

Return *to* Learn
DISTRICT PLAN



WE ARE
TUXEDO

Tuxedo Union Free School District
July 31, 2020

July 31, 2020

Dear Tuxedo Community,

Since March 2020 we have transformed as a community, a state, a nation, and a world. As we embark on the 2020-2021 school year, we will again adjust to new academic and social norms. What started with disbelief has become a new way of life with new rituals and routines.

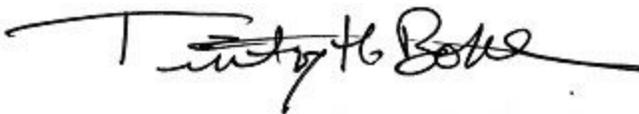
Our children and the Tuxedo learning community as a whole have faced unprecedented challenges. These challenges have been addressed head-on and our children have shown us the true meaning of resilience. We could not be more proud of how they have adapted and overcome obstacles.

As always, the students are our first concern and all recommendations and decisions will be made with their best interest in heart. Health and safety, social and emotional well-being, and access to teaching and learning are all key factors. As we forge ahead we will continue to strengthen these areas to meet the needs of our students.

I would like to express my gratitude to the members of the Board of Education and the Tuxedo Return to Learn Advisory Council for their commitment to this work. Finally I would like to thank GGM Principal, Mr. Paul Brown, and AP for Student Services, Ms. Nicole Scariano for the tremendous amount of time and effort they have put into making sure the Return to Learn Advisory Task Force is well-prepared to discuss the challenges ahead of us. With the continued support from the entire Tuxedo Community, we can and will provide our students with the necessary skills to continue to thrive in our continuously changing world.

WE ARE TUXEDO!

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy H. Bohlke". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Timothy H. Bohlke

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Tuxedo UFSD Return to Learn Introduction

March 13, 2020, is the date that school changed dramatically. It is the date to which students, families, teachers and staff made a rapid transition to distance learning.

Since the end of June, and throughout the summer, we have been working to prepare for what needs to be in place for September. As COVID-19 impacts all of us, it was important to include the community in this planning. Surveys about different reopening scenarios were created and we thank the students, parents and staff who took the careful time to share their input. In addition, the Tuxedo “Return to Learn” Advisory Task Force was established, with members representative of our community: students, faculty, parents, staff, community members and administration. The task force was charged with reviewing survey results and identifying potential areas of need to shape our Return to Learn Plan. The task force will continue to meet and discuss updates as necessary throughout the month of August.

While this plan contains a great deal of detail, there are still many questions that need to be answered and decisions to be made. Through our surveys and conversation, we have heard your voice. Please know that our primary concern is the health and safety of all. To that end, some decisions will be popular and some not so much. Nevertheless, decisions must be made that support the best interest of our entire Tuxedo learning community while keeping us all healthy and safe.

The Return to Learn Plan is a “living” document and will evolve throughout the month of August as we continue to receive updates from the CDC, New York State Department of Health, New York State Education Department, and Governor Cuomo. The next anticipated announcement regarding the reopening of schools is expected from Governor Cuomo on or about August 7, 2020. We will continue to monitor the situation closely and update our plan as necessary, keeping you informed every step of the way.

As a district, the goals set forth in our Return to Learn Plan are:

- Maintain the health and safety of students and staff
- Provide in-person educational opportunities as much as possible
- Improve the quality and structure of remote and blended learning through professional development opportunities
- Support social-emotional wellness of all students and staff
- Ensure continued provisioning of special education and ENL services
- Promote two-way communications with all community members

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

The Tuxedo Union Free School District has and will continue to engage with stakeholders and community members (e.g., faculty, staff, students, parents, community members, local health care providers, Tuxedo Teachers Association, Tuxedo Employee Unit, Tuxedo Administrators Association and the Board of Education) when developing and updating our Return to Learn plan. Members of the Return to Learn Advisory Task Force are listed in Appendix D.

- The Tuxedo Union Free School District will communicate new protocols and on-going updates to students, parents, faculty and staff, and visitors through email, text, website, and social media.
- All new and updated signage will be in place prior to school opening.
- Beginning on September 1st, faculty and staff will engage in professional development to support healthy practices, new technologies, and preparation for students to return.
- Beginning on September 8th (FIRST DAY OF SCHOOL) Students and staff will engage in learning new protocols, new technologies, rituals and routines in preparation for:
 - In person instruction
 - Distance Learning (learning online at home)
 - Students will be taught/trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- District leadership will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.
- All (faculty, staff, student) handbooks and Student Code of Conduct will be updated to reflect updated protocols and policies

HEALTH AND SAFETY

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

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator (Superintendent Timothy Bohlke).

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members.

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

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

Facility Entry

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

Students—Entering Campuses

- Passive Screening. Parents will complete a daily questionnaire (at home) and screen

students prior to leaving for school (check temperature to ensure temperatures below 100.0 degrees Fahrenheit, observe for symptoms outlined by public health officials)

- Parents will keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- Active Screening. All students (and visitors) will pass through a temperature scanner when entering the building. If a student registers with a high temperature, the student will be held and the nurse will be summoned to the entrance.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves and a mask.
 - Touch method thermometers must be properly cleaned and disinfected after each use.
- All students will wash or sanitize hands as they enter their classroom.
- Use privacy boards or clear screens when practicable or necessary.
- Protect and support students who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk will be provided educational options.

Staff—Entering Campuses

- Passive Screening. Instruct staff to self-screen by taking the COVID-19 screening questionnaire before leaving for work and to stay home if they have answered yes to one or more questions on the questionnaire.
- Active Screening. All staff (and visitors) will pass through a temperature scanner when entering the building.
- All staff must wash or sanitize hands as they enter the campus.
- Employees who are exhibiting symptoms will be asked to go home.
- The procedure for reporting the reasons for the exclusions will be finalized in conjunction with the bargaining units.
- Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.

Daily Health Screening of Staff, Students and Visitors

- Prior to entering all Tuxedo locations, individuals must complete a medical screening questionnaire. This questionnaire will be accessible to all visitors in ways such as: Tuxedo website and at designated points of entry.
- Although filing of the health survey is preferred to be done online, paper copies of the questionnaire for visitors will be available at security stations.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Visitors will be screened for temperature at arrival.

- Parents must monitor for temperatures and symptoms prior to sending their student on a bus.
- Temperature scanners will be utilized both on a large and individual scale.
 - Temperature may be monitored throughout the day as necessary and appropriate
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For visitors entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.

Social Distancing

- All individuals on the Tuxedo premises will be required to wear face masks and will maintain social distancing whenever possible.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as breakrooms (unless eating), hallways or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene

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

- Hand hygiene includes:

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

Visitor and Vendor Practices

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

Visitors

- Nonessential visitors will remain in the security vestibule and not need to enter the building. (i.e. dropping off a lunch box)
- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in at Security for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible. To the extent possible, a designated small

conference space shall be designated in each school, near the main office, for all meetings with parents to be held.

- All visitors must sign in and out at the designated entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member to their destination.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.

Vendors/Delivery

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors must report to the main entrance first, for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING. The vendor will fill out the visitor log for destination for contact tracing purposes.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via Google Meet when possible.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.

Training

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

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

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

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

Training for Screeners

The Tuxedo UFSD will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate

employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of another individual.

Training topics for all staff and substitutes

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (varies by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick
<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting
<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-CoVid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19

- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

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

When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
- Train all non-food service staff on any meal service-related activities they will be responsible for.
https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Cleaning and Disinfection

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

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

- Bathrooms
- Locker rooms, if utilized - they will not be utilized under current instructional plan
- Health offices, isolation rooms
- Administrative offices (main office, reception area)

- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Depot
- Buses, school vehicles
- Libraries
- Large meeting areas (auditorium, gymnasium, music rooms)
- Playground (cleaning only)
- Outdoor seating areas (plastic or metal)

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

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

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

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

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

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

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

Suspect or Confirmed COVID Cases

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

Contact Tracing

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

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

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick.
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

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

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

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

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

Closure Considerations

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

- Having school administrators collaborate and coordinate with local health officials to make school closure and event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree at the district level.
- Implement the plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available. The Supervisor of Buildings & Grounds will monitor product levels in order to avoid running out, unless the products are not available

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

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

Shelter-In-Place

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

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

Hold-In-Place

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

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

Evacuate

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

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one

- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

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

Lockdown

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

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

FACILITIES

General Health and Compliance

In order to prevent the spread of COVID-19 infection the Tuxedo UFSD will focus on meeting social distancing requirements and cleaning and disinfection. High touch areas will be cleaned regularly, as well as routine disinfection of common areas.. For some requirements that need to be met some changes associated with building spaces may need to take place. All plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

Doorways

Some doors within the Tuxedo UFSD are equipped with automatic hold openers. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged.

