



# **Greene Central School**

## **Reopening Plan**

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## Acknowledgements

Thank you to everyone who contributed to the Greene Central School District's Reopening Plan. The Reopening Planning Committee members represented a cross-section of stakeholders, including members from each of our collective bargaining units, parents, faculty, staff, and administration. Results of a community-wide survey were also considered in the development of this plan. Thank you to all contributors for your dedication to providing continued outstanding educational services to our students while prioritizing the physical and emotional safety, health, and well-being of all.

### **GCS COVID-19 Reopening Planning Committee Members**

- Timothy Calice; Superintendent of Schools
- Mark Rubitski; Business Manager
- Bryan Ayres; Intermediate School Principal
- January Pratt; Primary School Principal
- Mark Wilson; Middle School Principal
- Penny Connolly; High School Principal
- Nicole Knapp; Director of Special Programs
- David Kendall; Coordinator of Facilities & Safety
- Cliff Jones; Head Bus Driver
- Kimberly Kalem; Learning Technology Coordinator
- Joshua Ormsby; Associate Coordinator of Managed IT Services
- Rosemary Badger; Food Services Manager
- Theresa Brant; Confidential Secretary & District Clerk
- Marie Scofield; Teacher & Technology Teacher Leader – GTA President
- Pam Bailey; School Nurse
- Lisa Craver; School Nurse
- Teri Winsor; Typist – Unit Leader
- Cynthia Yager; Teacher Aide – Unit Leader
- Kris McDermott; Teacher
- Theresa Miller; Teacher
- Heather Rapp; Teacher
- Amanda Boel; Teacher
- Kathleen Dutcher; Teacher
- Kelly Browning; Teacher
- Shawn French; Teacher
- Trina Leonard; Teacher
- Angela Fiato; Teacher
- Kathryn Reidenbach; Teacher
- Heather Kriesel; Teacher
- Shannon Livingston; Teacher
- Jennifer Petrie; Teacher
- Karen Alunni; School Counselor
- Brandy Stone; School Psychologist
- Susan Proscia; Transportation Dispatcher & Driver
- Nick Straniero; Facilities
- Mike Utter; Custodian Supervisor
- Dedra Ingraham; Village of Greene & Parent
- Phil Brown; Mayor of Greene
- Daniel Frair; Chenango County Undersheriff
- Harold Ives; DCMO BOCES Ass't Health & Safety Coordinator
- Dan Acunto; Raymond Corporation Representative
- Dr. Masarech; School Physician
- GCS BOE Members

# Introduction:

Schools and education organizations are faced with unprecedented challenges due to the global pandemic caused by COVID-19. In the midst of the pandemic, schools were forced to close their doors to students and transition to remote learning. Beginning on March 16, 2020 through the remainder of the school year, educational programs and services looked different than it ever had before. All members of our school community worked hard to ensure continuity of learning and demonstrated professionalism and steadfastness, grounded in the commitment to do what was best of our students.

As we look to enter the 2020-2021 school year, educators find themselves having to plan for the possibilities of face-to-face learning, remote learning, and blended learning all at the same time. The purpose of this plan is to offer some frameworks around much uncertainty. That is, when we return to school face-to-face, what will be the protocols we use to keep the children and adults in our schools safe? If we are to return to school remotely, how will we ensure all students receive the education they are each entitled to?

This plan was developed by engaging a cross-section of stakeholders from our district. Reference documents included the New York State Education Department's reopening guidance for Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools, and the New York State Department of Health's Interim Guidance for In-Person Instruction at K-12 Schools During the COVID-19 Public Health Emergency. The mandatory requirements of these guidance documents served to guide the development of this plan.

The following plan is Greene Central's response to our students, families, employees, and community to ensure the students and adults who are in our educational care are provided with the quality education and services they expect from us in an environment that is safe and remains flexible in our rapidly changing world context.

## Communication/Family and Community Engagement:

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

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at [www.greenebsd.org](http://www.greenebsd.org), and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage and every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the district website.

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

Greene Central School is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods are currently the most effective in communications with our school community. The district will rely on the website, Facebook, twitter, emails, robo-calls, and mailings to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hygiene. The information that we will share will be based on state guidance and Chenango County Department of Health and the district reopening task force.

In support of remote learning, the district will make computer devices available to students and teachers who need them. Each building and team will work directly with the students and families to ensure all students that need devices receive them. The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including email, communication apps and phone directories.

The district will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible. The information will be disseminated through direct mailing, website, email, robo-calls, or social media when appropriate.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. The district will continue to phone, email, direct mail all necessary information to the parents/legal guardians of students who receive special education services to ensure they are receiving meaningful engagement about their child's program.

In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. The district will continue to send documents in the parents preferred language or provide a translator for the parents.

The district is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting.

# Teaching and Learning:

Greene Central School District has developed three comprehensive plans to ensure a **continuity of learning** is maintained throughout the 2020-2021 school year. The district intends to start the year in a “hybrid model” due to space allowance and staffing limitations due to budgetary constraints.

The three plans will address a “*hybrid*” *model of schooling*, a *remote schooling model* (if a “disruption” to education occurs), and full return to *in-person schooling*. Regardless of the instructional scenario, all models will be aligned to the New York State learning standards. It is the district’s hope that we will be able to have all students back in our buildings as soon as possible, but we understand the need to develop flexible and rigorous alternatives at this time.

