by the NYS Department of Health and the NYS Department of Education.

- Health Checks
- Healthy Hygiene Practices
- Social Distancing
- Personal Protective Equipment (PPE) and Cloth Face Coverings
- Management of Ill Persons
- Cleaning and Disinfection

I. **Health Checks and Management of Ill Persons**

Health Monitoring and Screening

Active surveillance for severe acute respiratory syndrome coronavirus (i.e., COVID-19) will be essential to informing school policy and public understanding over time. The District will take all appropriate safety precautions and measures to reduce the risk of transmission of COVID-19; however, it will not be possible to reduce the risk of COVID-19 transmission in schools to zero.

Symptoms

Please refer to the CDC guidance "[Symptoms of Coronavirus](#)" for the most up to date information on symptoms associated with COVID-19. Please note that the manifestation of the COVID-19 in children, although similar, is not always the same as that for adults. Children may be less likely to present with fever as an initial symptom, and may only have gastrointestinal tract symptoms, which should be taken into consideration during the screening process. Students may not attend school if they have had a temperature greater than 100.0° F.

Refer to [CDC guidance on symptoms](#), which may appear two (2) to fourteen (14) days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat

- New loss of taste or smell

Other less common symptoms have been reported and include:

- Nausea
- Vomiting
- Diarrhea.

Signs will be posted throughout the facilities and school buildings reminding staff and students of the COVID-19 symptoms and to monitor frequently. Staff and students who are symptomatic will be sent to the school nurse or designated personnel.

- A. **The school district will provide information** to educate all families, faculty and staff as to the signs and symptoms of the Covid-19 virus. The information will include directions on when to stay home if symptoms occur prior to school or if present in school to immediately report to the nurse.
 1. This will be done monthly through the following...letter (opening year), district wide email (monthly), website (daily), and or district wide text reminders.
 2. Students/Faculty/Staff members who are presenting symptoms must report to the nurse before going home.
 3. Information communicated to families must be translated in their native language.
- B. **On the opening day of school** for faculty and staff, the school district will instruct staff to observe for signs of illness in students and staff and require all symptomatic persons to be sent to the school nurse.
- C. **The school district will implement a daily questionnaire** to be completed by faculty and staff, and parents on behalf of the student prior to coming to school or riding the school bus. Daily Health Screening
- D. **Procedures:** On a daily basis, faculty, staff, and students (or parent/guardian on behalf of students) must answer the questions to self-monitor and complete a health questionnaire prior to boarding their bus or entering any school facility. The questionnaire will determine whether the individual has:
 - knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
 - tested positive through a diagnostic test for COVID-19 in the past 14 days;
 - has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F,
 - has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.
- E. **Results:**
 1. The results of the questionnaire will be immediately available to the school nurse. The school nurse must not keep a record of temperature readings but only a record of whether or not the student passed or failed the temperature reading.
 2. If the student and or staff member does not complete the daily questionnaire they must report to the school nurse to have their temperature and appearance assessed. If they do not report to the nurse, the nurse must seek them out.
 3. The nurse must do her best to keep the assessment as discreet as possible.
 4. The screening questionnaire must have multiple ways of completion that does not exclude anyone.
 5. If an individual provides the answer of “Yes” to any of the above questions, the individual shall stay home, and contact his/her health care provider. The District will work with each individual employee who sets forth this information to determine use of leave and return to work protocols,

in accordance with guidance and directives that have been issued by the federal, state and local public health authorities and governmental agencies.

F. Positive Temperature Reading, Sign of Illness, and or Positive Response to Questionnaire

Temperature Checks: All individuals must take their temperature each day at home, prior to departing to school, boarding their bus, or before entering any school facility. A fever is technically defined as a body temperature of 100.0° F or higher, according to the New York State Department of Health. The fever temperature is consistent for both children and adults.

If an individual presents a temperature of greater than 100.0° F, they shall stay home. If an individual presents a temperature of greater than 100.0° F at a point during the school/work day, the individual will be sent directly to a dedicated area prior to being picked up or otherwise sent home.

Active surveillance for severe acute respiratory syndrome coronavirus (i.e., COVID-19) will be essential to informing school policy and public understanding over time. The District will take all appropriate safety precautions and measures to reduce the risk of transmission of COVID-19; however, it will not be possible to reduce the risk of COVID-19 transmission in schools to zero.

1. Present in School

- a) If a student/staff member has a temperature above 100.0 degree and or exhibits symptoms of the illness...
 - (1) The student/staff member should be isolated in a designated area in the health office and have a face covering (if it does not restrict breathing).
 - (2) Student - Parents will be notified immediately to pick up the child. If possible the student should be escorted to the parent's vehicle. If the student is out of school for more than four days, a doctor's note will be required to return to school.
 - (3) Faculty/Staff should be sent home immediately and required to provide a doctor's note if absent for more than four days.
 - (4) Referrals for consultation with local health officials or primary care physician (ie. Health Department, or Local Health Facilities) will be distributed by the school health office.
- b) Following a student/staff member that has been placed in isolation;
 - (1) The isolation room will be closed until it has been cleaned and disinfected. A cleaning team should immediately be dispatched to clean all common areas used by the disinfected person (offices, classrooms, bathrooms, lockers and common areas).
 - (2) At Huth Rd. School and Sidway Elementary school, box fans will be placed in the windows to increase air flow and circulation. All other nurse's offices have the ability to open the window.
 - (3) The isolation room, once disinfected, should not be used as long as possible.

2. Absent from School

- a) The student/staff member should remain at home and not return to school until they are symptom free and without the use of medication for more than 24 hours. If the

student/staff member is absent for more than four days, a doctor's note will be required to return to school.

3. Positive Test for COVID-19 and or a report of exposure to COVID-19.
 - a) Should a student/staff member or visitor test positive for COVID-19 and the school is notified by the health department, individual, and or family; the school nurse will immediately notify the school principal.
 - (1) The principal and or designee will notify the school district director of school health services (Dr. Daryl Ehlenfield) and Erie County Health Department.
 - (2) The school district director of school health services immediately notifies the Erie County Health Department.
 - (3) The principal and or designee will notify the Assistant Superintendent for Pupil and Personnel Services (Cheryl Cardone) and the Superintendent of Schools (Dr. Brian Graham).
 - b) The school principal and or designee will begin to trace a student's contacts made through the school using their last date of attendance and their schedule. This information will need to be made available to the health department and every effort must be made to ensure confidentiality.
 - (1) Accurate attendance must be maintained daily.
 - (2) As per directive of the Erie County Health Department, and or the school superintendent the following items should be considered...
 - (a) Closing areas used by the person.
 - (i) Responsible parties do not necessarily need to close all operations unless directed by the health department.
 - (b) Opening doors and windows.
 - (c) Recommend waiting 24 hours before cleaning unless directed by the health department.
 - c) Any school in any community might need to implement 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 regardless of the level of community spread:
 - (1) If an infected person has been in a school building, the CDC recommends that we dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
 - (2) If an infected person has been in a school building we will communicate with staff, parents, and students. This communication to the school community will align with the communication plan in the school's emergency operations plan. Our communication plan must maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
 - (3) If an infected person has been in a school building, we clean and disinfect the

building thoroughly. We will close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Our staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

(4) Return to School Protocol

- (a) Documentation from a health care provider with a negative COVID-19 test result, symptom resolution and a release from isolation.
- (b) Student may return to school after three days' symptom free, no fever, and without fever reducing medication.

(5) **Plan for Returning to School**

- (a) If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms, the employee may return to work upon completing at least 10 days of quarantine from the onset of symptoms.
- (b) If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms, the employee may return to work upon completing 14 days of self-quarantine.
- (c) However, if such an employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by the District, in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:
 - (i) Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer's occupational health program.
 - (ii) Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after last exposure.
 - (iii) Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.
 - (iv) Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
 - (v) Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.

G. Visitors

1. All visitors will be restricted from entering the building unless for emergency purposes only such as health related concerns, early dismissals or arranged appointments.

- a) All visitors must complete a health questionnaire as mandated for all students/faculty/staff.
 - (1) This includes parents, family members, student teachers, substitutes, contractors or vendors.
 - (2) No visitor will be permitted entry without their driver's license. This will ensure an active registry through the Raptor system.
- b) All community education classes will be cancelled between September, October, November and December. Further cancellations will be determined as necessary.
- c) All social distancing guidelines and procedures will be followed regarding open houses, concerts, and assemblies.

H. Contact Tracing Information from the Erie County Department of Health

- a) The following information is taken from the Erie County Department of Health website as it was available on July 30, 2020.
 (<https://www2.erie.gov/health/index.php?q=press/what-erie-county-residents-need-know-about-contact-tracing-isolation-and-quarantine-covid-19>)
- b) As Western New York moves through the phases of reopening with NY Forward, the Erie County Department of Health (ECDOH) contact tracing program will continue to be an important part of reducing community transmission of COVID-19 in Erie County.
- c) ***When people are tested for COVID-19***, the result is sent to a statewide lab reports database. Each day, ECDOH epidemiology staff reviews those reports. The ECDOH contact tracing team contacts individuals with a positive COVID-19 diagnostic test and begins case investigations.
- d) ***“Contact tracing*** is a standard tool in public health to identify and isolate individuals with a communicable disease,” said Commissioner of Health Dr. Gale Burstein. “With COVID-19, we are working with these individuals to identify their close contacts, advise those contacts of the need to quarantine and offer them diagnostic testing.”
- e) ***What happens when you have a positive COVID-19 test?***
 If you are an Erie County resident diagnosed with COVID-19, a contact tracer from ECDOH will call you to confirm the diagnosis, discuss with whom you have been in contact, and ask you to isolate at home. The contact tracer will explain what isolation involves, and ask questions about the household and your ability to isolate from other people.
- f) ***Isolation*** - Isolation means staying at home in a specific room, away from other people, and using a separate bathroom if possible. Individuals who need help to isolate, whether it is support for groceries, medications and other basic needs, can get that support from ECDOH. Isolation is similar to quarantine, except that isolation is for individuals who have a confirmed COVID-19 diagnosis and quarantine is for individuals who are potentially exposed to someone with this disease during a period when they are infectious.
- g) ***What is a close contact?*** - A “close contact” is someone who was within six feet of a person with COVID-19 for at least 10 minutes, starting from 48 hours before they started to feel symptoms, and for asymptomatic cases, from two days prior to specimen collection. If you have been in close contact with someone with COVID-19, an employee from ECDOH might call to inform you that you have potentially been exposed. They will ask you to stay at home and quarantine.
- h) ***Quarantine*** - Quarantine means staying home, monitoring for symptoms, and maintaining social distancing (at least 6 feet from others at all times). That means remaining in a specific room separate from other non-exposed people and pets in the home, and using a separate bathroom, if possible. Individuals under quarantine who are deemed “essential” for their workplace may continue to work, with restrictions. Those restrictions include:
 - (1) Employee must remain free of COVID-19 symptoms (asymptomatic).

- (2) It would not be feasible for employee to work from home or if not working would adversely affect the facility operations.
 - (3) Employee undergoes temperature and symptom monitoring twice a day, including immediately before arrival to work and when at home.
 - (4) Employee wears a face covering while working until 14 days after last exposure.
- These “essential” workers are required to maintain quarantine when they are not at work for a full 14 days after their last known exposure. If COVID-19 symptoms develop, they must stop work immediately and isolate at home. Regardless of symptoms, all contacts should consider getting a COVID-19 diagnostic test five days or more after their last known exposure. Individuals under quarantine who are not considered essential by their place of employment or who are currently not working or working at home must remain at home for 14 days after their last known exposure. They will be asked to monitor for COVID-19 symptoms, and consider getting a COVID-19 diagnostic test five days or more after their last known exposure.
- i) **What should businesses do?** If one of your employees has a positive test result, an ECDOH contact tracer will interview that employee as part of the disease investigation. A contact tracer may contact the business owner, supervisor, or human resources department to identify potential close contacts among other employees and customers, clients or visitors to the workplace.
 - j) **Confidentiality - Medical information that is shared with ECDOH contact tracers is kept confidential.** A contact tracer may share information about an employee diagnosed with COVID-19 with a business owner, supervisor, or human resources department in order to identify and contact potential close contacts. Since a COVID-19 diagnosis is protected health information, businesses are advised to maintain confidentiality and avoid disclosing the identity of the employee diagnosed with COVID-19 to other staff. The locations of businesses with a confirmed COVID-19 will not be announced by ECDOH unless there is a concern about an exposure to the public, and we are not able to identify close contacts through our investigation.
 - k) **Financial Assistance for Individuals under Quarantine or Isolation** - There are paid leave options through state and federal sources for individuals who have their employment interrupted by a period of isolation or quarantine. These options vary based on the size and income of an employer.

I. Cohorts

- To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day. Teachers at the middle and high school level are encouraged to maintain consistent cohorts within a class to the extent feasible. When placing students in cohorts, considerations will be given to the following:
- Schools should divide students into small groups that remain with each other throughout the day. Schools should look for ways to isolate groups of students and prevent inter-group contact to the extent feasible.
- There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above.
- Gatherings, events, and extracurricular activities are limited to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas.
- Each child’s personal belongings should be kept separated from others’ and in individually labeled containers, cubbies, or areas. If possible, avoid sharing electronic devices, toys, books, and other games or learning aids. Place communal materials in special areas.

- Classrooms should have adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, music equipment, technology equipment, general classroom supplies) or use of supplies and equipment should be limited by one group of children at a time and cleaned and disinfected between use.
- Each building will create traffic patterns that best adhere to the social distancing guidelines. Such rerouting must address accessibility issues.

II. Healthy Hygiene Practices

A. Instruction will be given to all faculty/staff on the first work day of the school year.

1. Each school nurse will instruct the faculty and staff on the following items...
 - a) What to do if they feel sick.
 - b) Wear a face covering when not able to maintain an appropriate social distance. Properly store or if necessary discard the PPE.
 - c) Adhere to social distancing instructions.
 - d) Report symptoms of or exposure to COVID-19.
 - e) Follow hand hygiene, and cleaning disinfection guidelines.
 - f) Follow respiratory hygiene and cough etiquette.
2. Hygiene practices will be posted...
 - a) Entrances
 - b) Restrooms
 - c) Cafeteria/Faculty Lounge
 - d) Classrooms
 - e) Administrative Offices
 - f) Auditorium
 - g) Janitorial spaces

B. Regularly Scheduled Hand Washing Breaks

Teachers and support staff will reinforce proper hand and respiratory hygiene with all students at the beginning of the school year and periodically throughout the year. Educational training regarding hand and respiratory hygiene, face covering protocols, social distancing, and other public health measures will be made available to students and staff.

1. Regularly scheduled handwashing breaks for each school building.
 - a) Schedule before/after PE class and lunch; during all study halls.
 - b) Cafeteria students use hand sanitizer before and after lunch.
 - c) Teaching proper hand washing techniques to all students.
2. Additional hand sanitizing stations will be provided in the hallways and cafeterias.
3. The District will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer (in accordance with FCNYS 2020 Section 5705.5) with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined trash receptacles.

C. Drinking Fountains

1. We will disable drinking fountains without fillable stations where feasible.
 - a) Students will be permitted to bring their own water bottle to refill at fillable stations.

III. Social Distancing

- A. In order to maintain an appropriate social distance of 6' or more the following guidelines will be implemented;
 - 1. At arrival, students will stagger bus egress to reduce congestion at the front doors.
 - 2. At dismissal, students will be released in a manner that reduces congestion in the hallways.
 - 3. The use of lockers will be eliminated wherever possible.
 - 4. Classroom windows and doors will remain open when possible.
 - 5. PE classes will use the outdoors as much as possible. Students in these aerobic activities should maintain a 12' distance. If the 12' distance is not possible, students will be required to wear a face covering.
 - 6. Band and chorus should maintain a 12' distance. If the 12' distance is not possible, students will be required to wear a face covering.
- B. When social distancing is not possible, each occupant must be wearing a mask.
 - 1. This includes PE, Chorus, Band, and Orchestra.
- C. Fire Drills/Lockdown Drills
 - 1. The district will conduct 8 fire drills and 4 lockdown drills according to state law.
 - a) Fire drills will be staggered by classrooms and or zones, rather than the entire school at one time. However, all staggered drills (classrooms and or zones) must be conducted on one day.
 - b) Lockdown drills will take place at scheduled times however with the students not leaving their seats. Each classroom will instruct the students as to the real procedures should a live lockdown occur.