Emergency Drill

The Tuxedo UFSD is committed to the safety of all members of the community. The district will continue to conduct standard operations and safety procedures. Fire (evacuation) Drills and

Lockdown Drills are required by Education Law and regulation and the Fire Code. All drills will be conducted in a timely manner, taking into account new requirements based on the NYSED School Reopening Guidelines. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. The District will continue to maintain these plans in accordance to Education Law and the Fire Code. The District will implement plans to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility. These changes will be included in the Fire Safety plans

Inspections and Lead Testing

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

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable, all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced as necessary to maintain at least 6 ft. of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains may be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings when social/physical distancing cannot be maintained.
- Additional breaks may be allotted to allow individuals time to leave the space for a "mask break" if needed. Specific determination of these conditions will be determined by the individual's supervisor.
- Tasks requiring large amounts of people to be in one area will be reduced
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

Conference Rooms

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- If meetings are to occur in person, they will be conducted in an efficient manner

- Social distancing among participants will be required
- Lingering and socializing before and after meetings should be discouraged

Break Rooms and Lunch Rooms

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

Copier Rooms/Areas

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

Elevators

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

Restrooms

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

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.

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

Classrooms

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

Based upon clarification from the Governor's Office regarding the intent of the NYSDOH Guidance released July 13, 2020 (DOH Guidance), we are providing the following clarifications regarding our guidance released July 16, 2020 (NYSED Guidance).

Social Distancing

Q. Do students and staff have to maintain a 6-foot distance from others at all times (NYSED Guidance p. 28)?

A. Schools must ensure that students and staff are protected by requiring at least one of the following:

Social distancing of Six Feet OR Barriers OR Face Masks/Coverings. Schools choosing to require face masks/coverings must allow them to be removed for meals and should allow students to take mask breaks as long as they maintain social distancing. Schools choosing to utilize social distancing or barriers are strongly recommended to also encourage the use of face coverings.

Q. What is an acceptable Barrier?

A. NYSDOH July 13, 2020 guidance provides:

- Use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. If used, physical barriers must be put in place in accordance with United States Department of Labor’s Occupational Safety and Health Administration (OSHA) [guidelines](#), and may include strip curtains, cubicle walls, plexiglass or similar materials, or other impermeable divider or partition.

Nurse Stations

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

Isolation Rooms

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

Reception areas

Security Stations will remain at all entrances of each building.

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

Computer Labs

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

Library Spaces

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

Engineering Controls

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

Ventilation

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

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
 - Options for replacement and modification to existing systems will be explored.
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.

- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent. (every 2 months instead of every 3 months)

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

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

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

CHILD NUTRITION

At Tuxedo we believe that a successful nutritional program is a main contributor to a positive academic environment. During the 2020-2021 school year, the Tuxedo UFSD will continue to provide all students with school meals.

In the event that the Tuxedo UFSD will implement a Distance Learning Model, meals will still be provided to students. The Transportation department will continue the process of delivering meals to students as they are on distance learning.

Free and Reduced Lunch

As the COVID-19 pandemic has changed the economic landscape more families may become eligible for the free and reduced lunch program. Prior to the opening of school the Tuxedo UFSD will provide families with a number of different types of communication. Families will be sent a Google Form to determine if they are eligible for the lunch program. Links will be

provided to documents and frequently asked questions. Families will also be sent reminder notices that an application for free and reduced lunch can be sent at any time during the year.

If the Tuxedo UFSD implements a learning model where students will be attending school certain safeguards will be put in place to ensure the health and safety of the students while providing students with access to nutritious meals. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

Health and Hygiene for Cafeteria Staff

To prompt health and hygiene the Tuxedo UFSD will reinforce proper handwashing and use of a cloth face covering by employees when near other employees or students. Adequate supplies for both employees and students including soap, hand sanitizer, and tissues will be available. Signs will be posted to reinforce steps that are necessary in stopping the spread of COVID-19. Also the standard operating procedure for sanitation of school kitchens, cafeterias, food warehouses and central production kitchens will be updated. All cafeteria staff will be trained on health and safety protocols, including correct application of disinfectants and maintain physical distancing. All high touch areas will be cleaned and sanitized frequently.

Meal Preparation

The Tuxedo UFSD will ensure that gloves, masks, and other supplies are available to cafeteria staff. The district will promote fresh healthy menu options that are individually plated meals and pre portioned and pre wrapped produce. To provide meals the district will use disposable trays (or other means of delivering meals such as a paper bag) and wrap cold items in plastic and hot food with foil. To promote health and hygiene workspaces will be reorganized to accommodate for proper physical distancing during meal preparation and meal service.

Onsite Meals

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

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

Preparation for Lunch (GGM)

At the beginning of each day classroom teachers will take a tally of students who will be buying lunch for that day. The teacher will then provide the lunch count to the main office. After the main office receives the count the Director of Food Service will be notified of how many

students from each grade level will be buying lunch for that day. This will allow the cafeteria staff to pre-plan meal service. This will also aid in students being able to social distance, but move quickly through the lunch line. The cafeteria staff will prepare lunches based on grade level (youngest to oldest).

Pre-Kindergarten Lunch

Meal service for the Pre-Kindergarten students will take place in classrooms. Staff will be designated to bring meals to each individual cohort. To eat their meals, students will maintain social distancing, sitting at least six feet apart. The Pre-Kindergarten teacher will collaborate with the School Nurse to determine if any students have any food allergies. The student and the allergy will be noted by the teacher, classroom aides and the school nurse. If necessary parents may be notified that a certain food product will not be allowed in the classroom. Protocols and reminders will be used to discourage the sharing of food.

Lunch Protocols

All students in grades Kindergarten to 12th grade will eat lunch in the cafeteria. There will be two separate lunch periods during the day to limit the number of students that are in the cafeteria at the same time. Classes may exit their rooms to the cafeteria at a set interval of time to ensure adequate social distancing. As classes enter the cafeteria, students who brought lunch will be escorted to the sections they will sit. Students who will receive hot lunch will line up at the hot lunch line door. Only one class may be in line for hot lunch at a time. Cafeteria staff will ensure that students are socially distant while waiting to receive their lunch and when they enter the area they receive their hot lunch.

Cafeteria Sanitation and Procedures

Before, during and after lunch all students will perform proper hand hygiene. Signs may be posted around each cafeteria to promote hygiene.. Hand sanitizer and other PPE equipment will be stationed around each cafeteria.

At this time the Tuxedo UFSD will suspend the use of share tables, salad bars and other self-service refrigerators and buffets for food and condiments. The sharing of food between students will be highly discouraged. The maintenance staff will establish sanitation procedures. The maintenance staff will clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students.

TRANSPORTATION

During the 2020-2021 school year, Tuxedo UFSD will continue to provide safe and effective transportation to all students that reside in the district, in the event of implementation of the in person or hybrid model. This includes students who attend special education programs located outside of the district.

The Tuxedo UFSD will implement a transportation plan that is consistent with the state issued public transit guidance and NYSED School Reopening guidelines.

School Bus Policy and Sanitation

As per the NYSED School Reopening guidelines all buses that are used on a daily basis to transport students will be cleaned/disinfected at least once a day. After each am and pm run all high contact areas will be wiped down based on the disinfection and bus usage schedule. All cleaning and disinfecting products will be approved by the EPA. After the final cleaning all buses will be inspected to ensure all protocols were followed. All cleanings will be documented in a trackable log. Buses that are wheelchair accessible must ensure social distancing of 6 feet. The seat directly behind each drive will be left vacant to meet appropriate social distancing requirements. When temperatures are above 45 degrees the Transportation department may decide to transport students with roof hatches or windows slightly open to provide airflow. Additional runs may be implemented to ensure effective social distancing procedures.