## *In-Person Learning*

*It is our hope that we are able to reopen our buildings to all students to start the 2020-2021 school year. In this scenario, there are still very important factors the school will be considering and implementing to provide the most meaningful educational experience for students.*

## In-Person Building Plans:

**Primary and Intermediate Schools (PK-5):** For students attending Greene Primary and Intermediate Schools, **students would return to in-person instruction 5 days a week.** State guidance requires that younger students and special education students are considered in the forefront when preparing opening procedures for 20-21.

- Students would be divided into smaller class sizes following CDC guidelines.
- Students will stay in cohorts to help prevent contamination of the COVID-19 virus.
- For some grades, teachers will work in a more departmentalized approach rotating staff through the building which will have a greater impact on student learning. This allows for a continuity of learning and a focus on essential standards.
- Currently we are planning for a longer arrival and dismissal to stagger students entering the building and allow for social distancing. Students will be informed of their arrival and departure times to accommodate social distancing.
- Recess and Gym classes will be encouraged to be outside and will be staggered or separated by the partition in the gym.
- Specials will be on a mobile cart which travels to classrooms. (As of 4/12/21 they will be back in their original space)
- Library: Increased use of digital research databases and library resources will be explored to limit contact. When physical books are distributed all cleaning measures will be taken. (Library is open for use)
- There will be only virtual field trips allowed at this point in the planning.
- At the Primary School, Morning Program will no longer be practiced.
- In order to follow the health and safety guidelines set forth by the state we cannot allow volunteers for the 20-21 school year.



**Middle School and High School:** At Greene Middle and High School, there would be a phase in process for the return of in-person instruction for students.





















All in-person instruction will occur in the building and students will attend in-person instruction 5 days a week.

- **Hybrid-Model Cohorting:**

- 6th grade students would attend school in-person 5 days a week.
- Students in grades 7 through 12 would follow a **Green/Gold cohorting schedule**.
- **Green-students** would attend school in-person on **Mondays and Tuesdays**.
- **Gold-students** would attend school in-person on **Thursdays and Fridays**.
- On **Wednesdays**, both **Green** and **Gold cohorts** would participate and engage virtually with staff at times (*house, small group instruction, office hours, etc.*) while also working on independent projects and assignments.
- Certain students will attend school on both green and gold days depending on the specific needs and circumstances of each student. This model takes into consideration New York State guidance for prioritizing the return of younger students and special education students to in-person instruction, district safety protocols, and transportation capabilities of the district.
- Students will be informed of their arrival and departure times to accommodate social distancing.

*Model below shows the return of UPK-12 students to in-person instruction (hybrid-model)*

Greene CSD Reopening Plans		Attends School			Remote Learning	
	Monday	Tuesday	Wednesday	Thursday	Friday	
UPK-6 Students						
7-12 Student Gold-Cohort						
7-12 Students Green-Cohort						
7-12 Students Green/Gold Cohort						

Cohort creations will consider multiple factors, such as family considerations, class offerings, and individual student needs. Students will be notified of their respective cohort.

The 7-12 Green/Gold explained: Students with special considerations and targeted academic supports attend school four days a week.

- **Family Cohort Considerations:** Cohorts will be created with families in mind (members of the same family will attend on the same days).
- **Breakfast and Lunch:** Alternative solutions for **breakfast and lunch** will be created and explored to ensure the safety of the students (for example, some students could eat in classrooms, creating grab and go breakfast and lunches, etc.). Above all, we want students to be able to safely and comfortably eat their meals, which will be achieved by ensuring proper social distancing during these times.
- **Hybrid/Remote:** There will be expectations for both cohorts to connect to their classroom teachers when they are at home learning remotely. For example, students will be expected to follow their in-person schedule when home via Google Classroom/Meets to receive instructions from their teacher for the class period and what assignments will need to be completed.
- **Attendance:** *Attendance is mandatory* for in-person and remote learning sessions, and will be recorded by the teachers every day. It is critical that all students remain connected to the school and their classroom teachers through the entirety of the week to ensure we are optimizing learning opportunities for each student.
- **Library:** Increased use of digital research databases and **library** resources will be explored to limit contact. When physical books are distributed appropriate cleaning measures will be taken.
- **Field Trips:** Only **virtual field trips** will be allowed at this point.
- **Volunteers:** Will not be allowed to enter the building at this time.
- **Social distancing:** During instructional times, students will be socially distanced to ensure safety, and when social distancing cannot be maintained, students will be required to wear masks.

## Special Education Students:

- Students who are in self-contained classrooms in grades K-6 will attend school every day.
- Students in grades 7-12 (12:1 and 15:1) at the Greene campus will be attending school in-person four days a week Monday, Tuesday, Thursday and Friday. Online instruction will be provided on Wednesdays. As noted, this aligns New York State's guidance on prioritizing the return of special education students to in-person instruction.
- Students who attend BOCES, Children's Home of Wyoming Conference and Pathfinder special education programs will attend in alignment with the schedule of the placement.
- Students will receive services in-person, remote, and/or through a hybrid model, which address the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- Parents will be able to access and communicate in meaningful ways in their preferred language or mode of communication regarding the provision of services to their child to meet the requirements of IDEA.
- The committee on preschool special education (CPSE) and committee on special education (CSE) and program providers representing the variety of settings where students are served will provide services consistent with the recommendation on/individual education programs/(IEPs). Additionally, the district will continue to monitor and communicate student progress, along with sharing resources.
- Students will receive the necessary accommodations, modifications, supplementary aids and services, and technology to meet the unique disability related needs of students.



## Remote Learning/Hybrid

**Important to Note:** This spring Greene Central School District was forced to enter into a remote instruction scenario and promptly implement an emergency response plan for instruction. In the event of another school closure, the remote learning scenario will look and feel differently from that of the emergency response plan that was previously utilized, as we have learned a tremendous amount during that time period from our shared experiences and the feedback we have received. For example, we realize that if we are faced with another need for remote instruction there would need to be an increased level of rigor and accountability to maintain the high standards we have established for educational excellence at Greene CSD.

