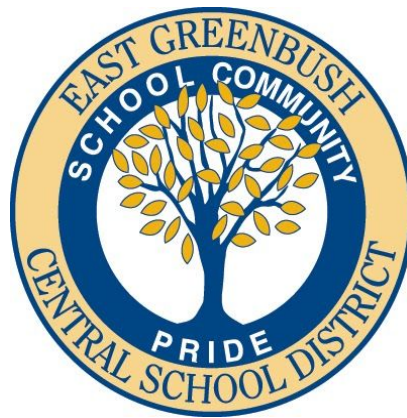


EAST GREENBUSH CENTRAL SCHOOL DISTRICT REOPENING PLAN



Jeffrey P. Simons, Superintendent of Schools
Last Updated: January 5, 2021

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East Greenbush Central School District
ADMINISTRATION CENTER

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Phone (518) 207-2500 Ext. 2531, Fax (518) 477-4833

Jeffrey P. Simons
Superintendent

Dear Members of the East Greenbush Educational Community:

As we prepare for students to return to school in the fall, New York State has provided our school district with guidelines to ensure the health and safety of our students, our staff and our community members. The NYS Education Department and Department of Health guidelines have been reviewed and considered by our district's School Reopening Task Force represented by a large number of stakeholders including teachers, staff, students, parents, Board of Education members and medical professionals, including our school physician. The entire administrative team of the school district has reviewed these plans to ensure smooth planning and implementation of the requirements and the ability of each school to communicate effectively to respond to individual student, family or staff concerns.

The health and safety components of our school reopening plans described in this report meet or exceed health and safety requirements of New York State in all of our schools. Importantly, the educational plans described in this report enhance the district's ability to provide every student in our district K-12 with quality in-person instruction, remote instruction and virtually delivered live instruction. In accordance with the teaching and learning expectations included within this plan, the delivery of live virtual instruction to students when scheduled will be different than it was during the spring. This component offers more structure, increased interaction between students and teachers and greater predictability and support for students, families and staff. The feedback received from parents, teachers and staff during the spring was instrumental in forming our plans for the reopening in the fall.

As we move forward with planned sessions for public discussions, this plan also provides the flexibility needed at any time to enable the district to respond to and accommodate individual family and staff considerations, including individual student and/or employee medical concerns. The district is establishing a process to address and respond to these concerns on an individual basis. The district will inform parents and staff of this process once established. Our plans also enable the district to shift in

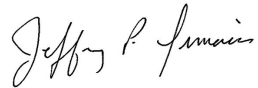
response to any developments related to the ongoing monitoring of COVID-19 cases within our state, county and the Capital Region.

I encourage every resident, parent and staff member to read this plan. Questions and concerns you may have can be directed to either your school principal or directly to my office at simonsje@egcsd.org. Your input provides opportunities to clarify our communications, meet individual needs and to refine and improve our plans.

*After reviewing the District's school reopening plans, any parent or guardian who believes their child will be unable to return to school for in-person learning may opt for our **full remote option, which is described in Appendix A on page 95** of this document. Parents may also contact the building principal of their child's school to discuss options and address any concerns.*

I wish to thank every member of our educational community for engaging and contributing to a comprehensive plan for a healthy, safe and enriching educational experience for students in the fall.

Sincerely,

A handwritten signature in cursive script, reading "Jeffrey P. Simons".

Jeffrey P. Simons
Superintendent of Schools

Communications/Family and Community Engagement

Goals:

- Engage with school stakeholders and community members when developing reopening plans.
- Inform stakeholders about the school reopening plan
- Train all students, faculty, and staff 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
- Encourage all students, faculty, staff and visitors to adhere to CDC/DOH guidance
- Provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

Objectives:

- Create and continue updating the 'Reopening Schools' webpage that includes information and resources for students, staff, families and visitors
- Create a website banner with links to information/updates
- Discuss reopening plans with all district and building level administrators through regular staff meetings
- Engage with all stakeholders through virtual Task Force meetings, inclusive of teachers, staff, administrators, students, parents, community partners, school nurses and the district's medical director
- Inform all district stakeholders including students, staff and families regarding reopening plans through email updates, district website and social media
- Survey K-12 parents/guardians regarding reopening plans
- Post draft/completed school reopening plans on website and in school buildings. Email proposed plan to staff/K-12 parents.
- Host virtual community presentations for proposed reopening plan and solicit feedback from stakeholders
- Create PSA videos to help train staff/students on health and safety topics
- Post CDC signage in schools/buses to promote health and safety topics related to hand hygiene, respiratory hygiene, how to wear a face covering and how to social distance
- Plan virtual Welcome Back open houses for each school to inform families about reopening plans, what school will look like and how they can help contribute to a healthy and safe environment
- Send all communications to families in the language associated in their PowerSchool preferences

Procedure/Target Dates:

- Collect content for 'Reopening Schools' webpage including Task Force committee list. Continue to gather updates that can be posted.