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

If there is a reported case of COVID-19 on a school bus the Director of Transportation will immediately notify the Superintendent of Schools. Parents of all students that have been transported on that bus will be notified. The bus will be taken out of service for a minimum of 24 hours before the bus can be used again after a report of COVID-19. The bus will be disinfected following CDC guidelines (*this may be updated as guidance continues to evolve*)

Transportation Department Staff

All Transportation Department staff including bus drivers, monitors, attendants, mechanics..etc will perform a health evaluation screening before arriving to work. All transportation staff will be provided training and periodic refreshers on the proper use of Personal Protective Equipment and the signs of COVID-19. Transportation staff will be required to wear masks, along with an optional face shield when busing students and in all district buildings including the bus garage. The Transportation Department will provide staff with proper PPE equipment and extra PPE devices that will be secured on the bus if needed. Hand sanitizer is not allowed to be carried or provided to staff on buses. Hand sanitizer will be provided to all Transportation Staff locations such as the bus garage, dispatch offices, and break rooms.

Drivers are not required to, but it is recommended that they wear gloves while completing their run. Gloves must be worn when there is direct contact with a student. It is encouraged that all transportation staff wash their hands before and after am and pm runs to stop the spread of diseases.

Student Transportation

Before students are transported to school parents must ensure that their child is not experiencing any signs or symptoms of COVID-19 and do not have a fever of 100 degrees or above. All students who are transported by Tuxedo UFSD buses will be required to wear a face covering, unless they are unable to medically tolerate a face covering or if a face covering will impair their physical or mental health. All students will practice social distancing on district transportation. Students will be seated with a spaced seat between them. Students who do not have a mask when boarding the bus will be provided one by the transportation staff. Students with disabilities with documented needs will be provided modifications for PPE requirements, by a case by case basis.

During transportation siblings who reside in the same household may sit together. For students who require a mobility device, their seating position will include necessary requirements to meet the social distancing. When transporting students the first student on the bus may be asked to sit in the back, when going to school, and the last student off may be asked to sit in the back when going home from school. Staggered pick up and drop off times may be utilized to ensure proper social distancing while transporting students. When students are exiting the bus, drivers and/or monitors will make sure students are following proper social distancing protocol.

Out of District Transportation

During the 2020-2021 school year, Tuxedo UFSD will continue to provide transportation to students who are placed out of the district, if those schools are implementing an in person model. Tuxedo UFSD will also continue to transport students to all BOCES programs. For transporting students out of district and to BOCES the above protocols for transportation will apply. The Director of Transportation will also keep a log of attendees on the trip in both directions from the BOCES building. These logs will assist BOCES in contact tracing due to exposures either at the BOCES buildings, or during transportation

Transportation Communication

Prior to reopening schools the Tuxedo UFSD will emphasize to parents and students that the District has thoroughly disinfected all buses and student transportation vehicles. The district will communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services. Parents will continually be advised not to send their children to school or board the bus if sick or with an elevated temperature. Information regarding transportation will be sent to parents including an "opt-out" option, meaning they will drive their child to/from school. The district will remind students/parents/guardians that social distancing requirements extend to the bus stop.

Student Drop Off

As we continue to prioritize health and safety, Tuxedo families will have the option to drop off their child to their respective buildings. At the beginning of each question families opt to drive their child to school or have them transported on the bus. To maintain consistency, if a family decides they will be transporting their child to school, they must commit to continue to transport their child on a quarterly basis. If a family opts to transport their child, they must do so until the end of the quarter. At the end of the quarter families can decide to continue to drop off their child or have them transported on the bus. Students who drive to school can continue to do so and will park in a pre designated space.

George Grant Mason Drop Off

For those parents who have children in GGM drop off will occur in the lower parking lot. Students will be dropped off and proceed to enter through the multipurpose room doors. Staff members will be available to assist with students entering the building

NOTE: *Parents, please pull into the parking lot below GGM and either park or pull up to the sidewalk so the passenger side is adjacent to the sidewalk. Students should not be walking across the parking lot without an adult escort.*

George F Baker Drop Off

For those parents who have children in GFB drop off will occur on the side door by circle field. Students will be dropped off and enter the building through the side entrance and continue into the building. Staff members will be available to assist with students entering the building.

NOTE: *Parents, please drive around Circle Field and pull up to the curb so the passenger side is next to the curb. Students should not be crossing School House Road when they get out of the car.*

Points of Entry

To limit the number of areas accessed there will only be two points of entry for students. Students who are dropped off for GGM will enter through the multipurpose and continue into the building. GGM students who are transported by bus will proceed up the ramp (to the right of the main entrance) and enter through the middle entrance into the lobby and proceed into the building. Students who are dropped off for GFB will enter through the side door and proceed into the building. GFB students who are transported by bus will enter through the main lobby doors and proceed into the building.

SPECIAL EDUCATION

Tuxedo UFSD will ensure the provisioning of a free appropriate public education to its students with educational disabilities regardless of whether services are provided in-person, remotely (i.e. distance learning) or through a hybrid mode. As always, services will continue to be offered consistent with federal, state and local guidelines that are intended to protect the health and safety of both students and service providers. Our reopening plan is designed to consider and ensure the health, safety and wellness of students, families and staff to support necessary transitions and provisioning of FAPE across in-person, distance learning and combinations of the two models (hybrid), consistent with the changing health and safety conditions and directives.

Education for students with disabilities must ensure equal access and provide FAPE (Free and Appropriate Public Education). We are committed to ensuring that students with disabilities have access to those educational opportunities to the same extent as their peers, and will seek to provide services and supports that appropriately meet their needs. Students will continue to be educated in their least restrictive environment, whether education be provided through distance learning (LRE), in-person or a hybrid model. Programming, supplemental aids and services as recommended on a student's IEP or 504 will be implemented to ensure students continue to benefit from instruction, consistent with federal, state and local guidelines that are intended to protect the health and safety of students and service providers (including special education teachers).

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

Provisioning of IEP Services & COVID-19

We recognize, and the New York State Education Department and Office of Special Education, has acknowledged and understands, that not all typical school-based instruction and special education supports can be feasibly implemented through remote learning in the same mode and/or manner they are typically provided in-person.

The same flexibility with respect to the IEP implementation for the delivery of services during school closures continues to apply to the special education programs and services, whether delivered in-person and/or remotely (i.e. distance learning). This includes flexibility in the mode, manner, group or individual sessions, group size, frequency, duration and class size/ratio, etc. The delivery of services utilized provides special education programs and services to meet the needs of students with disabilities in various types of instructional models while utilizing the full continuum of special education services (related services, resource room, consultant teacher services, integrated co-teaching services and special class).

CSE teams will notify/meet with the families of students regarding any shifts in services necessitated by COVID-19 and impact of. Examples of potential shifts include: smaller class sizes, social/physical distancing requirements, location of services (Therapy Room / Classroom).

Progress Monitoring

Teachers and service providers will continue to collect and use data to monitor each student's progress toward their annual goals and evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

Compensatory Services

Should Tuxedo UFSD engage in a distance learning plan, service providers, special education teachers and general education teachers will be required to document the progress of students with disabilities in order for the CSE to make individualized determinations of whether and to what extent compensatory services are to be provided once schools reopen and how these services will be provided.

IEP Implementation Documentation

- Service providers will keep electronic logs of the ongoing instruction and services provided to each student, documenting progress toward IEP goals. These logs will be for CPSE/CSE consideration in determinations of student needs and services.
 - This includes any provisioning of compensatory services, which will be noted as such, with documentation available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.
- Student progress data will be maintained and reported to the CPSE/CSE and parents on a quarterly basis to parents and be available more frequently, upon request
- All collaboration and communication with parents in developing a distance learning plan will be documented by service providers, inclusive of general education teachers

Communication & Meaningful Outreach and Engagement with Parents of Students with Disabilities

Ensuring clear, ongoing and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities.

Tuxedo UFSD will ensure that parents of students with disabilities stay informed regarding the identification, evaluation, educational placement and the provision of FAPE to their child. We will work collaboratively and creatively to help ensure there is an understanding of our school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress and communicate with parents in their preferred language or mode of communication and documenting outreach efforts.

Case Managers

Special education teachers and service providers will communicate student progress on an ongoing basis with parents, sharing resources as necessary to ensure continued benefit of instruction and continued, appropriate access to the necessary accommodations, modifications, supplementary aids and services and technology.

Each student with a disability will have a case manager assigned to them. The Case Manager will serve as the primary communication point of contact between the family and school. The Case Manager will work in conjunction and collaboration with the child's service providers, classroom teachers and staff that work with the student. Case Managers will meet with the Assistant Principal of Student Services on an ongoing basis to review student progress and access to the least restrictive environment.