IV. Personal Protective Equipment

Face Coverings

According to Executive Order 202.17 and guidance from NYSDOH any individual who is over age two (2) and able to medically tolerate a face-covering shall be required to cover their nose and mouth with a mask or cloth face-covering when in a public place and unable to maintain, or when not maintaining, social distance. Pursuant to NYSDOH Guidance, schools must ensure that appropriate social distancing (i.e. 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students, faculty, and staff), unless safety or the core activity requires a shorter distance. Schools must maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities, including the responsibility to configure spaces so individuals can maintain social distancing. As a baseline, face coverings are required to be worn any time or place that individuals cannot maintain appropriate social distancing. Further, face coverings are “strongly recommended” by the New York Department of Health at all times, except for meals and instruction with appropriate social distancing/barriers. However, schools can require face coverings at all times, even during instruction; and it is strongly recommended in areas with higher rates of COVID-19 community infection.

- A. All occupants must wear an appropriate face covering/mask at all times within a school building and or when appropriate social distancing/barriers cannot be maintained.
 - 1. The school district will provide each staff member with an appropriate face covering and face shield.
 - 2. Parents of students with special needs or students who are medically fragile may not be able to wear an appropriate face covering, maintain appropriate social distance, and or ensure hand or

respiratory hygiene will need to work with the child's health care provider to best meet the needs of the student while protecting their health and safety. For those students who are unable to medically tolerate a face covering, and have provided medical documentation from a licensed physician, including students where such covering would impair their physical or mental health are not subject to the required use of a face covering. The bus is an extension of the classroom. As such, students granted this exemption will not be forced to do so or denied transportation.

3. Transparent face coverings provide the opportunity for more visual cues. These will be considered as an alternative for younger students, students who are deaf/hard of hearing, and their teachers. For example, the District may provide alternate PPE (i.e., face shield/masks that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain students (e.g. hearing impaired) that benefit from being able to see more of the teacher's face.
 4. Students and staff do not need to wear a face covering when eating in the cafeteria.
 5. Where there is a physical barrier, all occupants must continue to wear a face covering.
 - a) Except when eating in the cafeteria.
 - b) If possible, where appropriate social distancing can be maintained in the classroom, teachers are required to provide a face covering break while maintaining an appropriate social distance.
 6. Students and staff must wear a face covering when traveling in hallways or moving about the school or buildings.
- B. All employees will be supplied with an appropriate face covering and face shield.
1. Nurses will be supplied with an N95 face covering.
- C. All classrooms will be supplied with a box of gloves.
- D. Physical Barriers
1. The district will provide each student desk, teacher desk, clerical station and student cafeteria space with physical barriers.
- E. Aerosol Generating Procedures
1. Respiratory treatments administered by the nurse that result in respiratory secretions must be done in an alternative room within or outside the health office.
 2. The school nurse must take all precautions with PPE to protect herself and others such as wearing gloves, N95 mask or surgical mask with a face shield, and a gown if necessary.
- F. Transportation
1. All drivers and attendants are required to wear a face covering and or face shield while driving on the school bus. It is encouraged that bus drivers and attendants wear gloves.
 2. Students must wear face coverings while riding on the school bus.
 - a) If possible, students from the same household must sit together.
- G. Code of Conduct
1. The code of conduct will be edited to reflect the appropriate and mandatory use of face coverings.

V. Cleaning and Disinfection

A. Custodial Staff

1. Hillyard will be supplying COVID job duty sheets for all cleaning areas.

2. Each classroom to have a disinfectant station (not sure what it will look like as of yet) with the following provided:
 1. One spray bottle Suprax (cleaner/disinfectant) with full decal
 2. Microfiber cloth (each building will have extra and will launder daily).
 3. Latex gloves.
- B. Each classroom/restroom door will have the attached sheet attached to verify disinfecting. This sheet will be kept in each building and scanned to my office. A folder will be kept for verification.
1. Day time cleaning will include high touch areas, health office, and restrooms.
 - a) To accomplish this added workload we will be removing Ransom third shift and re-positioning staff in each building to increase cleaning and disinfecting as needed.
 - b) Regularly monitoring of hygiene related materials in all restrooms (such as paper towels and soap dispensers).
- C. All non-permanent classroom rugs will be removed and not allowed.
- D. All non-district furniture will be removed and not allowed.
- E. Hand sanitizing stations will be located throughout schools to optimize use.
- F. Protexus Cordless Electrostatic Sprayers will be in each building and utilized as needed.
1. These devices use the PurTabs Disinfecting Tablets which allows the user to spray heavily soiled areas such as desks, door knobs, railings etc.
- G. Building HVAC Systems
1. We will be doubling our outside air intake on all equipment where feasible.
 2. Filtrations will be set at the highest MERV rate possible.

Facilities and Operations

Before Opening

Prior to reopening, school and district administrators will consult the most recent guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources.

- The District has purchased and has a plan for continued procurement of PPE. The Buildings and Grounds Department will work in conjunction with each of the schools (Sidway Elementary, Huth Road Elementary, Kaegebein Elementary, Veronica Connor Middle School and Grand Island High School) to ensure that adequate PPE is on hand on a daily basis for students, faculty, and staff in accordance with pages 33-34 of the SED Guidance. Administrators will ensure that appropriate inventory of personal protective equipment (PPE) and cleaning/disinfection products have been purchased and are provided in accordance with this plan.
- The District will post informational signs throughout each facility on staying home if feeling sick, how to stop the spread of COVID-19, proper hand washing procedures, social distancing, respiratory hygiene and cough etiquette, and how to properly wear a face covering.
- The District will train all faculty and staff remotely on health and safety protocols and proper hand and respiratory hygiene.
- The District has trained custodial and cleaning staff on proper sanitizing protocols and product usage. Training will be ongoing and be reinforced.
- The District will train all students on proper hand and respiratory hygiene, proper wearing of face covering, and provide parent/guardian resources to reinforce at home.

Daily Cleaning & Disinfection

- A thorough cleaning of all buildings will take place prior to students and staff returning for the school year.
- The District will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19”. Disinfecting products that meet the EPA’s criteria for use against SARS-CoV-2 have been procured and will be used.
- Cleaning and disinfection frequency throughout each building will be identified and staff will be assigned responsibility. Custodial staff will maintain a daily cleaning/sanitization log that includes date, time, and scope and keep it on file at each building.
- The custodial and cleaning staff will provide regular building cleaning and disinfecting practices at the end of each school day, including routine cleaning and disinfecting of surfaces and areas in the school environment (restrooms, offices, break rooms, classrooms, and other spaces throughout each building). Daily cleaning and disinfecting will be conducted in high-touch areas, such as phones, keyboards, touch screens, controls, door handles, railings, copy machines, light switches, etc. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, if not more frequently.
- Custodial and cleaning staff will clean and disinfect routinely throughout the day, focusing on high-risk areas and frequently touched surfaces (e.g. restrooms, cafeteria tables, door handles).
- Disinfecting products will be provided in various locations throughout the building for faculty and staff to disinfect commonly used surfaces periodically throughout the day.

Cleaning & Disinfection Following a Suspected or Confirmed Case

The custodial and cleaning staff will perform cleaning and disinfecting of exposed areas, including all heavy traffic areas and high-touch surfaces. The District will follow the CDC guidelines on “Cleaning and Disinfecting Your Facility” and consult with the ECDOH.

The procedure will include:

- Closing off affected areas used by the individual
- Open outside doors and windows to increase air circulation in the affected areas
- Wait 24 hours before cleaning/disinfecting (or as long as feasible)
- Clean and disinfect all areas used by the individual

Once the affected areas have been cleaned and disinfected, the areas will be reopened for use after consulting with the Erie County Department of Health.

Ventilation

The buildings and grounds department will ensure ventilation systems operate properly and are being controlled as designed. Circulation of outdoor air will be increased (doubled) as much as possible through both natural and mechanical means. Established HVAC inspection and maintenance protocols will be followed that will preserve our system’s ability to achieve proper ventilation of our buildings. We will continue to use our Building Management System/U&S to monitor ventilation. We are also working with RP Fedder to ensure we provide maximum filtration without compromising equipment.

Hygiene

The District will ensure adherence to the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Guidance for Cleaning and Disinfection of Public and

Private Facilities for COVID-19” and the “STOP THE SPREAD” poster. This information will be used by the District medical professionals and administrators to train faculty and staff.

The District will provide hand hygiene stations around the school including hand washing stations (existing in restrooms, various classrooms) with soap, running water, disposable paper towels and hand sanitizing stations with alcohol-based sanitizer (at least 60% alcohol content). Employees and students will be instructed to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially at the beginning and end of their day, prior to any mealtimes and after using the toilet. Main entrances, common areas, classrooms, and office spaces will be provided with hand sanitizer that can be used for hand hygiene in place of soap and water, as long as hands are not visibly soiled.

The District will ensure disinfecting products will be provided and located on/near commonly shared equipment and supplies (e.g. copiers). Prior to use of a shared piece of equipment, an employee should disinfect the surfaces that will be touched. After use of a shared piece of equipment, the employee should disinfect the surfaces that were touched. Employees should then practice hand-washing or hand sanitization procedures. Signs will be posted throughout the facilities reminding employees to stop and sanitize before and after use of equipment and supplies.

Disinfecting products will be provided in various locations throughout the buildings for faculty and staff to disinfect commonly used surfaces periodically throughout the day. Hand sanitizers will be available near high-touch surfaces throughout the building.

Receptacles will be available around the school for disposal of soiled items (paper towels, masks, etc). Signs will be posted throughout the facilities to instruct staff and students about proper hand washing procedures and reminding them to hand-wash and/or hand sanitize frequently.

Visitors

Visitors to the buildings (District Office, Transportation Center, Buildings and Grounds, Eco Island, Sidway Elementary, Huth Road Elementary, Kaegebein Elementary, Veronica Connor Middle School and Grand Island High School) will be limited. In general, the buildings will be open only to District employees, service providers, contractors, vendors, and delivery people. Parents, building/classroom volunteers, and other guests will not be allowed unless extenuating circumstances are present.

Visitors who ring a bell for entry to any building will be communicated through the buzzer system only. Office staff will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If the visitor is dropping something off, they should be advised to leave the item at the door.

Only visitors with scheduled meetings with an employee in the building should be allowed in. Visitors will be required to sign in and complete the District’s health assessment, sanitize their hands upon entry to the building and wear a face covering. Disposable masks will be available for those who need one.

To the extent possible, video and tele-conferencing will be used to accomplish district and student business. Every attempt will be made to avoid in-person meetings.

To the extent possible, deliveries will be made to building loading docks. Delivery people should be requested to wear a face covering when entering the building. Social distancing should be practiced

Physical Space

The District and/or teacher will examine the current classroom layout to determine the capacity within parameters of proper social distancing/barriers to the greatest extent possible and make adjustments as necessary. Alternative

spaces in the school (e.g., cafeteria, library, and auditorium) could be repurposed to increase the amount of available space to accommodate the maximum distance possible.

- In these larger spaces, establishing consistent groupings/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.
- Social distancing markers will be posted using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas.

Absentee Protocols (Employees)

Accommodations for vulnerable employees with underlying medical conditions or employees who have household members with underlying health conditions will be made to the extent practicable. Employees should contact their supervisor to initiate the discussion. Accommodations may include telework, modified work setting, or additional PPE.

Meetings

Faculty and staff meetings, department meetings, interviews, CSE meetings, training, professional development, and any other situation requiring dense congregations of people will be held using video or tele-conferencing when possible. Situations requiring in-person gatherings will ensure appropriate social distancing is maintained and will be held in open, well-ventilated spaces. Masks will be required when social distancing is not able to be maintained.

Safety Drills (Fire & Lockdown Drills)

The safety of our employees and students are the top priority. Safety drills (i.e., fire and lockdown drills) will be performed as required, students and staff will wear face coverings and social distance at exit and gathering points outside the building, including modifications to ensure distances between persons. All schools will take under consideration the suggestions made in the NYS guidance document.

Code Compliance

The District will ensure:

- All supply/equipment purchases and building alterations will comply with the requirements of the 2020 NYS Uniform Fire Preventions and Building Code and the State Energy Conservation Code. Any changes will be submitted to OFP.
- Compliance with the 2020 Annual Visual Inspection (Building Condition Survey requirement is 2021 for the District).
- Compliance with the Lead-in-Water testing as required by NYS DOH regulations 67-4 (completed by December 31, 2020).
- All alcohol-based hand sanitizers will be installed in accordance with FCNYS 2020 Section 5705.5
- New construction, temporary quarter projects, new facility leases, and any plans for dividers installed in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will be submitted to OFP for review.
- Any plans to use temporary or permanent tents, any changes to the number of available toilet and sink fixtures, and any purchases of plastic separators will be planned in adherence with BCNYS.
- Adequate drinking water access.
- All building project needs will be submitted as “COVID-19 Reopening”.

This section explains building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal, and extracurricular procedures.

Building Access - All Schools

Any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and DOH guidelines for COVID-19 symptoms) will be excluded as per DOH guidelines.

Parents will receive reminders that contain building access questions for each of their children who attend school. Unless parents contact the school nurse to report an issue with a child, receiving the email/text message is indicative of passive agreement on the school screening procedures.

Front office personnel will require visitors to screen as they enter the building. This will include completion of the daily health assessment, temperature check, hand sanitization, and wearing of mask before a visitor is allowed into the school. Documentation will be maintained.

Use of building requests will be vetted to conform with proper social distancing protocol. The District will evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and relevant guidance.

Considerations for All Schools: Student Flow, Entry, Exit, & Common Areas

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Create "one-way routes" in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts, when feasible, as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

BUILDING CONSIDERATIONS

Buildings include: District Office, Transportation Center, Buildings and Grounds, Eco Island, Sidway Elementary, Huth Road Elementary, Kaegebein Elementary, Veronica Connor Middle School and Grand Island High School

Building Access

Ensure that students and families are educated and engaged in the new expectations related to all health policies and protocols. Communication plans will include video presentations with complementary written materials (i.e. Handbook), as well as defined times at the beginning of the school year to teach health & safety protocols, with frequent reminders, to review the new policies and procedures.

- Familiarize all participants with areas being used to help prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing,
 - frequent hand washing and use of hand sanitizer,
 - use of face coverings that completely cover the nose and mouth,
 - respiratory and cough etiquette, and
 - enhanced cleaning/disinfection of surfaces.
- Develop consistent policies to address when clubs, before- and after-school programs, athletic teams or other outside groups may be allowed to use school space.
- The YMCA after school care program is subject to the same procedures as the school day. Care must be taken for participants to wear face coverings and socially distance. Protocols and expectations should be shared and approved through the District Business Office.

Arrival & Dismissal

- Parents are not to drop their student(s) off prior to the start of school.
- Parent Drop-off/Pick-Up will be a designated location outside of each building, coordinated and implemented according to guidelines by designated faculty/staff.
- Vehicle flow and logistics will be considered to accommodate anticipated increase in parent transports.
- Limited numbers of buses will unload at a time in the designated area.
- Limit before/after school activities to ensure time for daily sanitizing and teaching of new health and safety protocols and schedules.
- Students must report to their classroom upon arrival.
- Students who need breakfast can enter the building to get their food with direction from staff in the parent drop-off or the bus loop, at designated time.
- Teachers will monitor students' use of lockers at both arrival and dismissal.
- If parents are signing out at a time other than arrival or dismissal, the procedure will take place in the Health Office or the Main Office, based on purpose.
- Drop-off of items to students will be limited to emergency reasons.