## Technology:

The District has conducted surveying of students and families to determine the technology and connectivity needs of households. Additional information will be obtained through future surveys, emails, and personal phone calls to families as we implement the necessary measures to ensure equitable opportunities for all Greene students. Such measures include but are not limited to, providing all teachers with personal laptops, providing students from grades 6-12 with 1-to-1 devices, and extended the use of additional school technology (Chromebook and iPads) to students in grades pk-5. Additionally, the school will look to partner with families that are experiencing connectivity issues to find a viable resolution that allows students to have proper access to online learning opportunities. If students/families are experiencing connectivity issues, the school will provide flexibility and multiple paths of learning for those students to ensure that students are able to obtain mastery of the content and skills.

It is important that when students are learning remotely that they act appropriately and in accordance with the district's Code of Conduct. Teachers will remind students of the digital citizenship and etiquette that is both expected and necessary in order to participate and thrive in an online learning setting.

If district issued technology becomes damaged or is not working properly, it is imperative that you call the building office to alert them of the issue. If students and families need help trouble-shooting problems with devices (for example, password trouble), they can also refer to the following website (<https://sites.google.com/btbores.org/school-closure-technology-supp/home>) for instructions and instructional videos, or call the BOCES help desk at 607-766-3800.

## *Building Level Plans*

### Primary and Intermediate Schools (PK-5):

- In the event of a school closure, students will immediately enter into a **virtual learning schedule, which will contain many of the core components of their regular program.** Meaning that, students will follow a modified schedule virtually that includes components of their regular in person schedule. See sample schedule in the table below.
- Greene Primary and Intermediate schools will maintain a continuity of learning for all students in the event of needed remote instruction. Students will not only maintain their core learning and essential outcomes and special education supports, but will also be provided with social and emotional opportunities and supports built into their weekly programs.
- In the event of a closure, the district will work with families to provide a device to support learning.
- The schools will work with families to troubleshoot connectivity and technology concerns to ensure we explore all options to provide the best possible learning experiences for each student in a remote setting.
- The schools will assist in getting families access to the internet.
- Office hours could be utilized to assist with technological concerns or accessing specific platforms.

- **Primary School:** SeeSaw will be used as the primary platform for remote instruction and serve as the “hub” for the Primary School faculty and students. Through SeeSaw, students will be able to access the needed links such as Google Meet to access “sessions/classes” with teachers and fellow students for live virtual instruction and meetings. Other programs may be utilized, determinations about the use of the programs were made based on what the students commonly use at school for ease of access. During the virtual instruction, students will be blocked so they are actively engaged in an ELA (with science and social studies blended into these lessons), Math, Social Emotional learning and small group instruction. These lessons will include a precursor teaching, a main lesson and an exit ticket. As we understand students at the lower levels may need more adult support to navigate their learning online, lessons will be recorded so that the supporting adults have the flexibility to work with their students during times that best fit their schedules.
- **Intermediate School:** Through Google Classroom, students will be able to access their Google Meet “sessions/classes” with teachers and fellow students for live virtual instruction and meetings. It is through Google Meets that students virtually follow their schedule in a remote setting. Other programs may be utilized, determinations about the use of the programs were made based on what the students commonly use at school for ease of access. During the virtual instruction, students will be blocked so they are actively engaged in an ELA (with science and social studies blended into these lessons) and Math, Social Emotional learning and small group instruction. Lessons will include precursor teaching, a main lesson and an exit ticket. As we understand students at the lower levels may need more adult support to navigate their learning online, lessons will be recorded so that the supporting adults have the flexibility to work with their students during times that best fit their schedules.

***Example of Remote Learning Schedule for a Primary and Intermediate School Student:***

Primary School		Intermediate School	
Using their device (chromebook, iPad or individual device), each student will login into their SeeSaw account which will give them access to their assignments and links for all of their classes for the day (through Google Meets).		Using their device (chromebook, iPad or individual device), each student will login into their Google Classroom account which will give them access to their assignments and links for all of their classes for the day (through Google Meets).	
Approx 15 min daily	Morning meeting facilitated by the teacher; (outlined schedule for the day; answer questions from students/families)	Approx 10 minutes daily	Morning meeting facilitated by the teacher; outline schedule and expectations for the day; answer questions from students/families
Approx 30 minutes daily	Mix of virtual and independent practice encompassing explicit instruction in both reading and writing. Science and Social Studies topics may be integrated as applicable.	Approx 30 minutes daily.	Mix of virtual teacher, facilitated instruction and independent practice encompassing both reading and writing. Science and Social Studies topics may be integrated as applicable.
Approx 15 minutes daily	Virtual small group work/meetings as assigned by teachers.	Approx 30 minutes daily	Mix of virtual teacher, facilitated instruction and independent math practice..
	Creative Time	Approx 15 minutes	Menu of specials activities (art, music, library, technology)
Approx 15 minutes daily	Menu of specials activities (library, art, music, technology, PE)		Lunch Break
	Lunch Break	Approx 30-60 minutes daily	Indoor/Outdoor Play
Approx 30	A mix of virtual and independent practice encompassing explicit math instruction followed with independent practice.	Approx 15-30 minutes daily	Independent Reading or AIS/RTI interventions (if applicable)
Approx 15 min as assigned or will be incorporated into ELA block.	Menu of science/social studies activities	1 lesson per week: 15-30 minutes	Social-Emotional activities
1x week approx 15-30 minutes	Social- Emotional activities		
	Indoor/Outdoor Play		
Mandatory attendance will be taken/required in all remote learning classes throughout the day			