Contingency Plans to Address Students' Remote Learning Needs

Distance Learning for Students with Disabilities

Distance learning plans will be created and amended, if necessary, when students are in a distance learning model to ensure continued access to the curriculum. Special education teachers and related service providers will work in collaboration with families to ensure continued learning during a time of distance learning. Service delivery via distance learning will be through the use of online or virtual instruction, instructional telephone calls, computer-based instruction, assistive technology, accessible instructional materials and/or curriculum-based instructional activities.

Students with disabilities are general education students first. General education teachers will continue to implement modifications and accommodations to ensure tasks and/or assignments are accessible for learning.

Continuum of Special Education

Special Class will continue to be scheduled as part of a child's program, just like a general education class would be. Students will be provided specially-designed instruction for the specific subject area of the Special Class.

For Integrated Collaborative Teaching (ICT) Classes and/or Consultant Teaching Classes the special education teacher will collaborate with the general education teacher on ensuring access to instruction and implementation of IEP and/or 504 plans. Co-teachers will continue to plan and utilize various co-teaching models to ensure access to the general curriculum, including co-teaching during cases of live instruction. These classes will be part of a student's schedule.

Resource Room will continue to support students with progress toward IEP goals. It will be part of the student's schedule and the special education teacher will meet with students during the small group instruction time.

Related Services will be scheduled in collaboration with classroom teachers, other special education teachers/staff and families.

For our students with highly individualized and modified programs, who are not typically accessing the general curriculum, special education teachers and related service providers will prepare materials that can be implemented at home and provide interventions by phone or videoconference as available. In addition, special education staff will advise parents of the schedule time of interventions so that they can make their children available.

Rapid Transition to Distance Learning for Students with Disabilities

In the event a rapid transition from in-person instruction to distance learning is necessary, the District will be prepared to ensure access and provide FAPE for students with disabilities. Students with IEPs and 504s will each have a **distance learning plan** that outlines provisioning of services during a time of distance learning and modifications for instruction and PPE (personal protective equipment). This plan will, to the extent practicable and in light of the student's unique learning needs, mirror service delivery of an in-person model. This will be amended if necessary in collaboration between the special education staff and family.

In-person Instruction for Students with Disabilities

Students with disabilities will be provided services as outlined by their IEP or 504 during times of in-person instruction. The District will follow established protocols for service delivery when special education teacher or related service providers are absent. In the event of a prolonged absence of a special education teacher or a related service provider, the District will seek to procure coverage through either a substitute teacher/provider. In the event a substitute teacher/provider cannot be procured, despite good faith efforts of the District, compensatory services will be considered.

Students with disabilities will be held to the same expectations of their non-disabled peers in the adherence to social-distancing guidelines and classroom routines. Accommodations and modifications will be made on a case-by-case basis, given the child's unique needs as per their disability. Understanding that behavior is a skill, students who need additional support in meeting school-wide expectations will be provided additional instruction first by the classroom teacher. If additional support is needed to consistently meet expectations, intervention may be provided by the special education teacher and/or case manager.

Hybrid Instruction for Students with Disabilities

In-person services are a priority for students with educational disabilities. Related service providers and teachers of record (Resource Room and Special Class Study Skills) will work with the District and parents on scheduling for the scenario that a hybrid model is used.

Child Find & Referral

Tuxedo UFSD has a continued obligation to identify, locate and evaluate all students who are in need of special education and related services.

In light of the impact COVID-19 building closures have had on student learning, students will not be identified as having an educational disability merely because they underperformed due to building closures, changes in the educational delivery model used during this time or other factors unrelated to whether the student has an educational disability. The District will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19.

However, the parent or district believes that the student may have an educational disability, the student should be referred to the CSE and the referral process, as outlined in the District's special education plan and Commissioner's Regulations will be followed.

To ensure disaggregation of disability and non-disability factors contributing to a student's educational needs will be addressed through an electronic system of referral, including but not limited to, documentation of remote or in-person intervention and student response through a Multi-Tiered System of Support.

Forms for referral and documentation of response to intervention will be made accessible to parents and staff on the District website.

Evaluations for Initial and Continued Eligibility

The CSE, CPSE and Section 504 Committee has an obligation to timely evaluation and to conduct evaluations in accordance with test publisher's protocols.

The District will seek to administer evaluations in-person to the extent practicable. During time of distance learning, or should a rapid transition to distance learning be necessary, those parts

of an evaluation that can be conducted remotely will be done so. Summary reports will note whether any part of such evaluation was conducted remotely.

| Evaluation | In-person | Remote |
|---|--|----------------|
| Social History | Yes | Yes |
| Psychological evaluation | Yes | Some, not all* |
| Classroom Observation | Yes | Case-by-case |
| Educational evaluation | Yes | Some, not all^ |
| Physical examination | <i>As per physician, supplied by parents</i> | |
| Other evaluations including but not limited to communication, speech and adaptive skills | Yes | Some, not all^ |
| Teacher Progress Summary Report | Yes | Yes |
| Functional Behavior Assessment (FBA) | Yes | Case-by-case |
| Level 1 Vocational Assessment | Yes | Yes |

**As determined by the school psychologist, in consultation with the CPSE/CSE Chairperson and/or Section 504 Coordinator*

^As determined by the case manager, in consultation with the CPSE/CSE Chairperson and/or Section 504 Coordinator

Procedural Safeguards and Prior Written Notice Requirements

Procedural safeguards, prior written notice (before a change in the identification, evaluation, educational placement or provision of FAPE to the student) and CPSE/CSE meeting notices will be provided via USPS mail or electronically, should the parent elect to receive documents by email.

Parents/guardians will be asked to confirm their email address on school records in the beginning of the school year to ensure timely communications and their preference.

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

CSE/CPSE and Section 504 Meetings

Committees on Special Education (CSE) and Preschool Special Education (CPSE) and Section 504 will continue to use alternative means of meeting. All meetings will be scheduled as Virtual Meetings and this will be listed as the meeting location written on notices. Parents and students may attend by video-conference or by phone.

Requests for in-person meeting

Parents will be provided with step-by-step guidance in their native language of how to join and participate in the Virtual Meeting format. During times of in-person or hybrid model instruction for students, in-person meetings may occur. Change of meeting location requests must be made within 5 days of the scheduled meeting with District protocols followed for entry.

The District will utilize electronic and physical communications to ensure informed parental participation. Electronic communications will be addressed to the email address of the parent/guardian on file with the school and within the IEP management system.

Partnership and Collaboration to Reflect All Settings Where Students are Served

Our students with disabilities have diverse educational needs which is reflected through the continuum of services that are provided in a variety of settings, including outside Tuxedo UFSD. Tuxedo UFSD will continue to conduct and facilitate outreach efforts to remain informed regarding the planned activities for the nature of delivery of instruction and related services and to identify shared resources, materials and technology (as appropriate) for those students who are receiving special education programs and services in charter schools, Board of Cooperative Educational Services (BOCES) programs, independent or religious schools, approved school-age programs serving students with disabilities, or for approved preschool special education providers contracted by Orange county.

For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services will continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to Tuxedo UFSD for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements.

Accommodations, Modifications and Supplementary Aids and Services for Access to General Curriculum

Tuxedo UFSD will ensure that students with disabilities have access to the supplemental aids and services as recommended on their IEP in order to meet their unique instructional and social emotional needs to enable education to the maximum extent appropriate in accordance with the least restrictive environment.

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

Case managers, service providers and general education teachers remain responsible for implementation of IEPs and will monitor student progress. Distance learning plans will address the need for amendments to ensure continued access and participation in the general curriculum during times of distance learning.

SOCIAL-EMOTIONAL WELLNESS

School-wide supports

Each teacher is expected to establish a safe, supportive classroom environment, whether in-person or virtually, responsive to students' needs. Social-emotional and behavioral skills are expected to be integrated into classroom lessons. Positive teacher-student relationships are proven to be one of the greatest indicators of student achievement. Teachers will ensure lessons reach all learners by using knowledge of their students to provide multiple entry points and differentiation.

System of supports

Teachers who are concerned about a student's wellbeing may refer him/her to the IST. (The IST standards for Instructional Support Team and is the District's student-driven problem-solving team that includes the school counselor and school psychologist).

The referral process will be virtual, regardless of whether school is in-person, distance learning or a hybrid model. Teacher teams are to engage in ongoing progress monitoring of students by using the established communication protocol to quickly determine whether a concern is seen by one teacher is indicative of a pattern in need of intervention.