Classroom Configuration

- Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), students who cannot maintain six-feet of physical space from others must wear a face covering.
- Tables should only allow for seating on one side.
- Where necessary, assess other space that may be repurposed for storage of instructional materials, to maximize student classroom space.
- Incorporate signage to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow.
- Ensure the classroom cohort will have access to washing stations, and plan for hand sanitizer dispensers and access to sanitizing materials for wiping down any spaces after usage each day or, if needed, between groups.
- Each special will follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., Music, Library)
- Areas will be designated during the day for students to be socially distance and take a “mask break”
- All designated classrooms will be equipped with face shields in addition to face masks.

Cohorts

- A “cohort” is a group or team of students and educators with consistent members that stay together throughout the school day.
- When possible, we will have teachers of specific academic content areas rotate, instead of student groups.

- Maximize other safety precautions where cohorts may have contact, such as more close-ly monitored use of facial coverings, hand washing and sanitizing between cohorts.
- Cohorts will be assigned a specific entry and exit that remains consistent day-to-day.
- Similar design will be implemented for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort, or consistent group of cohorts.

Bathroom Facilities Protocols (In-classroom and Shared)

- The school floor plan will be used to determine the best way to use, assign, and access bathrooms.
- Schools will create plans to maximize social distance in multi-stall shared bathrooms, hand-washing, and daily bathroom protocols will be reviewed with students and implemented by teachers.
- Schools will designate a time each day where a sanitizing of multi-stall bathrooms is completed.
- Buildings will increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.

Hall Traffic

- Masks must be worn at all times by students and staff.
- Single line flow of students- Elementary teachers will line students up in the classroom to leave and monitor the hallways when passing.
- Limit face-to-face encounters by designating foot-traffic patterns — such as one-way hallways and by designating entrance-only and exit-only doors, when feasible.
- Install markings on floors to illustrate foot-traffic expectations.
- Hallway etiquette will be the same as rules of the road (stay to the right)
- Keep traffic moving hallways.

Shared Spaces – Specials (PE, Library, Art, Music)

- Plans will be developed for the implementation of a physical education, art, and music curriculum that considers the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students. (See Sections of Reopening Plan for each of the Special Areas)
- Sanitizer stations available
- Shared spaces will have posted guidelines for capacity restrictions
- Please see social distancing guidelines from earlier in the document.

Cafeteria

- Cafeteria Capacity may be reduced and identified cohorts will be scheduled to eat in classrooms on a weekly schedule rotation.
- Protocols will be developed for student-purchased meals, sanitizing of tables, monitoring of bathrooms and traffic flow for social distancing and sanitizing procedures.

Outside Space & Playground

- Follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess.
- Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.
- Consider staggering recess times for each class/cohort.
- Plan increased supervision to monitor social distancing, as appropriate.

Food and Nutrition

The GICSD Food Service Department will continue to comply with Child Nutrition Program requirements, including all applicable health and safety guidelines, whether we are serving meals to our children in-person or remotely. This includes providing school breakfast and lunch options to students each day who are enrolled in the School Food Authority (SFA). This includes students while in attendance at school and those learning remotely.

Meals may be served in classrooms or other alternate spaces to reduce student density in a cafeteria dining area.

The GICSD Food Service Department staff will be monitored on a daily basis by completing the District's daily health assessment and by self-monitoring for any COVID-19 type signs and symptoms. All food service staff will be required to wear face coverings at all times while preparing and serving food.

Hand sanitizing stations will be available outside of each cafeteria and students will be required to use hand sanitizer before entering the serving and/or dining areas and upon leaving. Students will be encouraged to hand wash, where feasible, before going to the cafeteria/dining area and upon leaving. Meals will be provided while maintaining a social distance of six (6) feet between students, unless an approved barrier is available. Students do not need to wear face coverings once seated and eating as long as they are socially distanced.

At all of our GICSD schools and buildings, meals may be served in alternate areas (e.g. classrooms) and/or meal periods may be staggered to maintain social distancing. Where meals are provided in alternate areas and a student assigned to that cohort has a food allergy, families will be instructed to limit lunch contents to allergy-free items. Students with allergies will be accommodated in all scenarios and situations.

Proper cleaning and disinfection will occur in the food service area and cafeteria/dining area between meal periods. Kitchen and serving areas will be cleaned and disinfected on a daily basis. Equipment, including high-touch objects will be disinfected daily or more often given the rate of usage. The District will ensure the following:

- Gloves, masks, aprons, and other supplies are readily available for department staff.
- Prohibit sharing of food and beverages (buffet style meals, snacks) between students. Students will be reminded by staff and/or through posting of signage.
- Provide at least six (6) feet of physical distance between students by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of six (6) feet is difficult.
- Cafeteria tables will be disinfected between lunch periods.

The District will consider the following:

- Provide physical guides, such as tape on floors and signage on walls to ensure that students remain at least six (6) feet apart in food serving lines or while waiting for seating.
- Encourage parents/guardians to preload funds on student accounts to streamline check out procedures and avoid exchange of currency.

Child Nutrition - Mandatory Assurances

1. Each of our schools will provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely. The Grand Island Central School District assures:

- Students will have access to meals onsite and offsite.
- Meals on site will be served in cafeterias, classrooms, and designated areas.

- Salad bars, self-service food and condiments will be suspended until deemed safe.
- Food sharing between students will be highly discouraged with visual signage to serve as a friendly reminder.
- Frequent disinfecting of tables, chairs and other touched hard surfaces between groups of students.
- Using pre-portioned condiments that cashiers & servers place on each tray.
- Place meals on the tray line for quick pick up.
- Meals for offsite will be assessed for the best possible method.

2. Each of our schools will address all applicable health and safety guidelines. The Grand Island Central School District assures:

- compliance in following most up-to-date standard operating procedures for sanitation of school kitchens, cafeterias, and food warehouses.
- compliance in identifying any additional equipment or supplies such as thermometers, alcohol wipes or other equipment that may be needed to keep food, students, and staff safe.
- compliance in installing barriers at the point of sale/point of pickup.
- compliance in providing adequate supplies of face masks, soap, hand sanitizer in food service areas.
- compliance in routinely cleaning and disinfecting high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads. (IT ordered barcode scanners.)
- compliance in wearing single-use gloves when handling or delivering all foods.
- Allowing only program staff, custodial staff, and approved staff to enter program areas.

3. Each of our schools will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria. The Grand Island Central School District assures:

- compliance in all unique or special dietary requirements will still be adhered while providing meals outside the cafeteria. This includes meals being picked-up for at home consumption.
- compliance in taking every precaution to ensure the health and safety of individuals with food allergies during any meal service in the classroom.
- compliance in training and staff overseeing when students are eating. Staff will be trained in food allergen safety and prevention of cross contact with potential allergens.
- compliance in following procedures such as proper hand washing with soap and water after food allergen contact, proper cleaning and disinfection of surfaces after food allergen contact, along with a very, strict policy regarding “No Food Sharing” will be implemented before service takes place.

4. Each of our schools will include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged. The Grand Island Central School District assures:

- compliance in hand washing and/or hand sanitizer locations would be provided and maintained prior to or, preferably just inside the entrance to the school cafeteria or multi-purpose room dining areas.
- compliance in requiring that everyone who enters the dining area must be required to wash hands and/or apply hand sanitizer before entering the serving line or eating.
- compliance in keeping cafeteria entrance and exit doors will remain OPEN to reduce students and staff repeatedly touching the same door knobs and/or handles before reaching the serving line or returning to the classroom.

- compliance in the training of all staff responsible for monitoring students during meal times on the proper hand washing and/or the use of hand sanitizers for students and practice these procedures themselves.
- compliance in posting additional signage in areas to remind students, and staff about hand hygiene and the importance of NOT sharing food items.

5. Each of our schools will include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area. The Grand Island Central School District assures:

- compliance in having lunch monitors and cleaning staff of the district will be disinfecting the cafeteria area prior to the next group of students arriving for meals.

6. Each of our schools will ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements). The Grand Island Central School District assures:

- compliance in utilizing state or nationwide waivers and updating policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements.

7. Each of our schools will include protocols that describe communication with families through multiple means in the languages spoken by families. The Grand Island Central School District assures:

- compliance in utilizing school policies to communicate about school meal service, eligibility, options, and changes in operations.
- compliance in using a variety of communication methods (e.g., website, social media, emails, voicemail, newsletters) and ensure communications are translated into the languages spoken by families in the district.
- compliance in assessing areas where additional or clearer information may be needed to enhance communication about the program.
- compliance in ensuring that information is presented in a user-friendly format including language translations where appropriate;

8. Each of our schools will require that students social distance (six feet separation/barriers) while consuming meals in school unless a physical barrier is provided. The Grand Island Central School District assures:

- compliance in utilizing assigned physically distanced seating in cafeterias to ensure that all students are clear on where to safely sit when in the cafeteria/ or multi-purpose room.
- compliance in providing physical barriers at each lunch table to divide the table and allow for students to consuming meals
- compliance in allowing students who are siblings or share the same household being allowed to sit together while eating if they are in the same class or cohort group.
- compliance in allowing students with concerning health conditions to eat in a designated area to reduce their exposure to others while eating.
- compliance in implementing a “One Way In/One way Out” procedure to separate the entrance and exit of the dining areas to reduce congestion.
- compliance in using signage for further guidance and direction.

Grand Island CSD Transportation Guidelines

As an industry, we will strive to provide the safest, most risk free ride for each Grand Island student possible. It is important to understand that the COVID - 19 health risk cannot be completely eliminated on the school bus. The following is a balance to the ability of the school district to meet new service requests with the need to address health risk mitigation with available resources.

Transportation department employees (bus drivers, bus attendants, mechanics, office staff, custodial) will be monitored on a daily basis by completing the District's daily health assessment and self-monitoring for signs and symptoms of COVID-19 prior to arriving at work. Transportation staff will be required to wear facial coverings at all times while on the school bus and must wear gloves if they have physical contact with a child. They may also wear an optional face shield. Transportation staff may wear their own PPE but it will also be available from the District and provided free of charge.

Buses will be disinfected on a daily basis. Drivers will sanitize high-touch surfaces between bus runs to the extent practicable. Roof hatches and windows will be slightly opened when the temperatures are above 45 degrees, weather permitting, to provide ventilation.

Parents will be required to complete health screenings of their children, on a daily basis, before coming to the bus stop. Students and parents will be instructed to maintain six (6) foot distancing at bus stops and while loading and unloading to every extent possible. Students and parents will be instructed to wear a face covering when at bus stops.

Students will be required to wear facial coverings at all times while on the school bus, unless they have a medical condition or disability which would prohibit it. Students without face coverings will not be denied transportation and will be provided a face covering by the District. Social distance will be created between children on school buses when possible and while loading and unloading. Students will be instructed to sit with members of the same household if applicable. When buses are loading, students will be required to be seated from the rear of the bus forward. Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Students who normally attend a private, parochial, charter, non-public or out-of-district special education program and receive busing will receive busing in accordance with their school's calendar and in-person sessions, even when/if the district is providing remote learning. Transportation contractors providing transportation services to the district's students will be required to follow all of the same protocols noted in this section.

Buses:

- Buses will be cleaned and disinfected on a daily basis. EPA approved disinfectant will be used when wiping down surfaces. Drivers will wipe down high touch surfaces between runs. Disinfecting of buses with **Protexus Electrostatic Spraying Systems** and **PURE TABS** products will be done at the end of the PM runs daily
- Staff will be trained on use of cleaning and disinfecting practices
- Social distance will be created between children on our school buses with (one) student per seat. Siblings or children who reside in the same household will sit in the same seat (no more than 2 to a seat)
- Contingency plans have been developed to reduce density on buses by staggering runs that will change the start times and end times of schools
- Per NYS Department of Transportation regulations, buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the District
- Bus drivers and attendants will not carry personal bottles of hand sanitizer with them on school buses

Staff:

- School bus drivers, attendants, nurses, and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If any are experiencing any symptoms of COVID-19 they must notify the District and seek medical attention
- Positive cases of COVID-19 will be communicated to the Transportation Supervisor. Proper District health and safety procedures will be followed
- All staff will be required to wear a face covering/face shield while students are on buses
- PPE such as gloves, masks, face shields and gowns will be provided by the District as needed for drivers, attendants, nurses, office staff and mechanics
- Each driver, attendant or nurse that has direct contact with a child must wear gloves
- Hand sanitizer will be provided for all staff in the locations such as the time clock area, the transportation office and the mechanic bays
- Transportation Staff will be trained and be provided periodic refreshers on the proper use of PPE and the signs and symptoms of COVID-19
- Transportation Staff will be trained and provided periodic refreshers on proper social distancing
- COVID-19 training will begin at the 1st Safety Refresher meeting (August), and also the Superintendent's Days on September 2nd, 3rd and 8th

Students on Transportation Requirements:

- 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 temperature of 100 degrees or more prior to boarding the school bus
- We will seat students from the rear of the bus forward to prevent students from walking past one another. Students in the pm will board based on the order in which students will be dropped off
- We will instruct students and parents to maintain 6-foot social distancing at bus stops and while loading and unloading
- Students must wear a face mask/covering on the school bus if they are physically able. Students who are unable to medically tolerate a face mask/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 (same as school requirements)
- Buses will be equipped with disposable masks in the event a student is in need of one, no eligible student will be denied transportation
- Transportation staff will educate students and provide periodic reminders on proper use of PPE on a school bus and the signs and symptoms of COVID-19
- Transportation Staff will train students on proper social distancing on a school bus
- There will be no eating or drinking on the school bus
- Students will embark and disembark following social distance protocols and enter or leave schools at designated entrances and exits

Our district reopening plan requires that if the school District is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose school are meeting in conducting in-person session education when/if the district is not.

Special Education:

- Transportation for students with special needs will comply with students IEP and FAPE requirements
- Wheelchair buses will configure wheelchair placement to ensure social distancing of 6 feet
- Attendants will be required to wear proper PPE at all times while attending to students
- Social distancing will be in place on the Special Education buses

Off Island Buses:

- At transfers, students will maintain proper social distancing

Jack Burns Transportation Center:

- Entrance into the Transportation Center will be by appointment only (716)773-8890: theresaalizadeh@gicsd.org
- Identification Tags must be worn to enter **All** District buildings

DISTRICT ACTION STEPS:

- Implement a process for parents of eligible students to request or opt-out of transportation so as to develop an accurate picture of students who will ride the bus
- Review COVID-19 transportation budget
- Review COVID -19 transportation schedules for safety and timeliness
- Alternate transportation to be limited to one location am and pm daily
- Alternate transportation to be submitted by August 14,2020 (2-week notice) to review the increased or decreased number of students on buses

Social-Emotional (SEL) Re-entry Plan

Comprehensive Counseling program has been developed under the direction of a school counselor

- Even before COVID-19 dramatically changed the context of teaching and learning across the country, there was a growing consensus in education that schools can and should attend to students' social-emotional development. The social-emotional learning skills or the five core social-emotional competencies, as identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) are the foundations for young people's well-being: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The District's school counseling program plan will be reviewed and updated to meet current needs.

Establishment of an advisory panel to inform the school counseling plan

- Learning does not happen without social connection. We recognize that in light of the social disconnections that have occurred in the wake of COVID-19, distance learning cannot occur without first addressing the social-emotional needs of our students, teachers and families. Furthermore, we recognize that to attend to these social emotional learning needs, we must provide the necessary support and resources to all district stakeholders to build a community of collective understanding of how we can attend to students as well as each other.
- Counselors, psychologists, and school social workers will provide student mental health and counseling services with telehealth options. Staff will prepare and plan to support students returning to school and various mental health needs related to COVID-19.
- Each school will need to plan for building a broad coalition to integrate SEL and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.
- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.

Plan for Resources and Referrals for Mental Health, Behavioral, and Emotional Support Services

- We will consider instructional strategies that best work for our schools and classrooms. (i.e. community meetings, restorative practices, small group mentoring, brain breaks).

- We will have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.
 - Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.
 - Topics you may consider include but are not limited to:
 - Potential increases in bullying behavior;
 - Grief, loss, and trauma;
 - Mental health and supportive behaviors;
 - Bias, prejudice, and stigma;
 - Preparedness, hope, and resilience; and
 - Fear and anxiety.
- Utilize trained staff, as necessary, to support both staff and students that may feel unnerved by these topics or conversations.
- Utilize current Response to Intervention programs in each school to ensure appropriate interventions to support social-emotional well-being of our students.