## Middle School and High School:

- **Equity:** A **continuity of learning** will be maintained that is rooted in **equity** for all students in the event of a remote instruction scenario. As previously noted, this will be ensured by providing intensive instructional support and substantive daily interaction between teachers and students.
- **Asynchronous/Synchronous:** The remote model will have *asynchronous* and *synchronous* elements which will provide balance for students while increasing interactions between students and teachers (*placing increased value on connecting students to their fellow classmates and teachers as much as possible*).
- **Devices:** In the event of a closure, each student in grades 6-12 will be provided with a device (laptop or chromebook), which will allow for a continuity of learning to be maintained.
- **Platforms:** **Google Classroom** and **Google Meets** will be the primary platforms utilized to carry out their remote learning (there will be additional online tools that will be utilized that can be accessed through Google Classroom). Additionally, parents and students will be able to use *Eschool, home-access, and the homework hotline* (middle school) to help inform them on current levels of progress.
  - **Google Classroom** will be used as the primary platform for remote instruction and serve as the “hub” for faculty and students. Google Classroom is where class interactions will take place, important announcements will be made, assignments will be posted and turned in, access to links for additional learning materials can be found, and feedback shared between staff and students.
  - Through **Google Classroom**, students will be able to access their Google Meets “sessions/classes” with teachers and fellow students for live virtual instruction and meetings. It is through Google Meets that synchronous learning will occur and allow students to follow their schedule virtually in a remote setting.
- **Expectations:** High expectations will be held for student engagement and learning during a remote setting, and thus, **attendance will be mandatory** in all virtual sessions/classes for students. By holding students to these high standards, we believe it will provide the structure and accountability that middle and high schools students need in order to thrive in a remote learning setting.
- **Schedule:** In the event of a school closure, students will immediately enter into a **rigorous virtual learning schedule, which will mirror their typical schedule**. Meaning that, students will follow a similar schedule virtually that they would follow if they were at school.

***Example of Remote Learning Schedule for a Middle or High School Student (grades 6-12) (example is only for the scenario that all students are in a remote setting):***

Using their device, each student will login into their Google Classroom which will give them access to links for all of their classes for the day (through Google Meets).	
Students will attend various classes from approximately 7:45-3:15.	
House/Homeroom	Student attends virtual House/Homeroom meeting
1st Period	Student attends 1st period Foreign Language class virtually
2nd Period	Student attends 2nd period ELA class virtually
3rd Period	<i>Student has Study Hall break</i>
4th Period	<i>Student works independently on Technology project</i>
Lunch	<i>Student eats Lunch</i>
5th Period	Student attends 5th Science class virtually
6th Period	Student attends 6th period Math class virtually
7th Period	<i>Student updates PE Logs</i>
8th Period	<i>Student works independently on a Social Studies project</i>
<b><i>Mandatory attendance will be taken/required in all remote learning classes throughout the day</i></b>	

***Please note:*** This table is just being used to provide a visual representation of what a students remote learning day could look like (the subjects will vary by students).

## District Considerations

**K-12 Scheduling Consideration for Remote Learning:** Students for grades k-12 will follow their remote schedule 4 days a week (Monday, Tuesday, Thursday, and Friday). On Wednesdays, students will still have required interactions with their teachers (attend house/morning/homeroom meetings, small group instruction, teacher office hours, etc.), but the majority of the days will be spent doing independent off-line projects.

**Attendance Policy:** New York State requires that for the 2020-2021 school year we have an attendance mechanism in place to track daily attendance regardless of the learning scenario (in-person, hybrid, or remote). Daily attendance is mandatory for all Greene CSD students that are learning remotely, which will be tracked daily by teachers through the use of Seesaw (K-2) and the Google Platforms (3-12). While attendance is crucial in all learning scenarios, engagement is equally paramount, and as a district we are working hard to ensure we are developing strategies to keep the students engaged in their learning on a daily basis.

## **Bilingual Education and World Languages-Mandatory Assurances**

- An ELL identification process will be completed within 30 school days of the start of the school year for all students who enrolled during the COVID-19 school closures in 2019-2020, as well as all students who enrolled during summer 2020 and during the first 20 school days of the 2020-2021 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- GCS is committed to comprehensive, high quality and culturally responsive instruction for all ELL students. ELL students will be provided with instructional units of study based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- Appropriate communication and translation services will be provided for families of ELL students.

**Teacher and Principal Evaluation System:** All teachers and principals will be evaluated pursuant to currently approved district APPR plan, including any variance applications approved by the Department.

**Certification, Incidental Teaching, and Substitute Teaching - Mandatory Assurances:** Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

# Health/Safety/Welfare Guidance

## Hand/Respiratory Hygiene:

- In Accordance with CDC/Health guidelines, Greene School District recommends frequent handwashing during the school day for all students and staff.
- Frequent handwashing prevents the transmission of COVID-19 virus.
- Signage on handwashing posted throughout the school.
- Sufficient access to handwashing stations will be available throughout the school campus (hallways, classrooms, bathrooms).
- Scrub with soap/sanitizer if soap and water are not available. Scrub for at least 20 seconds. Wipe with paper towels or air-dry hands.
- Avoid touching your face or face covering during the school day.
- When coughing/sneezing, cover your mouth. Cough/sneeze using tissues if available.
- Please wash your hands when:
  - Arriving and leaving home
  - Arriving and leaving school
  - After playing outside
  - Before/after eating
  - After sharing things with others
  - After blowing your nose/coughing/sneezing
  - After using the school bathroom
- Proper hand washing ensures personal health.