The IST meets on an ongoing basis to review teacher referrals and engage in student-driven problem solving to triage support. The team will meet virtually when necessary (i.e. during times of distance learning) and continually engage in discussions about the continuum of instruction and intervention for academic, instruction, social-emotional and behavioral well being of students.

For students who need intensive intervention, a support plan will be created and implemented and a dedicated point person will be identified to coordinate support and streamline communications between home and school.

Community Supports

The school counselor and school psychologist will continue to identify and liaise with community resources for social-emotional and mental health resources for families about COVID-19 coronavirus. Any child who is appearing particularly vulnerable will receive individualized support and counseling.

BILINGUAL EDUCATION AND WORLD LANGUAGES

ENGLISH AS A NEW LANGUAGE & ENGLISH LANGUAGE LEARNERS

Initial Identification of Potential ELLs

The Tuxedo UFSD will continue to complete the ELL identification process for all students entering the school district (in person, hybrid, blended hybrid, remote.)Based on the approved (NYSED) temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year. Any new entrant enrolling in a school district, to the extent feasible, will receive ENL services while awaiting NYSITELL results.

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

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

Communications and Language Access

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

Professional Learning for Educators

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

Guiding Principles for Ensuring the Success of ELLs/MLLs

The Tuxedo UFSD will ensure that all teachers (general education and ELL/MLL) will plan accordingly and continue to apply the principles of The *Blueprint for English Language Learner/ Multilingual Learner Success* in planning for the reopening of schools in 2020-21.

Progress Monitoring

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

Educational Technology

The Tuxedo UFSD is committed to providing device and internet access to all students K-8 who need it. Chromebooks will be provided to all students grade 3-12 and ipads to Grades Pre-K-2. The use of online resources, digital tools, and media during in-person and hybrid learning will facilitate a smoother transition should school closure be necessary. Tech support will be available for both parents and students to access whether it is to ask a question or to provide assistance with any concerns regarding the device or service. A contact list will be provided to parents and students. This list can be obtained through the district's website, through email and by request.

Students with Interrupted/Inconsistent Formal Education (SIFE)

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

Family Partnerships and Communication

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

Culturally Responsive-Sustaining Education Framework

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

ATTENDANCE AND CHRONIC ABSENTEEISM

Attendance and Attendance Reporting

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

Chronic Absenteeism

The Tuxedo UFSD is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The Tuxedo UFSD addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
 - Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
 - Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.
3. Create a more positive school culture and a focus on engaging instruction
- Evaluate and address your students' engagement in learning
 - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
 - Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
 - Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

TECHNOLOGY & CONNECTIVITY

On March 13, 2020, the Tuxedo learning community was thrust into a situation of learning from home. It quickly became evident that technology means much more than having access to a computing device. As a result, we learned valuable lessons and those lessons have been incorporated into this plan. In addition to hardware (iPad, Chromebook, calculator, etc.), we must also consider Internet connectivity and home access, digital fluency, and access to necessary software and files.

- **1:1 Device Program** - The District will continue to provide a computing device, such as an iPad, Chromebook, or ChromeTab (tablet) to all students K-12 laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use.
- **Communication** - The District will continue to expand our collective understanding of what technology is needed to support effective instruction by creating additional surveys. Future surveys will be designed to gather timely, informative, and accurate data that will inform future decisions.
- **Internet and Connectivity** - Through our initial surveys in Spring 2020, we learned that nearly all families had access to the Internet at home. Upon further investigation, we were able to confirm access by all, however, connectivity was not always 100% and that led to new areas of consideration.
- **Hardware, Software** - The District will continue to evaluate and update current hardware and software to ensure that all students have the necessary tools to access learning.

- **Professional Development** - As new hardware and software are introduced, faculty and staff will be provided with professional development to support effective use as a teaching tool or resource.
- **The Tuxedo Tech Team** - was created last March to support teachers, students and families. This will continue and be further defined to meet the needs of all.
- **Document Cameras** - will be provided to all teachers and available to support in-person and on-line learning.
- **Synchronous and Asynchronous Learning** - *Distance learning will encompass a blend of both synchronous and asynchronous learning. This will allow teachers to support the whole group as well as individual students.*
 - a. **Synchronous** instruction requires the student to attend class just as if they were walking into the classroom at school. With distance learning, synchronous learning would refer to attending class with the teacher and classmates all at the same time.
 - b. **Asynchronous** learning is a key feature to successful online learning. The word “asynchronous” means not keeping time together. This allows the student to access information, demonstrate understanding, and communicate with their teacher and classmates on their own time.
- **Google Platform** - In March 2020, the Tuxedo learning community very quickly learned that having more than one online platform (Google, Zoom, Class Dojo) became a source of frustration for many. The District has since identified the Google platform as the *only platform* that will be used for instructional purposes. Therefore, when teachers and students meet face-to-face (online), they will be using Google Classroom/Meet
- **Classlink** - Allows students, parents and teachers the ability to log-in to one website and access all programs and files from one screen. Classlink will also allow access to documents stored on the network at school.

Access to Technology (at home) - *The District will continue to monitor and support connectivity and access to the Internet.*

SCHOOL SCHEDULES

| Period | Time |
|---------------|------------|
| First Period | 8:00-8:39 |
| Second Period | 8:42-9:21 |
| Third Period | 9:24-10:03 |

| | |
|-----------------------|--------------------|
| Fourth Period | 10:06-10:45 |
| Fifth Period | 10:48-11:27 |
| Sixth Period | 11:30-12:09 |
| Seventh Period | 12:12-12:51 |
| Eighth Period | 12:54-1:33 |
| Ninth Period | 1:36-2:15 |
| X Period | 2:18-2:48 |

Sample Pre-K-5 Schedule

| Period | Class |
|-----------------------|--------------------------|
| First Period | ELA |
| Second Period | ELA |
| Third Period | Art |
| Fourth Period | Science |
| Fifth Period | Lunch |
| Sixth Period | Social Studies |
| Seventh Period | Music |
| Eighth Period | Math |
| Ninth Period | Math |
| X Period | Extended Learning |

Sample 6-12 Schedule

| Period | Class |
|---------------|--------------|
|---------------|--------------|

| | |
|-----------------------|---------------------------|
| First Period | ELA |
| Second Period | Art |
| Third Period | Math |
| Fourth Period | World Language |
| Fifth Period | Physical Education |
| Sixth Period | Lunch |
| Seventh Period | Social Studies |
| Eighth Period | Digital Literacy |
| Ninth Period | Science |
| X Period | Extended Learning |

Teaching and Learning

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

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

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these

in-service days on providing support to staff in the areas most affected by the COVID-19 pandemic.

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

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

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

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

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

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

Our schools will minimize the movement of students. This means eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction.

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

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

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

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

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

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

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

COVID-19 SPECIFIC PROFESSIONAL DEVELOPMENT

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

The Tuxedo UFSD will run a safety orientation for all employees prior to the start of the school year.

The Tuxedo UFSD Professional Development will consider including, as appropriate:

- Disinfecting frequency and tools and chemicals used in accordance with New York State Department of Health guidance. For staff who use hazardous chemicals for cleaning, specialized training is provided.
- Physical distancing of staff and students.
- Symptom screening, including temperature checks.
- Health and Safety Training- State and local health standards and recommendations, including, but not limited to, the following:
 - Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
 - Cough and sneeze etiquette.

- Keeping one's hands away from one's face.
- Frequent handwashing and proper technique.
- Confidentiality around health recording and reporting.
- Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.
- Training on trauma-informed practices.
- Signs of mental health stress in co-workers and protocols.
- Signs of mental health stress in students and protocols.
- Anti-bullying
- Information on economic impact of COVID-19 on the community and the families of the students (sensitivity training).
- How to identify deficits in learning and how to respond.
- Individual staff member's responsibilities if shut down occurs during the school year.
- Effective remote learning techniques.
- How to use the technology the district provides for effective remote learning.
- Cybersecurity.
- Maintaining professional boundaries with students and electronic communication.

ATHLETICS & EXTRACURRICULAR ACTIVITIES

Interscholastic Athletics

As a result of the COVID-19 pandemic, Fall sports have been delayed with a start date of Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

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

Additional guidance can be found in the *Roadmap for Return to To Interscholastic Athletics* at: https://docs.google.com/document/d/1ZG2vP_2hG-PZb5jfYYJfvrK8VgQYhv6Y4AT9Q1Wb42M/edit?usp=sharing

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

- **Season I** (Winter Sports)
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks

- **Season II (Fall Sports)**
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
- **Season III (Spring Sports)**
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks

COMMUNITY AND FACILITIES USE

All community/facilities use is suspended through August 31, 2020 and will follow future directives as set forth by the New York State Education Department, Department of Health and/or the Governor.