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. In order to improve school culture and climate, we will:

- Assess the school climate to identify vulnerabilities and implement evidence-based strategies to address identified needs.
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Family Support Services

Family Support Services (FSS) will continue to serve as a resource for linking families to various outside agencies, specialized mental health providers, and other supportive professionals to better meet family and student needs for specialized therapy and treatment. FSS will continue to work with our community partners to ensure access to mental health and trauma supports for students, families and staff members.

Professional development for how to talk to students about the on-going health crisis, as well as support for developing coping and resilience skills for students, faculty, and staff.

- Provide professional development to support educators.
- Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
- Understanding and utilization of trauma-informed practices.
- Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.
- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support.
- Be proactive in preparing access to mental health and trauma supports for adults and students, which include our partnerships with outside entities and agencies. Planning will include the methods for continually conveying information on how to access both school and community support to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

SEL Practice 1:**Take time to cultivate and deepen relationships, build partnerships, and plan for SEL**

Activity	Elementary	Middle	High
Foster new relationships that elevate student and family voice	<p>Develop guided conversation points for staff when connecting with the families/students for initial and ongoing communication.</p> <p>Contact information of point person provided to the families/students.</p> <p>Engage the Student Council to address any concerns and suggestions for improvement within the school or within the distanced learning.</p> <p>Have office hours for parents to report concerns and meet with mental health providers. If remote instruction only, parent to make appointments via email during that scheduled time.</p>	<p>Develop guided conversation points for staff when connecting with the families/students for initial and ongoing communication.</p> <p>Contact information of point person provided to the families/students.</p> <p>Engage students from WEB Advisors and Student Council to address any concerns and suggestions for improvement within the school or distance learning.</p> <p>Building level teams and individual connections will be used to establish deeper relationships with students and families.</p> <p>Explore the possibility of surveying students and families to assess needs and concerns.</p> <p>Have office hours for parents/ students to report concerns. If remote instruction only, parents /students can make appointments via email during that scheduled time.</p>	<p>Connections made with students in individual classes. Discussions regarding the impact of COVID to occur within this setting.</p> <p>Utilize Shared Decision Making Team, PTSA and Principal’s advisory panel.</p> <p>Explore the possibility of surveying students and families to assess needs and concerns.</p> <p>Have office hours for parents/students to report concerns. If remote instruction only, parents/students to make appointments via email during that scheduled time.</p>
Use two-way communication strategies	Mental health professionals attend a PTA meeting to offer	Educate staff and families about satellite services that are	Educate staff and families about satellite services that are available through FSS.

	<p>support or connect families with resources.</p> <p>Mental health contact information to be provided on principal and teacher newsletters.</p> <p>Morning meetings provide a forum for students to present questions and concerns.</p> <p>Remind staff and families about satellite services that are available through FSS.</p> <p>Video introduction of mental health support providers.</p>	<p>available through FSS.</p> <p>Google Classroom by Student Services to connect with students.</p> <p>Use Messaging system to share information with parents and offer help if needed.</p> <p>Video introduction of mental health support providers.</p>	<p>Make mental health contact information available to parents and students.</p> <p>Video introduction of mental health support providers.</p>
Examine the impact of SEL efforts	<p>Qualitative information gathering from teachers from their individual connections to be shared at grade level meetings. Mental health providers to attend the grade level meetings.</p>	<p>Qualitative information gathering from teachers from their individual connections to be shared at grade level meetings. Team leaders to connect with Student Services in regards to ongoing needs.</p> <p>Make every effort to have students sign onto Student Services Google Classroom. Send out forms to collect data on Social Emotional health.</p>	<p>Qualitative information gathering from Principal's Advisory Panel, Shared Decision Making Team, Department Leaders, and Instructional Support Team.</p>
Build a broad coalition and integrate SEL	<p>Develop a building based team to consist of grade level chairs, mental health providers and administrator to discuss goals of each area, implementation</p>	<p>Team meetings with student services and administrators to discuss goals of each area, implementation and effectiveness of plans.</p>	<p>Utilize established building-based department leadership and PPS teams to discuss goals, implementation, and effectiveness of plans.</p> <p>Utilize Comprehensive Counseling Plan Advisory</p>

	and effectiveness of plans. Provide updates to families through principal newsletters.	Use school messaging system to update families.	Committee to examine implementation needs.
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SEL Practice 2:

Provide opportunities where adults can connect, heal, and build their capacity to support students.

Activity	Elementary	Middle	High
Allow space for connection and healing among adults	Take 5-15 minutes at every faculty meeting to have an opportunity for teachers to share their questions and concerns, or mindfulness exercise or self-care exercise. Provide a forum/place (online) for teachers to submit ongoing questions, concerns, fears, etc. to be fielded by building committee.	Provide a forum/place (online) for teachers to submit ongoing questions, concerns, fears, etc. Provide a central location (in each building or online) for adult resources and fielded by grade level representatives.	Provide a forum/place (online) for teachers to submit ongoing questions, concerns, fears, etc. Provide a central location (in each building or online) for adult resources fielded by department chairpersons and/or building-level union representatives.
Ensure access to mental health and trauma supports	Have a representative from the Employee Assistance Program attend/pre-record a staff development day to talk about services provided and how to access them.	Have a representative from the Employee Assistance Program attend/pre-record a staff development day to talk about services provided and how to access them.	Have a representative from the Employee Assistance Program attend/pre-record a staff development day to talk about services provided and how to access them.
Identify opportunities for innovation and anti-racist practices	Grade level time allotted toward conversations regarding teaching tolerance, distance learning challenges and COVID issues.	Team meeting time allotted toward conversations regarding teaching tolerance, distance learning challenges and COVID issues. Discussions should be documented and shared to those that	Department meeting time allotted toward conversations regarding teaching tolerance, distance learning challenges and COVID issues.

		can not attend meetings.	
Provide embedded professional learning	<p>Provide additional training on culturally responsive classrooms during the school year.</p> <p>Utilize Family Support Services connections to provide socioemotional PD.</p> <p>Assess teachers' need for additional, on-going training for trauma sensitive classrooms.</p>	<p>Provide additional training on culturally responsive classrooms during the school year.</p> <p>Utilize Family Support Services connections to provide socioemotional PD.</p> <p>Assess teachers' need for additional, on-going training for trauma sensitive classrooms.</p>	<p>Provide additional training on culturally responsive classrooms during the school year.</p> <p>Utilize Family Support Services connections to provide socioemotional PD.</p> <p>Assess teachers' need for additional, on-going training for trauma sensitive classrooms.</p>

SEL Practice 3:

Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity	Elementary	Middle	High
Build adult-student and peer relationships	<p>Connect staff with every student for check-ins.</p> <p>Staff to identify students they have a relationship with and then students assigned after that.</p> <p>Morning meetings with teacher as touch point with group Increased opportunity for social activities within the school day for in person instruction only. Increase the capacity for faculty to implement Restorative</p>	<p>Connect staff with every student for check-ins.</p> <p>Explore the possibility of training for restorative practice circles.</p> <p>Welcome back signs - access WEB/PTA for assistance.</p> <p>6th grade team teachers will provide the opportunity for students to ask any questions or share concerns regarding the new building. Replay video</p>	<p>Classroom teachers will connect with students through relationship building practices.</p> <p>Increase the capacity for faculty to implement Restorative Practice Circles.</p> <p>Welcome back signs - Access PTSA and Student Council for assistance.</p> <p>Classroom teachers will provide the opportunity for students to ask any questions or share concerns regarding changes to typical school routines.</p>

	<p>Justice Circles.</p> <p>Welcome back signs - Access PTA for assistance.</p> <p>Tours provided for 2nd grade students that transitioned to a new building. Provide a replay of video orientations.</p>	orientations.	
Weave in opportunities for SEL practice and reflection	<p>Staff to continue connections weekly, build relationships through notes, phone calls, google meets, individual meetings.</p> <p>Small Group instruction/play game/social opportunity virtually - utilize special area teachers.</p> <p>Second Step and Restorative Justice circles to provide instruction on coping skills and resiliency.</p> <p>Theme days to continue if instruction is provided through remote learning only and hybrid model.</p>	<p>Staff to continue connections weekly, build relationships through notes, phone calls, google meets, individual meetings.</p> <p>Small Group instruction/play game/social opportunity virtually - utilize special area teachers.</p> <p>Instruction of coping skills and resiliency to provide through the Heath/PE curriculum.</p> <p>Theme days/Spirit Week/student activities to continue to be provided during remote learning and hybrid model as well.</p>	<p>Staff to continue connections weekly, build relationships through notes, phone calls, google meets, individual meetings.</p> <p>Small Group instruction/social opportunity virtually - utilize special area teachers.</p> <p>Instruction of coping skills and resiliency to provide through the Heath/PE curriculum.</p> <p>Theme days/Spirit week, as well as other Student Council driven social activities.</p>
Implement a comprehensive system of supports	<p>Review mental health supports for students to staff, referral process reviewed.</p> <p>Mental health providers attend a morning meeting in each classroom to introduce themselves in school or hybrid</p>	<p>Review mental health supports for students to staff, referral process reviewed.</p> <p>Create videos for teachers to show students for seeking mental health support and for new teachers.</p>	<p>Review mental health supports for students to staff, referral process reviewed.</p> <p>Create videos for teachers to show students for seeking mental health support and for new teachers.</p> <p>Training on trauma, typical emotional responses and</p>

	models employed. Training on trauma, typical emotional responses and creating a trauma informed classroom for all teachers, staff and support staff (including cafeteria monitors, bus drivers,etc), Recorded presentation put together.	Training on trauma, typical emotional responses and creating a trauma informed classroom for all teachers, staff and support staff (including cafeteria monitors, bus drivers,etc), Recorded presentation put together.	creating a trauma informed classroom for all teachers, staff and support staff (including cafeteria monitors, bus drivers,etc), Recorded presentation put together.
Discuss the impact of the pandemic and racial inequity	Administration to communicate to faculty the need to have conversations regarding the impact of the pandemic, fact/fiction of COVID, and address racial inequities at a developmentally appropriate level.	Administration to communicate to faculty the need to have conversations regarding the impact of the pandemic, fact/fiction of COVID, and address racial inequities.	Administration to communicate to faculty the need to have conversations regarding the impact of the pandemic, fact/fiction of COVID, and address racial inequities.
Collaborate with families and partners	Family Support Services to provide monthly virtual seminars to families. Collaboration with Horizons and the parents/community.	Family Support Services to provide monthly virtual seminars to families. Collaboration with Horizons and the parents/community.	Family Support Services to provide monthly virtual seminars to families. Collaboration with Horizons and the parents/community.

SEL Practice 4:

Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Activity	Elementary	Middle	High
Elevate student voice in reflecting and acting on data	Engage the Student Council to address any concerns and suggestions for improvement within	Engage students from WEB Advisors and Student Council to address any concerns and suggestions for	Engage students from the Principal's Advisory Panel, Shared Decision Making Team, and Student Council to address concerns and

	<p>the school or within the distanced learning.</p>	<p>improvement within the school or distance learning.</p> <p>Use Student Services Google classroom to share information about data and allow students to reflect and comment. Possible use of student surveys to be done in a class or with the WEB group.</p> <p>Create an open and nurturing relationship between students and support staff.</p>	<p>provide suggestions for improvement within the school or regarding distance learning.</p>
<p>Support educators in reflecting on instruction and environment</p>	<p>Provide teachers the opportunity to collaborate and watch/work with each other to reflect on what is working and how to support each other in learning new skills, fostering social emotional skills in the classroom and through distance learning.</p>	<p>Build time into team and/or faculty meetings for faculty to reflect on techniques that are working well and challenges they may be experiencing.</p>	<p>Build time into building leadership and/or faculty meetings for faculty to reflect on techniques that are working well and challenges they may be experiencing.</p>
<p>Partner with families and community members to improve experiences and outcomes</p>	<p>Building level committee should explore periodic surveys to families to provide an opportunity to reflect on what has been done and what needs continue to exist.</p> <p>Partner with PTA to provide opportunity for reflection and feedback on experiences and potential concerns.</p>	<p>Building level committee should explore periodic surveys to families to provide an opportunity to reflect on what has been done and what needs continue to exist.</p> <p>Partner with PTA to provide opportunity for reflection and feedback on experiences and potential concerns.</p>	<p>Partner with PTSA to provide opportunity for reflection and feedback on experiences and potential concerns.</p> <p>Building level committee should explore periodic surveys to families to provide an opportunity to reflect on what has been done and what needs continue to exist.</p>

*The practices and steps outlined in this document would be implemented in a 100% in-person, partial/hybrid, or 100% distance learning model.

*The GICSD Comprehensive Guidance Plan Document is an additional resource that provides comprehensive information regarding district planning for SEL.

School Schedules

In-Person Model (All Students)

All staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be present and involved in the school environment. In addition, instructional programs, for the most part, will maintain their current integrity.

Hybrid Model (50% reduced density)

Students will attend school with an altered schedule to reduce student population within the building and each classroom to approximately 50%. Students would attend school in-person for a two days a week following an A/B cohort model.

- A/B Cohorts of students are divided by the alphabet.
- Students with the last name beginning with the letters A-L attend school 2 days (Mon-Thurs) ...while the students with the last name beginning with the letters M-Z are home.
- The students with the last name beginning with the letters M-Z who previously were home would come to school and attend for 2 days (Tues-Fri) while students with the last names beginning with A-L are home.
- Wednesday would be a day where all students are home.
- When any student is home, there will be teacher directed instruction available everyday using Chromebooks and iPads.

Social distancing measures will be in place and masks are to be worn as part of this Hybrid model. Using this model, students will be present and in the school building participating (for a portion of the time) in learning activities in a smaller group setting. During the time that students are not present for in-person instruction, they will receive a combination of asynchronous and synchronous instruction, as appropriate from a certified teacher.

Students and teachers will have regular substantive interaction that includes routine scheduled times for students to interact and seek feedback/support from their teachers. Attendance will be taken during remote instruction to monitor teacher and student interactions and maintain progress.

In any of the three instructional models, students at each of the Grand Island schools will be taught in accordance with the applicable New York State Learning Standards

Total Remote Learning (100% reduced density)

Students will attend school remotely. All of the virtual or remote learning that is present within the Hybrid model will continue within the total remote model.

Start and End Times will be staggered for our school buildings. This new start and end time will operate with 100% of students back to school or with a Hybrid model of 50% present during the 2020-2021 school year. These changes will allow for a decrease in density on buses for either model.

MS/HS Notes	VCMS	HS	Elementary Notes	Huth	Kaegebein	Sidway
MS/HS buses begin unloading	7:05	7:48	Elementary buses begin unloading	8:28	8:28	9:05
HR/Class Begins	7:15	7:58	HR/Class Begins	8:43	8:43	9:25
Last Class Ends	1:25	2:18	Last Class Ends	2:53	2:53	3:35
Bus Leaves Campus	1:35	2:26	Bus Leaves Campus	3:06	3:06	3:45

Example of Proposed Hybrid Schedule - September

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1			9/9 - Last Name Begins With A-L	9/10 - Last Name Begins With M-Z	9/11 - Deep Clean - All Kids Home - Teacher Directed Instruction
Week 2	9/14 - Last Name Begins With A-L	9/15 - Last Name Begins With M-Z	9/16 - Deep Clean - All Kids Home - Teacher Directed Instruction	9/17 - Last Name Begins With A-L	9/18 - Last Name Begins With M-Z
Week 3	9/21 - Last Name Begins With A-L	9/22 - Last Name Begins With M-Z	9/23- Deep Clean - All Kids Home - Teacher Directed Instruction	9/24 - Last Name Begins With A-L	9/25 - Last Name Begins With M-Z
Week 4	9/28 - Last Name Begins With A-L	9/29 - Last Name Begins With M-Z	9/30- Deep Clean - All Kids Home - Teacher Directed Instruction	10/1 - Last Name Begins With A-L	10/2 - Last Name Begins With M-Z

High-Needs Students

Students considered high-needs may be prioritized for full-time in-person learning when feasible. For example, some students from special populations such as Life Skills Special Education will attend Monday, Tuesday, Thursday and Friday as appropriate.