## **Wearing Face Covering**

- Greene Central School District will provide and require students and staff to wear a face covering during the school day, when social distancing is not possible.
- Face covering is the most recommended and universal COVID-19 infection control prevention (CDC).
- Acceptable face coverings must cover both the mouth and nose.
- Face coverings will be provided on a daily basis to all students/staff
- Signage reminds all of wearing face protection.
- Many people carry COVID-19 virus but do not show symptoms. Face covering protects you and others.
- Enforcing the use of face coverings may be impractical for young children and students/staff with medical conditions or disabilities.
- Hand-made face coverings that meet standards are allowed at school.
- Keep your face covering clean and sanitized.
- Safeguard your health – wear face covering each day.
- Face covering is a critical step to staying healthy.
- GCSD supports and endorses CDC guidance that face coverings are an important infection control step in slowing the spread of COVID-19.
- GCSD requires that face coverings must be worn anytime an individual is on our campus.
- Face coverings will be made available to all students/staff on a daily basis at GCSD. Face coverings may be brought from home.
- GCSD classrooms will have seating arrangements that keep students distanced in at least 3 ft. intervals and in eating situation students will be seated at least 6ft apart.
- GCSD faculty/staff will allow students to remove face coverings during meals, during class instruction, and for short breaks so long as they maintain strict 6 ft. social distancing.
- Students will be required to wear face coverings while on the bus.
- Face coverings may be challenging (especially for younger students) to wear all day in school, so scheduling face covering breaks is important. (note: no face covering for children under 2 years old)
- Face coverings may be a personal challenge, distraction/obstruction for some students and staff. Wearing face covering may be waived for individuals who claim physical or mental impairment.
- Face coverings are waived for any person who has trouble breathing.
- GCSD Nursing Staff will instruct individuals in the proper wearing of face coverings.
- Students and staff should wash hands whenever touching/taking off face coverings. Proper disposal and reuse-sanitizing of face coverings should be practiced.

**Do Your Part.....Cover Your Face**



## **Social distancing**

- Physical spacing/maintaining 6 feet social distancing will be in effect and practiced during the school day.
- Social distancing protects you from COVID-19 infection.
- 6 feet spacing will be in effect in school hallways/stairwells/open areas/ gymnasium.
- Do your best to keep 6 feet apart.
- Avoid close contact during the school day.
- Classroom desks will be at least 3 feet apart.
- Bus transportation will require physical spacing.
- Keep 6 feet spacing during school meals.
- Signage throughout the campus will address and identify 6 feet spacing.
- Avoid large gatherings to allow for proper social distancing.
- Respect one another's physical space.
- Stay COVID-19 free.

## **Health Screening**

- It is essential that the Greene School Community work together to prevent the introduction and spread of COVID-19 in the school environment and in the community while providing a quality education program as school reopens.
- The Greene School District will conduct routine health screening for COVID-19 for all students and staff. Health monitoring, under the direction of the School's Medical/Nursing staff during the school day:
  - Maintain 6ft social distancing
  - Wear protective face covering
  - Engage in frequent handwashing
- The school requires parents to take their student's body temperature at home prior to coming to school (temp below 100.0°) and to complete a brief health questionnaire that students will turn-in to the school upon arrival.
- Students, staff and visitors may go through temperature check stations as they arrive to screen for fever.
- Regular health screenings of employees will be conducted at school upon arrival, on a daily basis.
- Students and staff with symptoms related to COVID-19 while at school will be safely and carefully isolated from others by school nursing staff. Student's parents will be notified, local health officials will be notified, for medical follow-up.
- Parents are encouraged to be on the alert for signs of COVID-19 illness in their children and to keep them home when ill.
- The GCSD will ensure that all health screenings will be conducted safely and respectfully, and in accordance with privacy laws and regulations.

## Identifying symptoms

- At GCSD, upon school reopening, all faculty and staff will be prepared and cognizant of COVID-19 signs/symptoms in students.
- GCSD Nursing Staff will be ready and prepared to receive and process any student sent to the clinic from class who manifests COVID-19 symptoms: (CDC & N.Y. State Health Dept. Guidelines)
  - Chronic cough
  - Fever or chills
  - Shortness of breath/ Breathing difficulty
  - Fatigue/Irritability
  - Congestion or runny nose
  - Nausea or vomiting
  - Loss of taste/smell
  - Persistent chest pain
  - Bluish lips or face (cyanosis)
  - Mental Confusion
  - Inability to remain awake/drowsiness
  - Flushed cheeks
- Symptomatic students will be accompanied to the GCSD clinic. Nurse clinicians will isolate students/staff in a separate “clinic annex” location. Parents will be notified and arrangements will be made to transport the student/staff home.
- GCSD will contact the local Chenango County Health Department immediately.
- Suspected COVID-19 students/staff are to stay at home and seek medical treatment.

## Processing Suspected COVID Cases

- GCS School nurses are trained and responsible for dealing with suspected COVID cases during the school day.
- Students/staff who develop symptoms of illness while at school should be referred to GCS Health offices.
- Suspected COVID cases will immediately be isolated/separated from others and placed in an isolation room.
- Parents will be notified if their child is symptomatic and the student will be sent home.
- Any symptomatic COVID student/staff member sent home should be seen by a Health Care Provider.
- The GCSD will be notified of all suspected COVID cases, along with Chenango County Health Department.
- All school areas occupied by suspected COVID cases will be immediately sanitized by school custodial staff.
- School district administration will communicate plans for continuing or dismissing school in accordance with CDC-guidelines.
- Parents of ill students will be advised to keep students’ home until they have met CDC criteria to discontinue home isolation.
- GCSD will require that any student or staff member who becomes infected with COVID-19 must, prior to returning to school, adhere to the following:
  1. Contact, communicate, and cooperate with the Chenango County Health Dept. on COVID-19, mandatory tracking/tracing follow up procedures.
  2. Present to GCSD Administration a medical release and return to school/work, approved and signed by a licensed physician.