Building Use - Indoor Spaces

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

Circle Field

Available for community use. This will be suspended if the rate of infection reaches 5%.

Playground

Available for community use. This will be suspended if the rate of infection reaches 5%.

HUMAN RESOURCES/STAFFING

Vulnerable Populations

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

The Tuxedo Union Free School District acknowledges that the following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing.

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

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:

- chronic lung disease or moderate to severe asthma;
- serious heart conditions;
- immunocompromised;
- severe obesity (body mass index [BMI] of 30 or higher);
- diabetes;
- chronic kidney disease undergoing dialysis;
- liver disease;
- sickle cell anemia;
- children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

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

Teacher and Principal Evaluation System

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

Certification, Incidental Teaching and Substitute Teaching

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

Student Teachers

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

HUMAN RESOURCES MANAGEMENT

Employee Issues

Revisit existing bargaining agreement and contracts

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

- Plan for future bargaining that may be necessary as additional issues arise.
- Review benefits

Staffing Ratios

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

District Contacts

In order to best support the Tuxedo learning community, the following persons have been designated as the primary contact for the areas listed below. All COVID-19 concerns should be directed to the appropriate person.

| | |
|-------------------------|--|
| COVID Administrator | Timothy Bohlke, Superintendent of Schools |
| Campus Cleanliness | Brendan Eirand, Dir.of Operations and Maintenance |
| Food Services | Kevin Ziemba, School Business Administrator |
| Health & Safety | Nicole Scariano, AP of Student Services |
| General Building Issues | Paul Brown, GGM Principal Timothy Bohlke, GFB Principal |
| Instructional Models | Paul Brown, GGM Principal Nicole Scariano, AP of Student Services |
| Transportation | JoAnn Martin, Transportation Director |

Reasonable Accommodations

If an employee has a health or personal concern that they would like considered, they are to seek out the COVID-19 Administrator / Superintendent of Schools, Timothy Bohlke.

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

NURSING

The Tuxedo Union Free School District will:

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

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

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

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

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

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

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

KEY REFERENCES

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

ADDITIONAL REFERENCES

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

APPENDIX A

Return *to* Learn

DISTANCE LEARNING PLAN



Tuxedo Union Free School District

July 31, 2020

Distance Learning Plan

Supporting Continuous Instruction

The district will continue to support instruction through a variety of digital and non-digital materials to maintain academic growth for students. Grade level appropriate materials will be sent home with each student (i.e. math manipulatives, white boards, markers). Tuxedo will support the whole child through best practices, as well as provide flexible learning options and adjustments along the way.

Tuxedo Technology 1:1 Program

- Students in grades K-2 will continue to be provided with an iPad
- Students in grades 3-12 will continue to be provided with a Chromebook
 - The District is currently looking at Chrome tablets as an alternative to the iPad and Chromebook moving forward

The goal moving forward is to maintain normalcy whether the students are at home or at school. Rituals, routines, and expectations should remain the same. Schedules will remain the same with minor adjustments as necessary.

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

Additionally:

- Grading will continue as it existed at the end of the 2019-2020
- Daily/period attendance will be taken
- All work will be assigned and monitored through Google Classroom

Distance Learning - Key Elements

As a student, I will:

- Engage in remote learning activities being offered by logging in, participating, completing and submitting assignments.
- Complete and return any/all paper-based assignments.
- Know how to access digital resources (usernames/ passwords).
- Keep manipulatives and physical resources close by during live instruction.
- Set up a remote work space in my home that is free from distractions.
 - At a table or desk
 - No food during lessons

- Drinks okay
- TV/Radio off - quiet space
- Use organizational strategies to help me follow my class schedule and prioritize and complete assignments.
- Follow proper etiquette for engaging in live instruction and meetings

As a family member I will:

- Ensure that a device and internet access are available at home
- Ensure child's participation in scheduled live sessions.
- Monitor District, teacher, and school communication for up-to-date information regarding school closures and instructional continuation plans.
- Ensure my child's participation in remote learning content.
 - Encourage independence
 - Communicate with teacher outside of live sessions
 - Not be on camera with my child
 - Allow teacher to redirect child. Chime in only if misbehavior continues.
 - Work with teacher to best support individual child in a way that works best for all.
- Know my child's usernames and passwords for instructional resources that are accessible via the District website.

As a teacher I will:

- Work in a space that is free from distractions.
- Provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Follow the District/School developed remote instruction schedule for their grade level/classroom.
- During the year (when applicable):
 - Participate in professional development
 - Collaborate with grade level peers.
 - Collaborate with peers.
 - Attend grade level meetings.
 - Attend CSE meetings.
 - Meet w/ Curriculum Leaders
 - Create at-home materials for upcoming weeks
 - Hold office hours.
 - Create instructional videos for upcoming skills, as necessary.

As a leader I will:

- Provide social emotional support (to both staff and students) and an overall positive remote school culture.
- Support teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.

- Meet with groups of teachers weekly or biweekly, as appropriate/necessary.
- Participate in professional development and attend virtual learning sessions intended to support remote learning.
- Ensure communication systems are created and implemented for families to receive up to date communication regarding remote instruction.

SPECIAL EDUCATION

Students with disabilities will be provided services in equal comparative increments as compared to their general education peers.

We recognize, and the New York State Education Department and Office of Special Education, has acknowledged and understands, that not all typical school-based instruction and special education supports can be feasibly implemented through remote learning in the same mode and/or manner they are typically provided in-person.

The same flexibility with respect to the IEP implementation for the delivery of services during school closures continues to apply to the special education programs and services, whether delivered in-person and/or remotely (i.e. distance learning). This includes flexibility in the mode, manner, group or individual sessions, group size, frequency, duration and class size/ratio, etc. The delivery of services utilized provides special education programs and services to meet the needs of students with disabilities in various types of instructional models while utilizing the full continuum of special education services (related services, resource room, consultant teacher services, integrated co-teaching services and special class).

CSE teams will notify/meet with the families of students regarding any shifts in services necessitated by COVID-19 and impact of. Examples of potential shifts include: smaller class sizes, social/physical distancing requirements, location of services (Therapy Room / Classroom).

Distance learning plans will be created and amended, if necessary, when students are in a distance learning model to ensure continued access to the curriculum. Special education teachers and related service providers will work in collaboration with families to ensure continued learning during a time of distance learning. Service delivery via distance learning will be through the use of online or virtual instruction, instructional telephone calls, computer-based instruction, assistive technology, accessible instructional materials and/or curriculum-based instructional activities.

Students with disabilities are general education students first. General education teachers will continue to implement modifications and accommodations to ensure tasks and/or assignments are accessible for learning.

Continuum of special education:

- Special Class will continue to be scheduled as part of a child's program, just like a general education class would be. Students will be provided specially-designed instruction for the specific subject area of the Special Class.
- For Integrated Collaborative Teaching (ICT) Classes and/or Consultant Teaching Classes the special education teacher will collaborate with the general education teacher on ensuring access to instruction and implementation of IEP and/or 504 plans. Co-teachers will continue to plan and utilize various co-teaching models to ensure access to the general curriculum, including co-teaching during cases of live instruction. These classes will be part of a student's schedule.
- Resource Room will continue to support students with progress toward IEP goals. It will be part of the student's schedule and the special education teacher will meet with students during the small group instruction time.
- Related Services will be scheduled in collaboration with classroom teachers, other special education teachers/staff and families.

For our students with highly individualized and modified programs, who are not typically accessing the general curriculum, special education teachers and related service providers will prepare materials that can be implemented at home and provide interventions by phone or videoconference as available. In addition, special education staff will advise parents of the schedule time of interventions so that they can make their children available.

Rapid Transition to Distance Learning for Students with Disabilities

In the event a rapid transition from in-person instruction to distance learning is necessary, the District will be prepared to ensure access and provide FAPE for students with disabilities. Students with IEPs and 504s will each have a **distance learning plan** that outlines provisioning of services during a time of distance learning and modifications for instruction and PPE (personal protective equipment). This plan will, to the extent practicable and in light of the student's unique learning needs, mirror service delivery of an in-person model. This will be amended if necessary in collaboration between the special education staff and family.