Absenteeism

The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion have a positive correlation, and therefore, has developed a Comprehensive Student Attendance Policy.

The record of each student's presence, absence, tardiness, and early departure will be kept in a register of attendance in a manner consistent with Commissioner's regulations. This information will be collected in Infinite Campus, the District's student management system. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

The District has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards.

- A. *Excused*: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, medical appointments, approved college visits, approved cooperative work programs, military obligations or administratively approved school-sponsored activities or other such extraordinary reasons as approved by the administration.
- B. *Unexcused*: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

Chronic Absenteeism

For accountability purposes, chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused.

The District will implement intervention strategies for students who are at risk of becoming chronically absent.

Attendance will be taken and recorded in accordance with the following:

- A. For students in non-departmentalized kindergarten through grade 6 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as art, music, physical education), the student's presence or absence will be recorded after the taking of attendance once per school day.
- B. For students in grades 7 through 12, each student's presence or absence will be recorded after the taking of attendance in each period of scheduled instruction. For grades 7 through 12, attendance for each period of instruction will be recorded on the student's report card.
- C. Any absence for a school day or portion thereof will be recorded as excused or unexcused in accordance with the standards articulated in this plan.
- D. In the event that a student at any instructional level from grades K through 12 arrives late for, or departs early from, scheduled instruction, the tardiness or early departure will be recorded as excused or unexcused in accordance with the standards articulated in this plan.

At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure will be coded on a student's record in accordance with the established District or building procedures.

In order to effectively intervene when an identified pattern of excused absences, unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- A. Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused absences, unexcused absences, tardiness or early departures);
- B. Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent or person in parental relation will be contacted;
- C. Discuss with appropriate personnel (e.g., social worker, counselor, Student Support Teams and Family Support Center) strategies to directly intervene with specific element;
- D. Recommend interventions to administration or his/her designee if it relates to change in District policy or procedure;
- E. Implement strategies, as approved by appropriate administration;
- F. Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- G. Monitor and report short and long term effects of intervention.

Digital Equity

Access

Consistent and reliable access to high-speed internet at sufficient levels allows students and teachers to fully participate in remote/hybrid learning models. The District has communicated with teachers and parents the proper steps to take if there are connectivity issues or if they are in need of MiFis (hotspots). These communications have occurred via phone and email.

Devices

The District has purchased a 1:1 mobile computing device for every child from grade 2 through grade 12. The District is currently working to purchase a mobile device for every child from K- grade 1 as well. We mostly have Chromebooks. We will have iPads for our primary students.

All teachers and students in grades 2-12 will have a District provided device available to use in school or at home. Grades K and 1 will have devices within the first few months of school beginning.

The District will continue to gather information from teachers regarding the responsiveness of students while students are learning from home. We utilized this method last spring to find where accessibility was the hurdle for students who were not completing course work.

To the extent practicable, we will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access. The District will work with our local BOCES to purchase waif hotspots for students with insufficient access at home.

The District will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet. Students who do not have devices when school begins (grades K-1) will be provided with print material to work on during the remote and blended models. Teachers will also communicate with parents via, phone, email and online meetings to keep them abreast of their child's progress.

Learning Standards

Even before the COVID-19 pandemic, the inequitable access of technology and internet services in students' places of residence was a priority to be addressed. Our plan provides all students access to their own Chromebook and internet connectivity for those that do not have access in their homes.

Professional Development is provided for principals and teachers to design effective remote/online learning experiences utilizing best practices for instruction in remote online settings.

Through the use of our District's e-Learning coaches, we are able to provide ongoing support with technology to students, parents, and families. Many teachers are participating in professional development over the summer to increase their skills in Google Classroom and other Google Suite products. Teachers are preparing for the new school year by participating in these trainings that focus on using instructional and assessment tools to create connections with students and demonstrate mastery of learning standards in remote and blended models; as well as create interactive content for in school and/or remote learning. Throughout the process, the District ensures student data privacy in compliance with NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

Teaching and Learning

The following section describes instructional models, prioritizing standards, academic gaps and interventions, structures and expectations for K-12 hybrid/remote learning, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the District will determine the instructional model for the 2020-2021 school year. All core and special area courses will follow the specifications of the determined model.

In-Person Model (All Students)

All staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be present and involved in the school environment. In addition, instructional programs, for the most part, will maintain their current integrity.

Hybrid Model (50% reduced density)

Students will attend school with an altered schedule to reduce student population within the building and each classroom to approximately 50%. Students would attend school in-person for a two days a week following an A/B cohort model.

- A/B Cohorts of students are divided by the alphabet.
- Students with the last name beginning with the letters A-L attend school 2 days (Mon-Thurs) ...while the students with the last name beginning with the letters M-Z are home.
- The students with the last name beginning with the letters M-Z who previously were home would come to school and attend for 2 days (Tues-Fri) while students with the last names beginning with A-L are home.
- Wednesday would be a day where all students are home.
- When any student is home, there will be teacher directed instruction available everyday using Chromebooks and iPads.

Social distancing measures will be in place and masks are to be worn as part of this Hybrid model. Using this model, students will be present and in the school building participating (for a portion of the time) in learning activities in a smaller group setting. During the time that students are not present for in-person instruction, they will receive a combination of asynchronous and synchronous instruction, as appropriate from a certified teacher.

Students and teachers will have regular substantive interaction that includes routine scheduled times for students to interact and seek feedback/support from their teachers. Attendance will be taken during remote instruction to monitor teacher and student interactions and maintain progress.

In any of the three instructional models, students at each of the Grand Island schools will be taught in accordance with the applicable New York State Learning Standards

Total Remote Learning (100% reduced density)

Students will attend school remotely. All of the virtual or remote learning that is present within the Hybrid model will continue within the total remote model.

Curriculum and Instruction

The District has focused on ensuring alignment of coursework vertically, horizontally, and to the applicable standards to provide clarity around what is to be taught and what students should learn. Furthermore, curriculum alignment fosters efficient planning and more efficient sharing of resources. Regardless of delivery model, the expectation is that students will be provided with the same content knowledge and skills from all the teachers of a given course/grade level.

Academic Gaps and Interventions

The District has established instructional practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RtI) process applicable to all students. The Grand Island Central School District will provide appropriate prevention, intervention and/or remediation while ensuring high quality instruction and access to grade level standards for all.

Response to Intervention is structured as a three-tiered program. Tier 1 provides Prevention through standard based, high quality, differentiated instruction. Tier 2 provides Intervention through targeted grouping with essential standard focused instruction. Tier 3 provides Remediation through smaller groups. (1-3 students)

Structures and Expectations for K-12 Hybrid/Remote Learning

A predefined set of structures has been established for hybrid/remote learning. When planning for and delivering instruction, all faculty and staff will follow the expectations outlined below:

Systems Management

Grades K-12 will use Google Classroom to post assignments, communicate with students and parents, create assessments, and share digital information.

Teachers will plan, deliver, and manage the learning content for hybrid/remote instruction.

Learning content may be created in other applications, uploaded, and organized within the Google Classroom environment. Instructional content may include documents, videos, learning activities, and assessments.

- All students will be provided with an electronic device for use at home.
- Portable connections to the internet will be provided for students who do not have an internet connection at home.
- Keep and/or establish a regular school schedule with times for course/subject area instruction. Times established by K-3, 4-6, 7-8, 9-12 grade level bands.
- Attendance will be taken in the Infinite Campus system as directed by the building principal.

Communication Protocols for Students and Families

- Clear communication will be provided to students and families to share course expectations and online learning participation expectations, including set office hours and opportunities to collaborate with educators and other students.
 - Building based welcome letters will be sent to all students and families including directions for parent access to the Google Classroom.
 - Teachers will follow-up and welcome all students and families outlining class/course schedule and online participation expectations, including teacher contact information.

- Teachers will respond in a timely manner to all instructionally relevant emails, discussion board posts, and submitted work.
- In addition to daily class meetings, teachers will host regular office hours for individual student questions
- Establish remote classroom materials access for students and families
 - Provide guidance and ensure all students are able to login to all systems that are a part of the class/course
 - Setup, test, and troubleshoot hardware in the audio/video enabled meeting space
 - Communicate tech-help protocol for logistical and technical help

Setting Learning Objectives

- Establish weekly learning targets that are posted to the Google Classroom with clear instructions that can be followed on or off-site.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.
- Ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily/weekly/set interval.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning as needed.

Engagement Strategies and Online Tools

Asynchronous Learning: asynchronous learning occurs when students work independently on learning activities and assignments in a virtual setting. Teachers provide lesson content through written materials and visual presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous Learning - synchronous learning occurs when students join an audio/video enabled meeting at the same time in a virtual setting. This space is greatly enhanced when the meeting includes an interactive opportunity to chat or break out into separate discussions. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners.

- Using video conferencing (Google Meet) software for live (synchronous) lesson instruction.
 - One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in a face-face classroom may feel more comfortable sharing a response in chat. Students can also ask questions and provide insights during the lesson.
 - Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the virtual classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations. Students may type or click at different speeds.
 - During class meetings, instructors can use G-Suite and other online tools to keep learners engaged in the material. Design activities that learners must respond to using the by typing or drawing. Remember that using the interactive tools may be new for some learners. Offer a practice activity (scavenger hunt) to give them the time and opportunity to figure out how the tools work. When assigning any Google type document through Google Classroom, use the setting “make a copy for

each student” so that progress is visible to the teacher as the student works on it. It will also provide information on when the student opens the document.

- Video conference lessons can be recorded (asynchronous) and the saved file can easily be shared with students.

Elementary - Teaching and Learning

Scenario 1 - 100% of students return

All students are returning to school, 5 days/ week

Teachers are encouraged to take students outside as much as possible for exercise, change of scenery and mask breaks.

<u>Arrival and Dismissal</u>	<u>Supplies and Materials</u>	<u>Schedule</u>	<u>Specials</u>	<u>Lunch</u>	<u>Social/Physical Distancing</u>
*****	*****	*****	*****	*****	*****
<p>1. Arrival and dismissal by buses is staggered for the three elementary schools, allowing for social distancing on the bus.</p> <p>2. Buses are unloaded and loaded a few at a time, limiting the number of students entering and exiting the building at once.</p> <p>3. Arrival and dismissal for walkers or students who do not bus is monitored by faculty and staff in the parking lot and/or exits, limiting the number of adults entering the building.</p>	<p>1. Students do not share any materials. Students keep all learning tools and materials in pencil boxes, chair packs, bins or desks, labeled with the student’s name.</p> <p>2. Classroom books and materials do not travel home.</p> <p>3. Students select books (book shop) for Reading Workshop on a schedule determined by the teacher, 1x per week. Instructional books are kept in the student’s desk, book box or bin for 1 week and returned on the scheduled day. Books sit for 24-48 hours before being reshelved.</p>	<p>1. Students stay with class (cohort) for all learning activities.</p> <p>2. Students stay at the same desk or table for all learning activities.</p> <p>3. Masks are worn throughout the day. Mask breaks to be provided behind a barrier, on a schedule determined by the teacher.</p> <p>4. Students stay with the same cohort for lunch, as much as possible.</p> <p>5. Plastic barriers on all desks and tables, including lunch tables, kidney tables and between computers in the lab.</p> <p>6. No</p>	<p>1. Art, Music and Library travel to the classrooms. All materials for art are student specific and stored in each student’s own receptacle such as desk, pencil box, chair pack, Ziploc bag, etc. The Library teacher travels to the classroom with a limited number of books from which to choose. Students point to the book they want. PE is outside when possible or in tents if available or split between gym and fitness center to allow for social distancing.</p> <p>2. Library books are allowed to go home for 1 week. Books sit for 24-48 hours before being reshelved.</p> <p>3. Library rotation to classrooms is 20 minutes. Principals to schedule.</p> <p>4. Playgrounds can be utilized 1 class at a time if students are able to socially distance. Students</p>	<p>1. Plastic barriers are used on all tables in the cafeterias. The number of students at each table is specific to each building. Seating is color coded and/or numbered. Students sit in the same area every day.</p> <p>2. When available, additional space is utilized for lunches, such as the community room (Huth), 2nd cafeteria (Kaegebein) and fitness room (Sidway) to provide more seating.</p> <p>3. No lunches in the classrooms due to allergies and supervision concerns.</p> <p>4. Students wear masks while in line and while proceeding to designated tables. Once seated behind the barrier, masks may be removed to eat.</p>	<p>1. Signage in hallways, directing one-way traffic. Traffic patterns are unique to each building.</p> <p>2. Signage in bathrooms, cafeteria and gym directing traffic flow.</p> <p>3. Hallways with classrooms that do not have bathrooms will collaborate and develop a schedule for bathroom breaks to reduce density in the bathrooms.</p> <p>4. Barriers on all desks and tables. Students wear masks at all times except while eating and while taking a scheduled mask break.</p> <p>5. Carpets removed to prevent gathering, free up space and to help with maintaining a clean environment.</p> <p>6. Non district furniture removed to increase space in the classroom and help with social distancing.</p>

<p>4. No parents or visitors are permitted in the building with the exception of those monitored by faculty at the end of the day for pick up.</p>	<p>4. Lockers - students access lockers in the morning and at the end of the day only. Lockers are assigned by cohorts, alternating to allow for social distancing. Supplies such as art smocks, change of clothes are kept in ziplock bags.</p> <p>5. Teacher's College will provide videos for Reading, Writing and Phonics Workshop that <i>can</i> be utilized in lesson planning. This will help to ensure that all students are receiving consistent Units of Study instruction.</p>	<p>assemblies No Field Trips</p> <p>7. UPK students are divided into two groups of 9. One group is supervised by the teacher and one by the TA in a separate location. The teacher is responsible for instruction to both groups. Side entrance used for separate, controlled arrival and dismissal. Arrival and dismissal times staggered.</p> <p>8. Hand washing and mask etiquette will be taught to all students.</p> <p>9. Teachers and students report 5 days / week.</p>	<p>must wash hands before and after playground use.</p>		<p>7. Drinking fountains have been disconnected with the exception of the water bottle filler. MORE bottle filler fountains are needed at the elementary schools.</p> <p>8. Hand sanitizer stations needed in classrooms without sinks.</p>
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Scenario 2 - HYBRID MODELS

Teachers are encouraged to take students outside as much as possible for exercise, change of scenery and mask breaks.