## School Dismissal/Closure

- The Greene Central School District will enact its comprehensive emergency plan that outlines/prescribes emergency procedures, roles, infection control mitigations, school response, and recovery efforts in the event of a case of COVID infection during the school day.
- When/If there is confirmation that either a student/staff member exhibits symptoms of COVID infection, the nursing staff will isolate the individual in a separate room, enact COVID protection measures (P.P.E.), notify the school administration, and contact the parents. GCSD will promptly contact the local health department for follow-up, maintaining confidentiality.
- GCSD officials will be in consultation with local public health officials to determine the health risk due to COVID and to determine the duration and extent of the school closure.
- GCSD officials will assess the suspected case of COVID infection and communicate school dismissal and school closure plans to students and staff. Parent communication will follow.
- The local health department will trace and follow-up with anyone who had contact with the suspected COVID individual while at school. Contact tracking will be prescribed.
- GCSD Custodial staff will commence critical cleaning and thorough disinfecting of the school, upon notification of potential COVID infection emergency.
- While the school building is closed, all school activities/extracurriculars will be cancelled.
- The GCSD will provide necessary communication and updates to parents and staff regarding the COVID emergency on campus.

## Emergency Drills

- GCSD steadfastly believes that nothing is more important than the safety and well-being of its students and staff.
- The School District fully intends to plan, schedule, and execute all 12 emergency school drills required by NYS Education Dept. for the 2020-2021 school year. (8- fire drills; 4- lock down drills).
- GCSD plans to schedule/spread the emergency response drills across different student cohorts, depending on the day that each student population is present (The 2020-2021 school year may include a hybrid model of the traditional GCSD school day).
- Social Distancing (6 ft. interval spacing) will be enforced during all emergency response drills (note: there will be some compromise of social distancing rules during school lockdown drills).
- Face coverings will be provided to all students/staff and must be worn when 6 ft. social distancing is not possible.
- GCSD will identify and deploy door monitors ahead of evacuation drills to assist in the exiting of students and staff.
- The School's students and staff will conduct themselves in an orderly manner during emergency drills and will listen and respond accordingly to administrative guidance.
- As is customary, GCSD Administration will work closely with first responders and law enforcement officials during all scheduled/unscheduled emergency drills.

## **Voluntary Disclosure of Underlying Health Conditions/Co-Morbidities relating to COVID-19 for Students**

- Student medical forms will be collected at the start of the school year containing information regarding students pre-existing health conditions/co-morbidities to COVID-19.
- Confidential medical information will be identified and reviewed by the School Medical Director and shared with School Medical Staff.
- The GCS Medical Director will confirm any high-risk, special needs (including students with IEP's and 504 plans), or medically fragile students.
- The District will work closely with Staff to best mitigate potential co-morbidity conditions. Possible COVID-19 mitigation options for students may include appropriate medical interventions, changes in classroom placements including remote or blended instruction, working with smaller groups of cohorts. GCS staff will ultimately make accommodations to meet the needs of the student based on the student's primary physician's recommendation working in concert with the building principal and/or the Committee on Special Education (CSE).
- The GCS Medical Staff will share pertinent health information with other staff members on a need-to-know basis and only with signed parent permission. HIPA and FERPA information rights will be protected at all times.
- Continuing educational initiatives will be offered to students on an ongoing basis. All students are expected to frequently wash their hands with soap and warm water, wear a face covering when required and socially distance at a space of no less than 6 feet.
- Continued communication with parents/guardians/caretakers, GCSD School Health Services, Building Principals, Special Ed personnel (if applicable) and Pupil Personnel Services are essential during the COVID-19 Pandemic to best accommodate and assess a student's ongoing health status.

## **Voluntary Disclosure of Underlying Health Conditions/Co-Morbidities relating to COVID-19 for Staff**

- Staff may voluntarily choose to disclose whether they or someone in their household have a bona fide medical condition that would make them more susceptible and vulnerable to COVID-19 or preclude the employee from performing the essential duties of their position.
- Such medical disclosures must be confirmed by a licensed medical care provider.
- The District will work closely with Staff to best mitigate potential co-morbidity conditions. Possible COVID-19 mitigation options for employees may include alternate work placements, working with smaller groups of cohorts, or conversations involving ADA/FMLA considerations.
  - Leave Request Under the U.S. Emergency Paid Leave Act
  - Leave Request Under the U.S. Emergency Family and Medical Leave Expansion Act (FMLA+)
- All voluntary information submitted by the employee will be confidentially reviewed and confirmed by GCSD's Medical Director, and will not be kept as part of the employee's permanent personnel file.
- GCS will provide ongoing education to all staff regarding safe work practices such as: frequent handwashing, the use of face coverings and social distancing to mitigate the exposure of COVID-19 while performing all work duties.
- Any Information collected will be used to best ensure infection control and the health, safety, and welfare of all students and staff members.