English Language Learners

- ELL minutes will be delivered in equal comparative increments as compared to their regular education peers
- The ELL teacher will push into the live sessions, create separate sessions for students as necessary for the optimum progress and performance of each individual student

APPENDIX B

Return *to* Learn

IN-PERSON (*regular school*) PLAN



**WE ARE
TUXEDO**

Tuxedo Union Free School District

July 31, 2020

Tuxedo In-Person Plan

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

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

- All students will attend school in person and follow their regular schedule. Some classrooms may be adjusted for a better fit.
- We will follow a 6-day cycle beginning with “A” day and ending on “F” day.
- Temperature will be checked as students enter the building and pass through a temperature scanner.
- Health checks will be as deemed necessary and also on a random basis
- Depending on the grade, students will remain in the same room as much as possible:
 - Special area teachers will come to each homeroom at the elementary level
 - K-5 Spanish instruction will be 1x per cycle
 - Lunches will be served in the cafeteria with the exception of Pre-K and Kindergarten
 - At the middle and high school levels, staff will rotate among classes to reduce exposure for students (as necessary)
 - We may maintain current class sizes, but will be moved into larger instructional spaces that allow for 6 foot social/physical distancing requirements
- Students and staff will observe standard physical/social distancing practices throughout the school day as much as possible; this includes desks being separated.
- Students **WILL BE REQUIRED** to wear masks when sitting at a desk and participating in instruction
- Staff **WILL BE REQUIRED** to wear masks during instruction. Should they choose to do so, they are encouraged to wear a mask that allows students to see their face (provided by the District)
 - If students accommodations/needs require line of sight to the teacher’s mouth, then a see-through mask must be worn
- Students **WILL BE REQUIRED** to wear masks upon entering the bus and for the duration of the ride

- If a child is quarantined, the District will ensure continuity of instruction on a case by case basis

Special Education

Students with disabilities will be provided services as outlined by their IEP or 504 during times of in-person instruction. Since we expect that all students will be in school every day, we do not anticipate any interruption to services. However, CSE teams will notify/meet with the families of students regarding should any shifts in services be necessitated by the impact of COVID-19. As special education is a program, not a specific class or place, any and all shifts will ensure students are educated in their least restrictive environment. Examples of potential shifts include: smaller class sizes, class type, social/physical distancing requirements, location of service (Therapy Room/Classroom).

The District will follow established protocols for service delivery when special education teachers or related service providers are absent. In the event of a prolonged absence of a special education teacher or a related service provider, the District will seek to procure coverage through either a substitute teacher/provider. In the event a substitute teacher/provider cannot be procured, despite good faith efforts of the District, compensatory services will be considered.

Students with disabilities will be held to the same expectations of their non-disabled peers in the adherence to social-distancing guidelines and classroom routines. Accommodations and modifications will be made on a case-by-case basis, given the child's unique needs as per their disability. Understanding that behavior is a skill, students who need additional support in meeting new school-wide expectations will be provided additional instruction first by the classroom teacher. If additional support is needed to consistently meet expectations, intervention may be provided by the special education teacher and/or case manager.

Rapid Transition to Distance Learning for Students with Disabilities

In the event a rapid transition from in-person instruction to distance learning is necessary, the District will be prepared to ensure access and provide FAPE for students with disabilities. Students with IEPs and 504s will each have a **distance learning plan** that outlines provisioning of services during a time of distance learning and modifications for instruction and PPE (personal protective equipment). This plan will, to the extent practicable and in light of the student's unique learning needs, mirror service delivery of an in-person model. This will be amended if necessary in collaboration between the special education staff and family.

English Language Learners

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

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

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

APPENDIX C

Return *to* Learn
**PARENT CHOICE
LEARNING FROM HOME PLAN**



Tuxedo Union Free School District

July 31, 2020

Learning From Home (for the semester)

Due to the continued uncertainty behind COVID-19 (spread, infection rates, long term effects, how it affects children, etc) as well as the requirements in the Department of Health guidance, we understand that parents may feel apprehensive about sending their child(ren) back to school. Therefore, all families will have the option to have their child attend school remotely even when the buildings are open for in-person instruction.

The District intends to offer a *Learning from Home Plan* based upon the response and the number of children in each grade level whose parents inform us as such.

- The District will send out a survey to see how many families would like to explore the *Learning from Home Plan* option.
- The District will then create the plan and share it out to families so that they may make a final decision, prior to the start of the school year
- The District will ask families to commit to the *Learning from Home Plan* for the entire semester and then opt in or out for the following semester

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

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

The "*Learning from Home Plan*" will look very much like the Distance Learning plan. Students will follow their regular schedule and the school day will start at 8:00am.

Ensuring Continuity of Instruction for Students Quarantined at Home the expectation is the same as those on the Learning from Home plan. (Some exceptions may apply, depending on student need)

Students will participate via live GoogleMeet during class and the whole group portion of lessons. Most likely, they will stay live during independent work time as well.

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

Distance Learning - Key Elements

As a student I will:

- Practice social/physical distancing and healthy hygiene practices. (PPE, washing of hands, sanitizing/cleaning areas of high frequency)
- Communicate to an adult if they are feeling sick.
- Follow direction signs and new procedures in the school buildings.
- Be a positive model for peers.

As a family member I will:

- Encourage students to practice social distancing and healthy hygiene, at school and at home.
- Take their child's temperature before leaving home daily.
- Confirm the child does not have a fever, cough or shortness of breath before coming to school daily.
- Keep children home if they are feeling sick.
- Not send their child under the influence of fever reducing medication.
- Ensure the availability of a parent or emergency contact who can pick up the student within 30 minutes if the nurse decides going home is necessary.

As a teacher I will:

- Provide social emotional support and an overall positive school culture.
- Practice social/physical distancing and healthy hygiene practices. (PPE, washing of hands, sanitizing/cleaning areas of high frequency)
- Provide markings in classrooms to help students facilitate social distancing.
- Participate in professional development for Social Emotional Learning as well as best practices to help engage students in this new environmental culture.
- Maintain high standards for students

As a leader I will:

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

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

PROTOCOL FOR COMMUNICATION WITH FAMILIES

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

PROTOCOL FOR OBSERVING SIGNS OF ILLNESS IN STUDENTS AND STAFF

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

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

PROTOCOL FOR DAILY TEMPERATURE SCREENINGS OF STUDENTS AND STAFF

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

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

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

PROTOCOL FOR PARENTS/GUARDIANS TO OBSERVE FOR SIGNS OF ILLNESS

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

PROTOCOL FOR CONFIRMED COVID CASE IN THE SCHOOL

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

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

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

PROTOCOL FOR VISITORS, GUESTS, CONTRACTORS, AND VENDORS

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

PROTOCOL ON SOCIAL/PHYSICAL DISTANCING

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

PROTOCOL FOR FACE COVERINGS/MASK

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

PROTOCOL ON HEALTH AND SAFETY - SIGNAGE

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

PROTOCOL FOR CORRECT HAND WASHING AND RESPIRATORY HYGIENE

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

PROTOCOL FOR VULNERABLE POPULATIONS

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

PROTOCOL FOR CLEANING AND DISINFECTING THE SCHOOL

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

PROTOCOL FOR CONDUCTING REQUIRED SAFETY DRILLS

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

The following safety drills will be required with modification:

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

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

CHILD NUTRITION

PROTOCOL AND PROCEDURES ON HAND HYGIENE

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

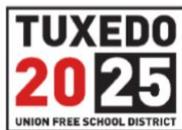
PROTOCOL FOR CLEANING AND DISINFECTION DURING MEALS

- All students will eat meals in their cafeterias with the exception of the Pre-Kindergarten students
 - Students will be spaced a minimum of six feet apart in all food consumption areas
 - This social/physical distance will allow the student to eat freely without a mask

PROTOCOL FOR COMMUNICATION WITH FAMILIES

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

APPENDIX D: Members of the Task Force



TUXEDO UNION FREE SCHOOL DISTRICT

Timothy H. Bohlke
SUPERINTENDENT OF SCHOOLS

Kevin Ziemba
BUSINESS ADMINISTRATOR

Tuxedo - Return to Learn Advisory Task Force

ADMINISTRATION

| | |
|--------------------------|-----------------|
| Superintendent/Principal | Tim Bohlke |
| Business Administrator | Kevin Ziemba |
| Elementary Principal | Paul Brown |
| AP of Student Services | Nicole Scariano |