Option 2 - alternating days by alphabet

<u>Arrival and Dismissal</u>	<u>Supplies and Materials</u>	<u>Schedule</u>	<u>Specials</u>	<u>Lunch</u>	<u>Social/Physical Distancing</u>
<p>*****</p> <p>1. Arrival and dismissal by buses is staggered for the three elementary</p>	<p>*****</p> <p>1. Students do not share any materials. Students keep all learning tools and</p>	<p>*****</p> <p>1. Students stay with class (cohort) for all learning activities. 2. Students stay at</p>	<p>*****</p> <p>1. Art, Music and Library travel to the classrooms. All materials for art are student specific and stored in each</p>	<p>*****</p> <p>1. Plastic barriers are used on all tables in the cafeterias. The number of</p>	<p>*****</p> <p>1. Signage in hallways, directing one-way traffic. Traffic patterns are unique to each building.</p>

<p>schools, allowing for social distancing on the bus.</p> <p>2. Buses are unloaded and loaded a few at a time, limiting the number of students entering and exiting the building at once. 3. Arrival and dismissal for walkers or students who do not bus is monitored by faculty and staff in the parking lot and/or exits, limiting the number of adults entering the building.</p> <p>4. No parents or visitors are permitted in the building with the exception of those monitored by faculty at the end of the day for pick up.</p>	<p>materials in pencil boxes, chair packs, bins or desks, labeled with the student's name.</p> <p>2. Classroom books and materials do not travel home, with the exception of chrome books, if necessary.</p> <p>3. Students select books (book shop) for Reading Workshop on a schedule determined by the teacher, 1x per week. Instructional books are kept in the student's desk, book box or bin for 1 week and returned on the scheduled day. Books sit for 24-48 hours before being reshelfed.</p> <p>4. Lockers - students access lockers in the morning and at the end of the day only. Lockers are assigned by cohorts, alternating to allow for social distancing. Art Smocks and other personal belongings such as change of clothes are kept in Ziploc bags.</p> <p>5. Teacher's College will provide videos for Reading, Writing and</p>	<p>the same desk or table for all learning activities.</p> <p>3. Masks are worn throughout the day. Mask breaks to be provided behind a barrier, on a schedule determined by the teacher.</p> <p>4. Students stay with the same cohort for lunch, as much as possible.</p> <p>5. Plastic barriers on all desks and tables, including lunch tables, kidney tables and between computers in the lab.</p> <p>6. Teachers provide videos for all subject areas for the students who are not attending in person.</p> <p>7. Videos are sent out daily.</p> <p>8. Teachers may collaborate to most effectively create video lessons for each subject area.</p> <p>9. Teachers report daily. Wednesday is reserved for planning, videotaping, connecting with students and deep cleaning.</p> <p>10. No assemblies No Field Trips</p>	<p>student's own receptacle such as desk, pencil box, chair pack, ziploc bag, etc. The Library teacher travels to the classroom with a limited number of books from which to choose. Students point to the book they want. PE is outside when possible or in tents if available or split between gym and fitness center to allow for social distancing.</p> <p>2. Library books are allowed to go home for 1 week. Books sit for 24-48 hours before being reshelfed.</p> <p>3. Students have 1 PE per week. Art and Music alternate weeks.</p> <p>4. Library rotation to classrooms is 20 minutes. Principals to schedule.</p> <p>5. Playgrounds can be utilized 1 class at a time if students are able to socially distance. Students must wash hands before and after playground use.</p>	<p>students at each table is specific to each building. Seating is color coded and/or numbered. Students sit in the same area every day.</p> <p>2. When available, additional space is utilized for lunches, such as the community room (Huth), 2nd cafeteria (Kaegebein) and fitness room (Sidway) to provide more seating.</p> <p>3. No lunches in the classrooms due to allergies and supervision concerns.</p> <p>4. Students wear masks while in line and while proceeding to designated tables. Once seated behind the barrier, masks may be removed to eat.</p>	<p>2. Signage in bathrooms, cafeteria and gym directing traffic flow.</p> <p>3. Hallways with classrooms that do not have bathrooms will collaborate and develop a schedule for bathroom breaks to reduce density in the bathrooms.</p> <p>4. Barriers on all desks and tables. Students wear masks at all times except while eating and while taking a mask break.</p> <p>5. Carpets removed to prevent gathering, free up space and to help with maintaining a clean environment.</p> <p>6. Non district furniture removed to increase space in the classroom and help with social distancing.</p> <p>7. Drinking fountains have been disconnected with the exception of the water bottle filler. MORE bottle filler fountains are needed at the elementary schools.</p> <p>8. Hand sanitizing stations needed in classrooms without sinks.</p>
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	<p>Phonics Workshop that are strongly encouraged to be utilized in lesson planning. This will help to ensure that all students, both in person and virtual are receiving consistent Units of Study instruction.</p>	<p>11. UPK students are divided into two groups of 9. One group is supervised by the teacher and one by the TA in a separate location. Teacher is responsible for instruction to both groups. Side entrance used for separate, controlled arrival and dismissal. Times are staggered.</p> <p>9. Hand washing and mask etiquette will be taught to all students and reinforced daily.</p> <p>10. Students have in person instruction 2x/week and virtual instruction 3x/week.</p> <p>11. Band teachers teach lessons virtually on the days students are not doing in person learning.</p> <p>12. Teachers meet with entire class every morning in a google meet.</p>			
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Scenario 3 - Virtual Model

Arrival and Dismissal	Supplies and Materials	Schedule	Specials	Lunch	Social Distancing
***** N/A	***** All students will need a mobile device In the event	***** 1. Teachers develop classroom schedules for class meetings, student conferences.	***** Special Area Teachers provide virtual lessons on a weekly	***** N/A	***** N/A

	devices are not provided, packets will be made for every student.	2.Videos for each content area are provided to students. 3.Teachers collaborate to provide videos in all content areas.	schedule, including Band, Art, Music, PE and Library.		
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Secondary Teaching and Learning

MODEL 1- 100% Remote Learning

Remote learning will be conducted by teachers using Google Classroom with Chromebooks. The committee believes that all levels need to have some form of synchronous learning aligned to New York State Learning Standards. An all virtual model combining opportunities for asynchronous learning, independent practice, and opportunities for students to check-in with classroom teachers during available office hours will be implemented. At the high school level, we recommend that each course has a minimum of 1 assigned meeting time per week (twice for math and regents science courses). At the middle school level, we recommend that each core course has 2 assigned meeting times per week (this includes math, science, ELA , and social studies). We also feel it is important to limit the amount of online time for students by either condensing synchronous learning in a given day OR by only having synchronous learning only 1-2 days per week.

There are currently 3 options recommended for remote learning.

Thoughts on Balancing Synchronous vs. Asynchronous Learnings

- How can we make it work with all of the small groups/ classes at a secondary level? It seems impossible at the secondary level to allow each class to meet without overlap unless the current schedule it somehow utilized.
- Consolidating classes into a course is much more manageable.
- Some version of a synchronous learning schedule is necessary
- We could run a daily schedule over two days. (1-4 on Monday) (5-9 on Tuesday)
- We could run a full daily schedule two days per week.
- Time flexibility is an consideration
- Screen time is a consideration
- Attendance can be based on attendance in synchronous meetings OR based on daily login in records to Google classroom.

Option 1- Condensed Virtual Classroom Model

The condensed classroom model has teachers focus on teaching students enrolled in their academic course, not necessarily their class period. Most of the core courses will be scheduled in the mornings, in one of three blocks of time. Specials and elective courses will be scattered in the afternoon. This ensures that the average student has no more than approximately 2 hours and 15 minutes of synchronous learning per day. (Some students with more electives may have days with more or less). Specials and elective areas will be scheduled into the afternoon time periods to minimize overlap of coursework.

Sample Secondary Schedule for the Condensed Virtual Classroom Model

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:15	Music Phys Ed 9	Music Phys Ed 10	Music Phys Ed 11	Music Phys Ed 12	Music Phys Ed (Make up)

9:00 - 9:45	Algebra 2 Algebra 2 H Algebra Geometry H AP Calc Math 7	Earth Science AP Chemistry Physics Science 7	English 9 English 9 H English 10 H English 7	Global 9 US History AP US History Adv World 9 Social 7 AP Economics	Algebra 2 Algebra 2 H Algebra Geometry H AP Calc Math 7
10:00 - 10:45	Pre Calculus Prep Coll Math AP Stats Applied Math Math 8	Biology Biology H Chemistry H AP Physics College Env Science 8	AP Language AP Literature English 10 English 8	Global 10 Social 8 Intro Psych F.O.K Criminal Law AP Psych	Pre Calculus Prep Coll Math AP Stats Applied Math Math 8
11:00 - 11:45	Geometry Business Math Pre Calc H English 7	Chemistry PECS Sci AP Biology English 8 Anatomy	English 11 English 12 Social 7	Economics Government AP Govern AP World Social 8 SUPA Psych	Geometry Business Math Pre Calc H
12:00 -12:45	DDP Health Fashion	CAD 2 Public Speaking	Arch 1 Marketing	CAD 1 Creative Writing	Robotics Tourism
12:45- 1:30	CAD 3 Sport Mgmt Drawing/ Painting	Tech Des 1 Accounting	Entrepreneur AP Art Textiles	Arch 2 Theater and Act Cooking.	Tech Des 2 CFM
1:30- 2:20	Spanish 1 Mass Media Textiles	Spanish 2 French 2 Ceramics	Spanish 3 French 3 Studio Art	Spanish 103 French 103 Microsoft Office	Spanish 104 French 104 Photo 1

Advantages:

- Minimizes the amount of conflicts that occur to ensure students can access each class without the likelihood of overlap in core academic courses
- Teacher is delivering the same key material to a large number of students at a time, freeing him/ her up for more office hours/ opportunities for feedback and smaller group learning during the off times.
- Lessons will be supplemented throughout the week with additional asynchronous lessons.
- Provides breaks throughout each day to accommodate the needs of families and students so asynchronous work can be completed during these breaks, at night, during weekends or st times most convenient to the student and family.
- Lessons can be recorded and posted for those students who are unable to attend synchronous learning dates.
- Teachers can provide multiple other smaller scheduled class remote options for feedback, discussion, special education accommodations, etc.

Option 2- The Follow Your Schedule Model

In this model the 9 period schedule will be adjusted to a later start time and a later finish time. Students and teachers will be asked to “follow their schedule” two days per week using Google Meets. The other three days will be used for them to complete their online assignments, engage in asynchronous lessons, course work, etc. Teachers will also keep office hours and provide other

opportunities for student conferencing during the “off” days. The model can be adjusted to allow for synchronous learning any 2 (or 3) days per week.

Sample- Follow Your Schedule Template

Monday Day 1	Tuesday	Wednesday Day 2	Thursday	Friday
Period 1 8:45-9:25	Remote Learning (Asynchronous)	Period 1 8:45-9:25	Remote Learning (Asynchronous)	Remote Learning (Asynchronous)
Period 2 9:30- 10:10	Google Classroom	Period 2 9:30-10:10	Google Classroom	Google Classroom
Period 3 10:15- 10:55	Office Hours	Period 3 10:15-10:55	Office Hours	Office Hours
Period 4 11:00 - 11:40	Teacher Feedback	Period 4 11:00 - 11:40	Teacher Feedback	Teacher Feedback
Period 5 11:45 - 12:25		Period 5 11:45 - 12:25		
Period 6 12:30 - 1:10		Period 6 12:30 - 1:10		
Period 7 1:15- 1:55		Period 7 1:15- 1:55		
Period 8 2:00- 2:40		Period 8 2:00- 2:40		
Period 9 2:45- 3:25		Period 9 2:45- 3:25		

*8:30 - 3:30 Daily Teacher Schedule on 2 days during the week to allow for synchronous learning. Teachers will work all five days.

*Teachers maintain office hours on the other days and provide opportunities for small group meetings, feedback, flipped classroom learning, and completion of Google Classroom assignments, etc.

Advantages:

- No conflicts will occur to ensure students can access each class keeping the same kids together in classes of 29 or less.
- The teacher is delivering material to a manageable number of students, providing for more individualized attention.
- Lessons will be supplemented throughout the week with asynchronous learning, opportunities for office hours in which the teacher will have flexibility to add in additional learning opportunities, feedback, etc.
- Lessons can be recorded and posted for those students who are unable to attend synchronous learning dates.
- Attendance can be taken period by period on synchronous learning days. On other days it would need to be based on Google login data.

Option 3- The Alternating Schedule Model

In the Alternating Schedule Model we would run periods 1-4 on one day during a three hour time window and on the next day run period 5-9 during a three hour and forty five minute time window. This enables students to have synchronous learning in all full-year classes at least twice per week, while giving them a break on one day to work on asynchronous learning, Google classroom assignments, collaboration, and/or get help from teachers during scheduled office hours. Students (and teachers) would also have mornings and late afternoons to have office hours or provide additional opportunities for students. The model can be adjusted to allow for synchronous learning any 2 days per week.

	Monday Day 1	Tuesday Day 1	Wednesday	Thursday Day 2	Friday Day 2
10:00 - 10:45	Period 1	Period 5	Remote Learning (Asynchronous) Google Classroom Office Hours Teacher Feedback	Period 1	Period 5
10:45 - 11:30	Period 2	Period 6		Period 2	Period 6
11:30 - 12: 15	Period 3	Period 7		Period 3	Period 7
12:15 - 1:00	Period 4	Period 8		Period 4	Period 8
1:00 - 1:45		Period 9			Period 9

Advantages:

- Eliminates conflicts that occur to ensure students can access each class without any overlap.
- Reduces screen time to under four hours per day (at most).
- The teacher is delivering material to a manageable number of students (29 or under), providing for more individualized attention.
- Lessons will be supplemented throughout the week with opportunities for office hours in which the teacher will have flexibility to add in additional learning opportunities, feedback, etc.
- Lessons can be recorded and posted for those students who are unable to attend synchronous learning dates.
- Attendance can be taken period by period on synchronous learning days. On other days it would need to be based on Google login data.
- Students would get a break during a lunch or study hall period on synchronous learning days. (All lunches would fall on the “longer” period 5-9 days to ensure the student is getting four classes per day.
- This model is a shorter student day online than the Follow Your Schedule Model, but still provides plenty of opportunity to complete work and other virtual tasks.
- Less synchronous screen time.

Hybrid

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1			9/9 - Last Name Begins With A-L	9/10 - Last Name Begins With M-Z	9/11 - Deep Clean - All Kids Home - Teacher Directed Instruction

Week 2	9/14 - Last Name Begins With A-L	9/15 - Last Name Begins With M-Z	9/16 - Deep Clean - All Kids Home - Teacher Directed Instruction	9/17 - Last Name Begins With A-L	9/18 - Last Name Begins With M-Z
Week 3	9/21 - Last Name Begins With A-L	9/22 - Last Name Begins With M-Z	9/23- Deep Clean - All Kids Home - Teacher Directed Instruction	9/24 - Last Name Begins With A-L	9/25 - Last Name Begins With M-Z
Week 4	9/28 - Last Name Begins With A-L	9/29 - Last Name Begins With M-Z	9/30- Deep Clean - All Kids Home - Teacher Directed Instruction	10/1 - Last Name Begins With A-L	10/2 - Last Name Begins With M-Z

Advantages:

- Students will not be away from school for an extended period of time.
- May be better to touch base with special education students and provide other accommodations.
- Will help students progress through learning at the same rate for asynchronous learning to stay on pace.
- Students can generally know and plan for which students will be in attendance.

Model 3- Full-time In Person Instruction

Full time in person instruction is a model in which students follow their normal period by period bell schedule. In an attempt to limit the student population on our school buses, the District is suggesting an adjustment to the start and end times for each of the district schools. This will allow middle school students the opportunity to arrive at a different time as high school students, thus reducing the density of our students while riding on the school bus. Instruction will be provided in the classroom setting, with all content aligned with the New York State Teaching and Learning Standards.

For example, one adjusted schedule could be:

	Middle School	High School	Huth/ Kaeg	Sidway
Busses Unload	7:05	7:48	8:28	9:05
Home Room/ Start Time	7:15	7:58	8:43	9:25
Dismissal Time	1:26	2:18	2:53	3:35
Busses Leave	1:35	2:26	3:06	3:45
School Day	6hrs 10 min	6hrs 20 min	6hrs 10 min	6hrs 10 min

Considerations include:

- Shared faculty between the middle and high school
- Transportation time to ensure there is no delay in bus arrival / departure times
- Bus driver compensation and potential overtime
- Rolling dismissal vs. dismissing buses all at one time

Social Distancing-

- Face masks should be worn by students in all classrooms when students cannot be spaced 6 feet apart. They are also recommended in all classrooms even when social distancing is possible.
- Teacher desks (or teacher podium) should have plastic polycarbonate barriers.
- Plastic polycarbonate barriers will be on each student desk, or table.
- Each teacher will be provided with a face shield.
- Desks and barriers will need to be cleaned after each class dismissal. (Please refer to safety procedures for the use of recommended cleaning products).

Social Distancing in Special Areas

- Library- plastic polycarbonate barriers will be spaced out for high tables, low tables, and other student work areas. The library will be operating under a reduced capacity (50%). There will also be plastic polycarbonate barriers in the classroom space and for the two teacher desks.
- Music- There will need to be special considerations for Period 1 and Period 6 at the high school level.
 - Period 1- Wind ensemble (54 students), Orchestra (60), and Choir (55 students) are offered at the same time. (Also middle school has band and chorus at the same time)
 - Period 6- Concert Band (53 students) and Concert Choir (42 students) are offered at the same time.