# **Social Emotional Well-Being**

## **GCS Mental Health Services**

- The entire Greene Central School Community, students, parents, staff and families have experienced levels of stress, anxiety, and social isolation as a result of the COVID-19 Pandemic.
- GCSD extends high priority to not only address the physical wellness of its constituents but also to provide Mental Health support upon the reopening of school.
- GCSD Counselors, Nursing Staff, and Faculty will be trained and prepared to assist students/staff in delivering trauma-informed Mental Health support through a responsive lens.
- Classroom and personalized one-on-one Mental Hygiene support will include:
  - Psychological First Aid
  - Screening to Identify Social Emotional needs
  - Use of support groups to enhance connections and coping
  - Stress management and mindfulness practices
  - Restorative circles
  - Direct School Counseling conferences
  - Establishment of daily routines
  - Journal writing
- GCSD will ensure that strong partnerships with community Mental Health Supports are created and that a referral system for students/staff exists with minimal wait time.
- Mental Health and Wellness resources will be communicated on GCSD District Website and in networking with families using newsletter, email, texts, and robocalls.
- GCSD will ensure strict confidentiality in its Mental Health counseling and services.
- GCSD views parents as partners and enlists their help in communicating both individual student and family Mental Health needs to the school in a timely manner.

# Facilities

## Building Use

- There will be designated areas for pick-up and deliveries, limiting contact to the extent possible.
- Hallways will have marking and signage to provide for safe passage of students and staff. An alternative is to have students stay in the classroom and teachers move from room-to-room.
- Configuration of classrooms will be determined to ensure at least 3 feet of separation between student work surfaces.
- Student desks will all face forward in classrooms.
- Regular cleaning and disinfecting will take place at the conclusion of each shift.
- Frequent cleaning and disinfecting of shared areas and objects/surfaces will be completed throughout the day in areas determined to be appropriate such as libraries, cafeteria, office areas, and gyms.
- High transit areas, restrooms and other spaces of shared use will be cleaned and disinfected frequently throughout the school day.
- Deep cleaning and disinfecting practices will be performed on days that students are not in session, or on evening shifts.
- Signage will be placed throughout the school buildings reminding adherence to proper hygiene, social distancing rules, appropriate use of PPE and cleaning and disinfecting protocols.

## Facility Protocols

- Windows and doors will be opened to provide for additional ventilation of spaces when weather is cooperative and appropriate.
- Filters in the HVAC and unit ventilators will be changed on a schedule to be developed which will be more stringent than the current program.
- Daily cleaning and sanitation activities will be documented.
- The District will monitor social density issues and adjust room uses accordingly.
- Athletic facilities will be monitored, and use will be limited. Interscholastic athletic events are not included in this protocol at this time.
- In the event of a confirmed COVID-19 case, a determination will be made of the extent to which the need to deep clean and disinfect the areas where the individual was known to have been.
- The area will be isolated with no allowed to enter until cleared by the COVID-19 Coordinator.
- Deep Cleaning and disinfection activities will be performed by custodial staff trained on the safe practices of cleaning and disinfecting guidelines as established by US CDC, NYS DOH and other regulatory agencies.
- Appropriate PPE will be made available and used by staff performing deep cleaning and disinfecting activities.

## Code Compliance

- In the event of a need to renovate or add to the existing facilities, GCSD will continue to comply with all requirements of the 2020 NYS Uniform Fire Prevention and Building Code and the NYS Energy Conservation Code. All changes will be submitted to the Office of Facilities Planning at the NYS Education Department as required.
- GCSD will ensure compliance with the 2020 Building Condition Survey and Visual Inspection regulations where applicable.
- Lead-In-Water Testing will continue to be performed as required by NYS DOH regulation 67-4.
- All new alcohol-based hand rub dispensers for sanitation purposes, which are installed throughout GCSD will be done so in accordance with NYS Fire Code Section 5705.5.
- In the event that GCSD determines the need to install dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation, detailed floor plans will be submitted to the Office of Facilities Planning for review.
- Any plans to construct, lease, utilize portable structures (including tents), will adhere to the Building Code of NYS. All plans will include a preliminary review and/or a full code review with the Office of Facilities Planning.
- Any use of plastic separators will comply with the 2020 Building Code of NYS Section 2606.
- Plans submitted dedicated only to COVID-19 Reopening will be labeled as such.
- All existing HVAC systems will continue to be operated and maintained in accordance with applicable codes and standards. Any proposed changes will be addressed with the GCSD architect and provided to the Office of Facilities Planning for review.
- GCSD has 18 drinking fountains in the Middle/High School and 507 students enrolled and 98 staff. This exceeds the number of fountains required for the facility.
- GCSD has 8 drinking fountains in the Intermediate School and 203 students enrolled and 41 staff. This exceeds the number of fountains required for the facility.
- GCSD has 6 drinking fountains in the Primary School and 251 students enrolled and 52 staff. This exceeds the number of fountains required for the facility.
- The existing number of toilet and sink fixtures in all GCSD operated facilities meets or exceeds the minimum standards of the Building Code of NYS.