STAFF

| | |
|----------------|------------------|
| Operations | Brendan Eirand |
| Transportation | JoAnn Martin |
| School Nurse | Marie Castricone |
| A/V Technology | Donte Walter |
| Food Service | Marisol Ramos |
| GGM Secretary | Mary Dixon |
| GFB Secretary | Matt Takeuchi |

FACULTY

| | |
|---------------------|--|
| Athletic Director | John Landro |
| Pre-K Teacher | Amanda Sayles / Rene Blume (alternate) |
| ELL Teacher | Andrea Golden |
| STEM/Technology | Marco Margotta / Stu Wirth (alternate) |
| School Psychologist | Stephanie Mancini |

STUDENTS

| | |
|-------------------------------|-----------------|
| Student (12 th Gr) | Ethan Cardona |
| Student (12 th Gr) | Natalyn Peralta |
| Student (10 th Gr) | Chima Oparaji |

PARENTS

| | |
|---------------------|------------------|
| Parent (Elementary) | Johanna Telander |
| Parent (Elementary) | Jennifer Darling |
| Parent (Secondary) | Louise Maretzo |

BOE/COMMUNITY

| | |
|--------------------|--------------------|
| Community Member | Patrick Bourke |
| Tuxedo Government | Michele Lindsay |
| BOE Member | Lucy Cerezo-Scully |
| BOE Vice President | Meg Vaught |

APPENDIX D: Meeting Agendas: July 2020

Return to Learn Advisory Task Force - Meeting #1

Planning for Reopening 2020-21

Thursday, July 23, 2020 | 1:00PM - 3:00PM

George Grant Mason School: Multi-Purpose Room

Facilitator: Nicole Scariano, Assistant Principal of Student Services

Attendees: Members of the Return to Learn Advisory Taskforce, representative of diverse stakeholder groups within the Tuxedo Union Free School District Community: Tim Bohlke, Kevin Ziemba, Paul Brown, JoAnn Martin, Matt Takeuchi, Mary Dixon, Marie Castricone, Andrea Golden, Amanda Sayles, Donte Walter, Marco Margotta, Patrick Bourke, Jennifer Darling, Louise Maretzo, Johanna Telander, Natalyn Peralta (video), Chima Oparaji (video), John Landro (video), Stephanie Mancini (video), Michele Lindsay (video)

As a result of today's meeting, the Return to Learn Advisory Task Force will have:

- A shared purpose of Return to Learn Advisory Taskforce and understanding of the role of membership and responsibilities
- Knowledge from various stakeholder groups on considerations for really
- Synthesized perspectives of members' respective stakeholder group
- Influenced and shaped a reopening plan for a scenario in which school is 100% remote instruction

| Time | Agenda Item | Processing Activity | Materials |
|----------------|--|--|---|
| 1:00 1:30 | Welcome & Framing Our Collective Work <ul style="list-style-type: none"> • Inclusion activity • Tuxedo Return to Learn Advisory Taskforce • Working agreements | Like Me | - |
| 1:30 2:00 | Examine results of the Return to Learn survey <ol style="list-style-type: none"> 1) Choose survey for analysis 2) Answer data analysis questions (1, 2, then 3) to examine results 3) Share your perspective and analysis, ground your input by using the comment feature on Google Docs | Adapted Data Analysis Silent Graffiti | Survey results: Students Parents Staff |
| 2:00 - 2:45 | Apply survey results: 100% Remote Teaching & Distance Learning Scenario <ul style="list-style-type: none"> • Assume the perspective of your stakeholder group • Review guiding questions and answer using Circle of Viewpoints frames • Ground your input by using the comment feature on Google Docs | Circle of Viewpoints | Guiding Questions for Reopening Scenario |

APPENDIX D: Meeting Agendas: July 2020 (cont.)

Return to Learn Advisory Task Force - Meeting #2

Planning for Reopening 2020-21

Tuesday, July 28, 2020 | 1:00PM - 3:00PM

George Grant Mason School: Multi-Purpose Room

Virtual participants click here:

<https://meet.google.com/kns-dnrd-ytg>

Facilitator: Nicole Scariano, Assistant Principal of Student Services

Attendees: Members of the Return to Learn Advisory Taskforce, representative of diverse stakeholder groups within the Tuxedo Union Free School District Community: Amanda Sayles, Andrea Golden, Chima Oparaji (video), Donte Walter, Ethan Cardona (video), JoAnn Martin, Johanna Telander, John Landro (video), Jennifer Darling, Kevin Ziemba, Louise Maretzo, Lucy Cerezo-Scully (video), Marie Castricone, Mary Dixon, Meg Vaught (video), Natalyn Peralta, Patrick Bourke, Paul Brown, Stephanie Mancini, Stu (video, on Marco's behalf) and Tim Bohlke

As a result of today's meeting, the Return to Learn Advisory Task Force will have:

- A shared purpose of Return to Learn Advisory Taskforce and understanding of the role of membership and responsibilities; knowledge from various stakeholder groups on considerations for reopening
- Synthesized perspectives of members' respective stakeholder group
- Influenced and shaped a reopening plan for a scenario in which school is 100% return to school

| Time | Agenda Item | Processing Activity | Materials |
|----------------|---|--|--|
| 1:00 1:30 | Welcome & Framing Our Collective Work <ul style="list-style-type: none"> • Inclusion activity • Tuxedo Return to Learn Advisory Taskforce • Working agreements | Menti Meter Code: 606023 | - |
| 1:30 2:00 | Examine results of the Return to Learn survey <ol style="list-style-type: none"> 1) Choose survey for analysis 2) Answer data analysis questions (1, 2, then 3) to examine results 3) Share your perspective and analysis, ground your input by using the comment feature on Google Docs | Adapted Data Analysis Silent Graffiti | Survey results Students: Pgs 8 - 18 Parents: Pgs 19 - 37 Staff: Pgs 20 - 46 |
| 2:00 - 2:45 | Apply survey results: 100% In-Person Instruction <ul style="list-style-type: none"> • Assume the perspective of your stakeholder group • Review guiding questions and answer using Circle of Viewpoints frames • Ground your input by using the comment feature / writing | Circle of Viewpoints | Guiding Questions for Reopening Scenario Pages 1-7 |
| 2:45 - 3:00 | Closure & Next Steps <ul style="list-style-type: none"> • Next meeting: Thursday, July 30th | Connections | Continued Reading: NYSED |

APPENDIX D: Meeting Agendas: July 2020 (cont.)

Return to Learn Advisory Task Force - Meeting #3

Planning for Reopening 2020-21

Thursday, July 30, 2020 | 1:00PM - 3:00PM

George Grant Mason School: Multi-Purpose Room

Virtual participants Join by phone:

(US) +1 401-366-4591 PIN: 956 124 702#

Facilitator: Nicole Scariano, Assistant Principal of Student Services , & Paul Brown, GGM Principal

Attendees: Members of the Return to Learn Advisory Taskforce, representative of diverse stakeholder groups within the Tuxedo Union Free School District Community

As a result of today's meeting, the Return to Learn Advisory Task Force will have:

- A shared purpose of Return to Learn Advisory Taskforce and understanding of the role of membership and responsibilities
- Knowledge from various stakeholder groups on considerations for reopening scenario of
- Synthesized perspectives of members' respective stakeholder group
- Influenced and shaped a reopening plan for a scenario in which school is a hybrid model

| Time | Agenda Item | Processing Activity | Materials |
|----------------|---|--|--|
| 1:00 1:30 | Welcome & Framing Our Collective Work <ul style="list-style-type: none"> • Tuxedo Return to Learn Advisory Taskforce • Working agreements • Grounding activity | Notice/ Wonder | Hybrid Scenario Examples Index card |
| 1:30 2:00 | Examine results of the Return to Learn survey <ol style="list-style-type: none"> 1) Choose survey for analysis 2) Answer data analysis questions (1, 2, then 3) to examine results 3) Share your perspective and analysis, ground your input by using the comment feature on Google Docs | Adapted Data Analysis Silent Graffiti | Survey results Students Parents Staff |
| 2:00 - 2:45 | Apply survey results: Hybrid Model <ul style="list-style-type: none"> • Assume the perspective of your stakeholder group • Review guiding questions and answer using Circle of Viewpoints frames • Ground your input by using the comment feature / writing | Circle of Viewpoints | Guiding Questions for Reopening Scenario Pg. 1-6 |
| 2:45 - 3:00 | Closure & Next Steps <ul style="list-style-type: none"> • Upcoming meetings | | Continued Reading: NYSED Guidance |