Potential spaces:

 - Auditorium
 - Outdoor Tent
 - Upstairs Gymnasium (or Back Gymnasium)
 - Pool Area- emptied?
- Art- there may need to be a new spacing/configuration of the desks/ tables in the classroom. Plastic polycarbonate barriers will be provided
- Cafeteria- 50 to 75 classroom desks will be set up as overflow in the fusion space of the technology wing to accommodate student lunches in period 5 through 8. Students' desks will have plastic polycarbonate barriers and cleaning will occur in between lunches. We recommend the addition of a cafeteria monitor during the day (a reduction of an evening hall monitor).
- Life Skills Classroom- desks will be spread out and arranged to appropriately social distance the students. Different furniture and/or configuration may be needed and barriers will be provided.
- FACS Room- student tables will need to be spread out. Single-student desks may need to be utilized. Students may need to do individual projects instead of working in kitchen groups. Different furniture and/ or a new configuration may be needed and barriers will be provided.
- Technology Classrooms- student work stations will be spread out. Single-student desks may need to be utilized. Students may need to do individual projects instead of working in small groups. New configurations should be considered and plastic polycarbonate barriers will be provided.
- Physical Education- students will have access to the main gym, the back gym, and an outdoor tent. Between these three spaces classes will be divided and students will need to be socially distanced at 12 feet apart.
- Greenhouse- will not be utilized due to the small configuration of space within the structure.
- Senior Cafeteria- countertop space will be utilized for additional seating in addition to the octagonal tables containing plastic polycarbonate dividers.
- Casey's corner- only two students can work at a time (one inside the store and one outside of the store). Student employees must wear a face mask at all times, and wash/ sanitize hands after each customer interaction.

Locker Usage- lockers are only available for student use when they arrive to school in the morning, and when gathering their belongings to leave school at the end of the day. Teachers will be expected to maximize use of digital resources when possible to limit use of books, binders, and other physical items that will need to be carried to classes.

Backpacks- students will be allowed to carry their backpack during the school day. This will be revisited as we move throughout the year. Teachers will be expected to maximize use of digital resources when possible to limit use of books, binders, and other physical items that will need to be carried to classes. Teachers will ensure that students' backpacks do not obstruct the ability to exit the classroom in the case of emergency or infringe on the space of other students.

Screening-

- Parents will fill out a google form daily to certify that their child is free from COVID symptoms.
- Employees will certify they are free from COVID symptoms through a passive consent protocol.

- Teachers will be trained in symptoms of COVID and monitor students. If any students display symptoms he or she will be asked to report to the health office and be screened by the nurse.
- Students will be trained in the symptoms of COVID and self monitor. If a student feels he or she has any symptoms at any time he or she will ask to report to the health office to be screened by the nurse.

Technology Communication

- Students and parents should communicate any difficulty they may be having with the technology platform directly with the teacher first by email or through telephone.
- Difficulty that may occur with access to the internet or damaged/defective district-provided technology devices should be communicated to the point-person identified by the respective building (i.e., librarian, etc.). The point-person will then create a work order to inform the District IT department.

Special Education

<p>REOPENING PLAN A - <i>Minimal Social Distancing</i></p> <ul style="list-style-type: none"> • Least restrictive plan with social distancing required only where individuals may congregate, such as hallways, reception areas, cafeteria, restrooms, and locker rooms • School facilities are open; all students may be in school at the same time • Traditional instruction with preparation for Hybrid Learning
<p><u>Purpose:</u> The purpose of the protocols identified is to support educational practices in a typical school environment while <u>reducing the risk</u> of the covid-19 virus for students, staff and the greater school community. The protocols recommended in this plan are based on <u>reducing transmission</u> of the virus with certain universal precautions that are sustainable for students, staff and families as recommended by the Center for Disease Control (CDC) and the American Association for Pediatrics (AAP).</p>
<p><u>Guiding Principles:</u></p> <p>A. <u>SAFE</u> - All procedures and protocols should be designed to support the overall health and safety of all students, staff and community in compliance with government orders. All decisions are supported by the guidelines recommended by the CDC, AAP and other local governing bodies.</p> <p>B. <u>ALL INCLUSIVE</u> - All procedures and protocols should be designed to be inclusive of all students to be physically present in school unless required by a doctor’s orders to be excluded due to unique medical needs. All procedures and protocols should account for considerations for the vulnerable students, economically disadvantaged, and students with particular medical and or mental health needs.</p> <p>C. <u>FLEXIBLE</u> - All policies, procedures, and protocols should be developed to allow for sustainability and adaptation should the need arise in the changing environment.</p> <p>D. <u>COMMUNICATION</u> - All procedures and protocols should set and communicate clear expectations for everyone’s health, safety and learning. Communication will be open and frequent with the employees and the community as well as parents. A public education plan should be addressed and disseminated to the school community.</p>
<p>In an effort to minimize potential exposure to our most vulnerable students, GICSD will:</p> <p>Focus on social distancing, handwashing with warm water or hand sanitizer for 20 seconds every hour, and wearing masks.</p>

Require masks when social distancing is not possible.

Post visual supports throughout building to remind and support understanding of expectations.

Keep each student's belongings separated using student designated containers or areas.

Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).

Sanitize all used materials daily.

Utilize protective barriers as appropriate.

Utilize grouping and scheduling strategies to reduce exposure.

Special Education Protocols for Plan A

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis. *American Pediatrics*

GICSD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

Introduce a digital platform to all students with disabilities in the event that school closure occurs again and/or to account for students who are medically fragile or parents choose to not send their child.

Meeting IEP Service Recommendations:

GICSD will review all IEPs and 504s prior to reentry into brick and mortar settings. We are committed to meeting the unique needs of students with disabilities by ensuring that IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.

Special Transportation

- Follow guidelines and regulations from CDC and DOT for students requiring special transportation, including sanitation.

Self-Contained (12:1:1, 8:1:1, 6:1:1)

- Follow guidelines and regulations from CDC for students including sanitation.
- Employees should wear face coverings.
- Students should wear face coverings when appropriate.
- Students' needs will be met on a case by case basis.
- Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Send home a guide to the parents to start “practicing” at home

ICT/15:1:1

- Follow guidelines and regulations from CDC for students including sanitation.
- Employees should wear face coverings.
- Students should wear face coverings when appropriate.
- Students' needs will be met on a case by case basis.
- Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.
- GICSD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- Schedule time to transport students to classrooms and and sanitize

Related Services (Speech/Language, OT, PT, Hearing, Music Therapy, Behavior Services, etc.)

- Follow guidelines and regulations from CDC for students including sanitation.
- Employees should wear face coverings.
- Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
- Students should wear face coverings when appropriate.
- Students' needs will be met on a case by case basis.
- Related services (OT/PT/Sp) will continue to occur within the designated Related Service space.

- Medically fragile students may have to continue to receive teleservice.
- Priority will be given to special education students over general education students when scheduling therapies (the most impaired general education students will fill in groups as space allows)
- Scheduling time in between groups to wipe down and sanitize areas
- Students will bring their own materials (pencils etc.)
- Schedule time to transport students to classrooms
- Max of 3 students per group
- Facilities committee will be looking at masks for staff to meet the individual needs of students

Initial Evaluations and Reevaluations

- New students w/IEPS will be evaluated first, next students who were already in the “pipeline” prior to March 2020, will be evaluated; followed by Kindergarten students who don’t pass screening
- IST teams can still meet; however, no student should be referred to CSE within minimally the first 3 months of school.
- Priority will be given to CSE students
- ALL school psychologists and related service providers will help w/ALL students
- ALL special education teachers and related service providers will review IEPs monitor student progress and amend IEPs as necessary

Crisis Prevention Intervention (CPI)

- In regards to CPI and the social emotional well-being of our students, we will make every effort to deescalate the situation so students and staff are safe before behaviors escalate and physical contact needs to be made. For example, moving the entire to a safe space rather than moving one student.
- All staff will review/revise behavior intervention plans as needed
- Each building will review/revise its CPI team plans

REOPENING PLAN B - Moderate Social Distancing (Hybrid

- More restrictive plan
- School facilities are open but social distancing is required
- Limit density of people in school facilities to no more than 50% maximum occupancy
- Enhanced health protocols
- Hybrid Learning for all

Purpose: The purpose of the protocols identified is to support educational practices in a typical school environment while **reducing the risk** of the covid-19 virus for students, staff and the greater school community. The protocols recommended in this plan are based on **reducing transmission** of the virus with certain universal precautions that are sustainable for students, staff and families as recommended by the Center for Disease Control (CDC) and the American Association for Pediatrics (AAP).

Guiding Principles:

- A. **SAFE** - All procedures and protocols should be designed to support the overall health and safety of all students, staff and community in compliance with government orders. All decisions are supported by the guidelines recommended by the CDC, AAP and other local governing bodies.
- B. **ALL INCLUSIVE** - All procedures and protocols should be designed to be inclusive of all students to be physically present in school unless required by a doctor's orders to be excluded due to unique medical needs. All procedures and protocols should account for considerations for the vulnerable students, economically disadvantaged, and students with particular medical and or mental health needs.
- C. **FLEXIBLE** - All policies, procedures, and protocols should be developed to allow for sustainability and adaptation should the need arise in the changing environment.
- D. **COMMUNICATION** - All procedures and protocols should set and communicate clear expectations for everyone's health, safety and learning. Communication will be open and frequent with the employees and the community as well as parents. A public education plan should be addressed and disseminated to the school community.

In an effort to minimize potential exposure to our most vulnerable students, GICSD will:

Focus on social distancing, handwashing with warm water or hand sanitizer for 20 seconds every hour, and wearing masks.

Require masks when social distancing is not possible.

- Post visual supports throughout building to remind and support understanding of expectations.

Keep each student's belongings separated using student designated containers or areas.

Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).

Sanitize all used materials daily.

Utilize protective barriers as appropriate.

Utilize grouping and scheduling strategies to reduce exposure.

Homebound/Home Instruction for medically fragile students will have to be explored.

Alternating Days

- A/B Cohorts of students are divided by the alphabet.
- Students with the last name beginning with the letters A-L attend school 2 days (Mon-Thurs) ...while the students with the last name beginning with the letters M-Z are home.

- The students with the last name beginning with the letters M-Z who previously were home would come to school and attend for 2 days (Tues-Fri) while students with the last names beginning with A-L are home.
- Wednesday would be a day where all students are home.
- When any student is home, there will be teacher directed instruction available everyday using Chromebooks and iPads.
- Facilitate remote instruction for any student screened out of on-site instruction due to COVID-19 symptoms or exposure.
- This could reduce student density by 50% in all buildings and on all buses.
- Facilitates direct instruction with opportunities for application of learning.
- All students get to be on-site for some days with teachers and other educational staff
- Communication issues with cohort and day; may be confusing for students and families to know their scheduled days.
- Childcare issues for off-site days; special consideration for families with multiple students will need to be considered, if possible.
- Time with program specialists could be extra challenging.

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis. *American Pediatrics*

GICSD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

Introduce a digital platform to all students with disabilities in the event that school closure occurs again and/or to account for students who are medically fragile or parents choose to not send their child.

Special Transportation

- Follow guidelines and regulations from CDC and DOT for students requiring special transportation, including sanitation.

Self-Contained (12:1:1, 8:1:1, 6:1:1) (Life Skills)

- Follow guidelines and regulations from CDC for students including sanitation.
- Employees should wear face coverings.
- Students should wear face coverings when appropriate.
- Students' needs will be met on a case by case basis.

- Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Send home a guide to the parents to start “practicing” at home
- Students that are in a shared SC/ICT program will be reviewed , on an individual basis, in order to decide which hybrid program best fits their needs.
- These students will be offered a four day, come to school, to meet their individual unique needs. The plan will be Monday, Tuesday, Thursday, Friday.

ICT/15:1:1

- Follow guidelines and regulations from CDC for students including sanitation.
- Employees should wear face coverings.
- Students should wear face coverings when appropriate.
- Students' needs will be met on a case by case basis.
- Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.
- GICSD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- Schedule time to transport students to classrooms and and sanitize

Related Services (Speech/Language, OT, PT, Hearing, Music Therapy, Behavior Services, etc.)

- Follow guidelines and regulations from CDC for students including sanitation.
- Employees should wear face coverings.
- Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
- Students should wear face coverings when appropriate.
- Students' needs will be met on a case by case basis.

- Related services (OT/PT/Sp) will continue to occur within the designated Related Service space.
- Medically fragile students may have to continue to receive teleservice.
- Priority will be given to special education students over general education students when scheduling therapies (the most impaired general education students will fill in groups as space allows)
- Scheduling time in between groups to wipe down and sanitize areas
- Students will bring their own materials (pencils etc.)
- Schedule time to transport students to classrooms
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Max of 3 students per group
- Facilities committee will be looking at masks for staff to meet the individual needs of students

Initial Evaluations and Reevaluations

- New students w/IEPS will be evaluated first, next students who were already in the “pipeline” prior to March 2020, will be evaluated; followed by Kindergarten students who don’t pass screening
- IST teams can still meet; however, no student should be referred to CSE within minimally the first 3 months of school.
- Priority will be given to CSE students
- ALL school psychologists and related service providers will help w/ALL students
- ALL special education teachers and related service providers will review IEPs monitor student progress and amend IEPs as necessary

Crisis Prevention Intervention (CPI)

- In regards to CPI and the social emotional well being of our students, we will make every effort to deescalate the situation so students and staff are safe before behaviors escalate and physical contact needs to be made. For example, moving the entire to a safe space rather than moving one student.
- All staff will review/revise behavior intervention plans as needed
- Each building will review/revise its CPI team plans

REOPENING PLAN C - Maximum Social Distancing - All Students Participate in Distance Learning

- Most restrictive plan
- School facilities are closed

Purpose: The purpose of the protocols identified is to support educational practices in a typical school environment while **reducing the risk** of the covid-19 virus for students, staff and the greater school community. The protocols recommended in this plan are based on **reducing transmission** of the virus with certain universal precautions that are sustainable for students, staff and families as recommended by the Center for Disease Control (CDC) and the American Association for Pediatrics (AAP).

Guiding Principles:

- E. **SAFE** - All procedures and protocols should be designed to support the overall health and safety of all students, staff and community in compliance with government orders. All decisions are supported by the guidelines recommended by the CDC, AAP and other local governing bodies.
- F. **ALL INCLUSIVE** - All procedures and protocols should be designed to be inclusive of all students to be physically present in school unless required by a doctor's orders to be excluded due to unique medical needs. All procedures and protocols should account for considerations for the vulnerable students, economically disadvantaged, and students with particular medical and or mental health needs.
- G. **FLEXIBLE** - All policies, procedures, and protocols should be developed to allow for sustainability and adaptation should the need arise in the changing environment.
- H. **COMMUNICATION** - All procedures and protocols should set and communicate clear expectations for everyone's health, safety and learning. Communication will be open and frequent with the employees and the community as well as parents. A public education plan should be addressed and disseminated to the school community.

Special Education Protocols for Plan C

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis. *American Pediatrics*

GICSD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

Introduce a digital platform to all students with disabilities in the event that school closure occurs again and/or to account for students who are medically fragile or parents choose to not send their child.

This would require that all students have 1:1 technology and the internet from home.

Self-Contained (12:1:1, 8:1:1, 6:1:1)

- GICSD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.

ICT/15:1:1

- GICSD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- This would require that all students have 1:1 technology and the internet from home.
- Students would need to be serviced 1:1

Related Services (Speech/Language, OT, PT, Hearing, Music Therapy, Behavior Services, etc.)