# Child Nutrition

## Food Services

- All families will be provided with application materials for free and reduced meals. Multiple opportunities will be available during the school year for families to file this paperwork.
- Support will be made available from GCSD to complete the application. This will be available on-line and by phone with the appropriate contact information shared with the community on a regular basis.
- GCS will use the website, social media and global messenger system to communicate with families. As needed paper copies of information will be sent home or translated into preferred languages.
- Students will have access to school meals each school day whether in attendance or learning remotely.
- The use of proper hand washing methods and the use of hand sanitizer, when hand washing is not available, will continually be promoted through signs posted and continual reminders in printed and on-line materials.
- GCSD will maintain all appropriate and applicable Health and Safety guidelines currently in place.
- GCS staff continue to communicate about students with food allergies and provide appropriate meals and space to prevent exposures.
- GCSD will comply with Child Nutrition Program requirements currently in place.
- All students will receive boxed meals for breakfast and lunch in the elementary and MS/HS buildings to minimize cross-contamination and/or the transmission of the Coronavirus among food service workers, staff, and students.
- Boxed meals will allow for food consumption to be individualized for students, which minimizes the risk of contamination and the spread of the Coronavirus. This includes individualized and disposable plasticware, straws and napkins.
- Students shall not share food items. If there is food that a student does not want to eat, he/she will discard it in the trash rather than giving it to a friend for consumption.
- Students will maintain an appropriate social distance from one another and wear a face covering to collect their boxed meals. Upon receiving their meal, students will go to their respective classroom or cafeteria (MS/HS) and be socially distanced from one another.
- Meals may be delivered to classrooms to allow students to remain socially distanced. Box meals served in the classroom will be delivered on carts by staff.
- All mealtimes will be supervised by a staff member to ensure the health, safety, and welfare of everyone.
- Violations of this protocol will be immediately addressed by the appropriate supervisory staff.
- Eating areas will be cleaned between lunch periods and will be properly disinfected each day.
- Students in remote learning settings will have the opportunity to access school provided meals through several means. Provided to students to bring home during in-person instruction, delivered to the home on weekly basis, or weekly parent pick up.



# Transportation

## General Procedures

- Transportation will continue to be made available for students in a manner conforming to Federal Motor Carrier Safety Standards as well as regulations and guidelines of the State of New York.
- Parents and guardians are encouraged to drop off and pick-up students if it is possible or to allow students to walk to and from school.
- All high contact spots will be wiped down after each run based upon the cleaning and disinfecting schedule.
- Transportation will continue to be provided to nonpublic, parochial, charter schools or students whose IEP have placed them out of GCSD whose schools are meeting in conducting in-person session education when or if GCSD is not.
- The isolation area for the school bus will be the first seat on the bus passenger side. Students will be seated in the isolation area for the following reasons:
  - Students with COVID-19 symptoms
  - Students with no masks
- If a student has a parent at home, the driver will radio the garage, the garage will call the home to redirect the student.
- Upon arrival to the school district, students will be directed to the care of the building principal and/or nurse, depending on the circumstances of the situation.
- The seat immediately behind the driver will be left empty.

## Transportation Workers Safety

- A negative employee entry ticket will be required of staff before beginning work.
- A log for every worker will be maintained that details hours worked, buses utilized and other necessary details of daily activities.
- Hand sanitizers will not be allowed to be carried on the bus by staff. This will be communicated through training and updates.
- All staff will maintain social distancing during work hours. If this is not able to adhere to, staff will practice the guidelines issued by the CDC, wearing a mask, keeping 6 feet of distance and washing or sanitizing hands regularly.
- In-person gatherings will be limited as much as possible.
- Staff will be provided with face coverings, gloves and other PPE when appropriate and will be expected to use the protective equipment in the appropriate situation.
- Sharing of equipment and supplies will be limited to the extent practicable and will be properly cleaned and disinfected at the conclusion of each use.
- The use of proper hand washing methods and the use of hand sanitizer, when hand washing is not available, will be promoted. All drivers and monitors should wash hands before and after all trips.
- Transportation staff will be provided with in-service training and refreshers for cleaning and sanitizing practices and other protective measures including the use of appropriate PPE. This training will also include the methods of determining signs and symptoms of COVID-19. Social distancing will also be a topic of these training sessions.
- Drivers and monitors will be required to wear a face-covering while the bus has students on board and may wear face shields in addition to masks.
- Hand sanitizers will be provided in locations in the bus garage that will make them readily available to all staff.
- All drivers and monitors who have direct physical contact with students will be required to wear the appropriate gloves as supplied by GCS.

## **Cleaning and Disinfecting**

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- *Daily Cleaning*
  - All trash removed
  - Floors swept and dust mopped
  - Walls and windows cleaned
- *High Touch Surfaces*
  - Bus seats and seat backs
  - Seat belts
  - Door handles, handrails
  - Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to Instructions.
- Eating and drinking will be prohibited on the bus
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed.
- All cleanings/inspections will be documented (via trackable log)

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

- If a student tests positive for COVID-19:
  - Bus will be taken out of service for a deep and complete cleaning and disinfecting.
  - Misting agents will be used before any further entry to the bus.
  - All surfaces will be wiped down with an appropriate cleaning agent approved for disinfecting for the COVID-19 Virus.
  - Families of other students riding on the bus will be notified as will the appropriate health department authorities.
  - Every attempt will be made to ensure a third-party inspection of the bus prior to returning to service.

## **Students on Transportation**

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school
- Students must wear a mask on the bus unless they are medically excused.
- If students do not have a mask, one will be provided for them.
- Where a student is medically incapable of wearing a mask, alternate seating and/or transportation will be arranged.
- Communication will be sent to all families prior to the start of the school year that details the protocols to be followed during bus rides.
- Social distancing will also be strictly enforced during loading and unloading of buses.
- Students will be provided with instructions on the first day of school on the proper methods for riding the bus. Updates will be shared throughout the school year.
- Social distancing guidelines will be strictly adhered to while on buses with all students maintaining 6 feet of separation unless they are wearing a mask. Training will be provided with periodic reminders.
- Students will be trained and provided periodic reminders on the proper use of PPE and the signs and symptoms of COVID-19.
- Hand sanitizers will not be installed on buses due to its combustible composition.
- Family members will be allowed to ride together.
- Students will not be permitted to use bus passes to go to alternative locations to limit student movement between routes. Students will ride the same route in the AM & PM
  - Students will not be able to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)