- All special education students will have to continue to receive teleservice.
- Priority will be given to special education students over general education students when scheduling therapies
- IEPs will have to be amended to individual over group

Initial Evaluations and Reevaluations

- New students w/IEPS will be evaluated first, next students who were already in the “pipeline” prior to March 2020, will be evaluated; followed by Kindergarten students who don’t pass screening
- IST teams can still meet; however, no student should be referred to CSE within minimally the first 3 months of school.
- Priority will be given to CSE students
- ALL school psychologists and related service providers will help w/ALL students
- ALL special education teachers and related service providers will review IEPs, monitor student progress, and amend IEPs as necessary
- If allowed evaluations could be done on-site 1:1. With the appropriate safety precautions However, if that is not possible, explore assessment tools and training offered for remote assessments

Free and Appropriate Public Education

- In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs that must be addressed. The Committees on Special Education (CSE) and Preschool Special Education (CPSE) develop an individual education plan (IEP) for each student noting student needs, programs, related services, and accommodations.
- Procedures to address the return to school of medically fragile students and students with physical or health impairments may require accommodations and modifications that are noted on the Individual Education Plan.
- The Pupil Personnel Department has maintained communication frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student’s return to school.
- Plans for in-person, hybrid, and remote learning will generally follow previously noted District plans but individualization of these modes of instruction may be necessary to deliver specific programs and services. Also, NYSED guidance in March 2020 indicates that IEPs need not be amended if schools convert to online or virtual learning platforms.
- For students attending BOCES, approved school-age, and approved preschool special education programs, and county-wide CPSE programs, the District will remain informed regarding the planned nature and delivery of instruction and related services by these schools.

Documentation and Communication

- Notwithstanding the COVID-19 restrictions of implementing students' plans, the IEP is a framework for meeting the needs of each student with a disability. As needed, the CSE & CPSE will meet to reexamine the needs of our students to recommend how to best meet their needs during the public health emergency situation. Special education staff will document the provision of programs and services in a consistent fashion including the completion of IEP progress reports. This staff will also communicate to parents via phone, email, or other means on a regular basis in the parents' preferred language or mode of communication.

Parent Engagement

- Communication with parents/guardians will be provided in the language preference of the students' families, in accordance with federal and State requirements. The mode of communication includes but not limited to interpreting services, closed captioning and teleconferencing with sign language.

Collaboration

- The CPSE and CSE will continue to review and develop plans to provide services for students. The progress monitoring of goals and development of specially designed instruction will be implemented consistently. Special education staff will regularly monitor and communicate progress to parents.

Physical Distancing in Special Education Settings

Special education personnel should remain flexible in determining physical distancing procedures for students with unique challenges in areas such as behavior, social-emotional levels, and activities of daily living.

- The District will develop any necessary adjustments for specific students with disabilities populations such as students with extensive support needs, behavioral challenges, etc.
- Procedures for safely providing related services and evaluating students will be developed that incorporate distancing or other safety precautions such as wearing face coverings, face shields, or using physical barriers.
- When considering distancing procedures, it is important to consider and allow students with disabilities access to peers in the least restrictive setting.

Mandatory accommodations, modifications, supplementary aids, technology to meet the unique disability needs of students.

- Teachers, related service personnel, and teacher aides will wear facial coverings at all times when working with students who are unable to wear face coverings for medical or programmatic reasons.
- Some teachers or related service personnel may need face coverings that have a clear opening so that students can see their teacher or therapist's mouth.
- School staff may also need to wear face shields when working with students that have a tendency to spit.
- Access to accommodations, modifications, supplementary aides, and technology will be provided as indicated in IEPs. If instruction is provided online, flexibility in providing this access will be necessary.

Planning for Medically Vulnerable and/or High Risk

Employees or students who are medically vulnerable or in high risk groups, as defined by NYSDOH, or live with family members who are medically vulnerable or in high risk groups may need additional accommodations to ensure social distancing. The District will consider how school staff can honor social distancing recommendations, yet meet unique medical, personal, or support needs. Each medically vulnerable individual will have a unique plan to best meet the individual's needs at school while protecting their health and safety. Areas to consider include:

- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to an individual's medical or personal needs.
- Build in flexibilities to keep individuals connected and included in the class and school community regardless of how much physical time they are able to attend school.
- Determine any special or unique needs for individuals with disabilities related to planned district or school wide procedures and protocols related to the following:

- Daily health screening and/or temperature checks.
- Restroom use as well as diapering and toileting
- Paths of travel
- Use of campuses for recess or recreational activities

English Language Learners

GICSD will continue to administer the Home Language Questionnaire (HLQ) and conduct the individual interviews as the first steps of the ELL identification process. Parents may complete and submit the HLQ digitally. Qualified personnel will be available to determine if a language other than English is spoken at home. An individual interview with students and/or parents may be conducted remotely by qualified personnel. The interview will include a review of the student’s abilities or work samples including:

- Reading and writing in English
- Reading and writing in the student’s home language
- Mathematics

These items are collected or generated during the interview and may include writing samples or exercises completed at the time of the interview. Parents/guardians can submit the work samples through email, through pictures of the students’ work, and/or by using other digital platforms.

GICSD will maintain all documents related to its students, including the HLQ, the individual interview, and any other records generated as part of this remote identification process.

Please note: The English Language Learner (ELL) identification process will be completed within 30 school days for students who enrolled during the COVID-19 school closures in 2019-2020, as well as all students who enrolled during the summer of 2020, and during the first 20 school days of the 2020-2021 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154.

Communicating with Multilingual Families

Communication with parents/guardians will be provided in the language preference of the students’ families, in accordance with federal and state requirements. Communication with parents of our ELLs will occur on a regular basis by both the general education and ENL teacher to ensure student engagement and progress.

Continuity of ELL Services

ENL teachers will continue to provide appropriate instruction, including required units of study based on the most recent measure of English language proficiency (i.e., NYSESLAT), and support to all students with English language acquisition needs. For students unable to attend school, GICSD will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support.

- Teachers will utilize each student’s level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual students’ levels of language proficiency into account as instruction is planned with the appropriate scaffolds.
- ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and support to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

Reopening – Bilingual Education/ ELLs

COVID-19 REOPENING PLANS	<u>Communication</u>	<u>Technology</u>	<u>Instruction</u>	<u>Screening</u>	<u>Professional Learning for Educators</u>
<p>REOPENING PLAN A</p> <p>Minimal Social Distancing</p>	<ul style="list-style-type: none"> ● Reopening plan needs to be interpreted or translated into the preferred language of family ● Reminders home in native language of completing health check screening ● Regular communication with parents in preferred language ● Ensure correct contact information for all ELL families 	<ul style="list-style-type: none"> ● Continued use of technology with in person instruction to familiarize students with platforms used in case there is a switch to hybrid or remote learning. ● Support web page for families 	<ul style="list-style-type: none"> ● Teaching and Learning plan needs to be translated for families ● Units of study must be provided based on most recent proficiency level ● provide additional units of study if deemed appropriate ● Review students entering their third year as a former ELL, provide students with supplemental former ELL services as necessary ● Progress monitor to adapt learning gaps- local progress monitoring assessment tool ● Translation for families with Chronic Absences - once contact is made focus on barriers ● Prioritize 12th grade students ● Assess students for social and emotional well being ● Frequent mask breaks for students in cultural clothing 	<ul style="list-style-type: none"> ● In person ELL identification process within 30 days of start of school year for students enrolled during COVID, summer of 2020, and first 20 days of 2020-2021 academic school year. After 20 days' flexibility goes back to the identification process within 10 days. - Identification Process should be done in person, students should be placed in ELL rooms while waiting for NYSITELL results. ● Can use the Multilingual Literacy Screener for a general literacy screening of any newly identified ELL (provides a baseline in their academic & literacy level in home language for a snap shot) 	<ul style="list-style-type: none"> ● 15% of all teachers' professional learning hours, and 50% of all professional learning hours for Bilingual Education and ENL teachers, must be targeted to the specific needs of ELLs. ● Culturally Responsive Sustaining Education Framework ● Teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs ● Creation of a support group for General Education and ENL teachers across the district

<p>REOPENING PLAN B</p> <p>Moderate Social Distancing</p>	<ul style="list-style-type: none"> • Reopening plan needs to be interpreted or translated into the preferred language of family • Reminders home in preferred language for completing health check screening • Communication for meal service in preferred language • Regular communication with parents in preferred language • Ensure correct contact information for all ELL families 	<ul style="list-style-type: none"> • Provide support and instruction for parents with technology in preferred language • Ensure access to technology and wifi • Support web page for families • Technology Buddy with native English speaker for ELL student in case of questions 	<ul style="list-style-type: none"> • Record attendance for mandated minutes of ELL services in remote instruction • Small group ENL classes • Teaching and Learning plan translated for families in preferred language • Units of study must be provided based on most recent proficiency level • provide additional units of study if deemed appropriate • Review students entering their third year as a former ELL, provide students with supplemental former ELL services as necessary • Progress monitor to adapt learning gaps- use local progress monitoring assessment tool • Translation for families with Chronic Absences - once contact is made focus on barriers • Coordination of ENL teachers and Content area teachers • Prioritize 12th grade students • Assess students for social and emotional well being • Frequent mask breaks for 	<ul style="list-style-type: none"> • In person ELL identification process within 30 days of start of school year for students enrolled during COVID, summer of 2020, and first 20 days of 2020-2021 academic school year. After 20 days' flexibility goes back to the identification process within 10 days. - Identification Process should be done in person, students should be placed in ELL rooms while waiting for NYSITELL results. • Can use the Multilingual Literacy Screener for a general literacy screening of any newly identified ELL (provides a baseline in their academic & literacy level in home language for a snap shot) 	<ul style="list-style-type: none"> • 15% of all teachers' professional learning hours, and 50% of all professional learning hours for Bilingual Education and ENL teachers, must be targeted to the specific needs of ELLs. • Professional learning focused on utilizing technology to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction. • Culturally Responsive Sustaining Education Framework • Teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs • Creation of a support group for General Education and ENL teachers across the district
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			students in cultural clothing		
REOPENING PLAN C Remote Learning	<ul style="list-style-type: none"> Reopening plan needs to be interpreted or translated into the preferred language of family Communication for meal service in preferred language Regular communication with parents in preferred language Ensure correct contact information for all ELL families 	<ul style="list-style-type: none"> Provide support and instruction for parents with technology in preferred language Ensure access to technology and wifi Support web page for families Technology Buddy with native English speaker for ELL student in case of questions 	<ul style="list-style-type: none"> Small group ENL classes Record attendance for mandated minutes of ELL services in remote instruction Teaching and Learning plan translated for families in preferred language Review students entering their third year as a former ELL, provide students with supplemental former ELL services as necessary Progress monitor to adapt learning gaps Translation for families with Chronic Absences - once contact is made focus on barriers Coordination of ENL teachers and Content area teachers Prioritize 12th grade students Assess students for social and emotional well being 	<ul style="list-style-type: none"> Administer Home Language Questionnaire Conduct an individual interview remotely with student and parents Collect work samples of the student through email if feasible in Reading and Writing in English, Reading and Writing in the students home language and Mathematics. Follow procedures in part 154-3 for identifying students with disabilities The district will maintain records and administer the NYSITELL when school reopens District will provide appropriate supports even if the student is not formally identified 	<ul style="list-style-type: none"> 15% of all teachers' professional learning hours, and 50% of all professional learning hours for Bilingual Education and ENL teachers, must be targeted to the specific needs of ELLs. Professional learning focused on utilizing technology to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction. Culturally Responsive Sustaining Education Framework Teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs Creation of a support group for General Education and ENL teachers across the district

Teacher and Principal Evaluation Systems

The District will ensure that all teachers and principals are evaluated pursuant to our currently approved APPR plan.

The measures that are used as part of the implemented teacher and principal evaluation provide useful information to district administrators and the educators that are being evaluated. This also helps to ensure equitable access to effective educators for all students so that they are given the skills to succeed. The District will continue to provide feedback and support to teachers through the evaluation process that will support them as we transition to distance learning. Both the student performance and observation subcomponents increase the quality of discussions taking place and focus on student growth and learning. GICSD will continue to provide targeted professional development opportunities and feedback on how to adjust instruction to meet the needs of all students whether in the classroom or the virtual environment.

Certification, Incidental Teaching, Substitute Teaching

The District will not assign persons who do not have a teacher certification in any area as substitutes unless it has first exhausted the list of certified substitutes who are certified in the area for which the substitute is required.

Athletics

***At the time of publication of the NYSDOH Interim Guidance (Dated July 13, 2020) there are no Interscholastic Sporting events that are allowed to take place. This is on p. 4 of the guidance document.**

- **Extracurriculars:** Policies regarding extracurricular programs and which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Responsible Parties should refer to DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies; **however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming;**

General Considerations

We will follow the National Federation of High School Sports (NFHS) phased approach and New York State Public High Schools Athletic Association (NYSPHSAA) recommendations. There will be two-week intervals between each phase to resume. All phases require a pre-workout screening and record keeping. All phases include increased diligence on personal hygiene and personal and social responsibility.

Phase 1 - No more than 10 in a group, no sharing of equipment, no locker rooms or indoor use, cannot do any drills that pass the same ball from one player to another

Phase 2 - up to 50 Players for outdoor activities and no more than 10 for indoor activities, low risk sport may practice or compete (cross country running, gymnastics) moderate and high risk activities should keep the sharing of equipment to small pods of less than 10 in each pod

Phase 3 - Gathering sizes of up to 50 in a group for indoor and outdoor activities, Moderate risk sports may resume practices and competitions, modified practices for high risk sports

Offseason Training Programs

NYSPHSAA requires off-season programs to be optional and open to the entire student body School must enter Phase 4 of the NY Forward reopening plan. NYSPHSAA guidelines follow the National Federation of High School Sports and a 3 phase approach. School districts permit campus facilities to open to students and faculty NYS recommended social distancing and safety protocols can be implemented in a safe and appropriate manner.

Coordination between the athlete and coach should occur to ensure any training is developmentally appropriate. Training programs should include a phased reintroduction of physical activity with proper heat acclimatization and a focus on hydration.

Sports by Risk Level

High	Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants	Wrestling, football, boys lacrosse, competitive cheer, dance
Moderate	Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants	Basketball, volleyball*, baseball*, softball*, soccer, water polo, gymnastics* (if equipment can't be sufficiently cleaned between competitors), ice hockey, field hockey, tennis*, swimming relays, pole vault*, high jump*, long jump*, girls lacrosse, crew with two or more rowers in shell, 7 on 7 football
Lower	Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors	Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, weightlifting, alpine skiing, sideline cheer, cross country running (with staggered starts)

Practices

In person instruction with athletic participation allowed Follow NFHS Guidelines:

- Minimize contact, maximize skill development and limit full group activities to a reasonable level.
- Coaches will be diligent and hyperfocused on hygiene practices.
- Coaches will wear masks when social distancing is not possible.

Hybrid Instruction model with athletic participation allowed

- Follow in person guidelines.

Remote Instruction without athletic participation allowed

- Coaches will provide instruction on skill development, strength and conditioning.
- Coaches provide video and strategic work for athletes to view and analyze.
- Coaches will hold regular team meetings after school hours.

Games/Contests

In person with athletic participation allowed

- Coaches will be diligent and hyper focused on hygiene practices.
- Coaches will wear masks when social distancing is not possible.
- Will only allow two spectators per athlete in a socially distant manner.
- Players, coaches and officials will be screened prior to entering the field.
- There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and change of season based on potential risk by sport.

Hybrid Instruction model with athletic participation allowed.

- Follow in person guidelines.

Remote instruction without athletic participation allowed.

- Not applicable in most cases.
- There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and change of season based on potential risk by sport.

Venues

In person instruction with athletic participation allowed.

- All facilities will be sprayed with District own sprayers at the end of each practice session and prior to use.
- Areas will have social distancing measures in place for spectators, coaches, athletes and officials.

Hybrid Instruction Model with athletic participation allowed.

- Follow in person guidelines.

Remote instruction without athletic participation allowed.

- Not applicable. Facilities will be closed to teams if we are in a remote instruction model.

Locker Rooms/Fitness Room

In person instruction with athletic participation allowed.

- Locker rooms will be used only for athletics and social distancing measures will be utilized. Lockers assigned will be separated by 6 feet or more.
- Each team will have assigned times to use them.

Hybrid Instruction Model with athletic participation allowed.

- Follow In person guidelines

Remote instruction without athletic participation allowed.

- Not applicable. Facilities will be closed to teams if we are in a remote instruction model.