- Contact Questar Help Desk and request they create a new banner for our website (July 8)
- District administrators discuss reopening plans at regular staff meetings (June 16, July 10, July 15, July 22)
- Reopening Task Force discusses reopening plans and procedures (June 8, June 15, June 29, July 14, July 20, July 27). Minutes from meetings are posted on the 'Reopening Schools' webpage.
- Email updates sent to staff/K-12 parents (June 26, July 8, July 27)
- Create surveys for parents/guardians in Google Forms to solicit feedback on the topics of Digital Access, Transportation and Child Care as they relate to reopening schools
- Inform all stakeholders about the proposed reopening plan by posting it on the website and in school main offices, and by emailing it to staff/K-12 parents directly (July 27)
- Present proposed reopening plan and solicit feedback at the public Board of Education meeting (July 29)
- Host Virtual Parent/Community Input Sessions for proposed reopening plan and solicit feedback from stakeholders (August 5 and August 13)
- Contact Questar videographer and parents of students enrolled in summer school regarding development of PSA videos that promote health/safety for reopening (July)
- Collect CDC video and poster files that promote health and safety topics such as proper hand hygiene and respiratory hygiene, how to wear a face covering and how to social distance (July)
- Each school plans a virtual Welcome Back open house to inform families about reopening plans, what school will look like and how they can help contribute to a healthy and safe environment (August)
- Ask Data Processing to update the SchoolMessenger import list to include language preferences (July 22)

Measures of Success:

- Published a new Reopening Schools webpage on the district website that includes Task Force information, meeting minutes, family surveys, NYS Guidance (June 26)
- Posted a new banner on the website with links to the Reopening Schools page, COVID-19 updates and NYS Reopening Guidance (July 10)
- Meet with the Reopening Task Force and Administrators to develop and create a reopening plan for the 2020-21 school year (10 meetings in July/August)
- Email updates sent to staff/K-12 parents (June 26, July 8, July 27)
- Web stories posted on the district website and Reopening Schools webpage (July 8, July 14, July 16, July 27, July 30). Reopening Task Force Committee Minutes posted on the website and Reopening Schools webpage (June 8, June 15, June 29, July 14, July 20, July 27).

- Sent surveys to parents/guardians on the topics of Digital Access (July 13), Transportation (July 16) and Child Care (July 17). Evaluated the data to inform reopening plans.
- Post proposed Hybrid Plan for reopening schools on the website and in school main offices. Email proposed plan to staff/K-12 parents directly (July 27).
- Collect and incorporate feedback into the proposed reopening plan before submission to SED on July 31
- Collect feedback from stakeholders at Virtual Parent/Community Input Sessions and, as necessary, revise reopening plans (August 5 and August 13)
- Train 100% of staff on health and safety topics by showing them PSA videos at Superintendent's Conference Days
- Train 100% of students/parents on health and safety topics by sending them PSA videos via email in August. The PSA videos will be shown to students on their first day of school and periodically as a refresher.
- Display new CDC signage for all school buildings and buses that promotes proper hand hygiene and respiratory hygiene, how to wear a face covering and how to social distance (September 8)
- Parents attend virtual Welcome Back open houses to learn about reopening plans, what school will look like and how they can help contribute to a healthy and safe environment
- Ensure all communications sent via SchoolMessenger to parents/guardians are written in each family's preferred language for the 2020-21 school year

Health and Safety

Plan Consideration #1:

Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in-person instruction: ability to maintain social distance, PPE and cloth face mask availability, availability of safe transportation, and local hospital capacity - consult with Rensselaer County Department of Health.

Goals:

- To ensure that the daily schedule provides the opportunity for students to maintain a six-foot social distance from other students while in the school building
- To ensure that each student and staff member are provided with a cloth face mask when they do not supply their own and that appropriate PPE is provided to staff and students
- To ensure that students are kept socially distant on school buses
- To ensure that our local hospitals can handle an increase in COVID-19 cases

Objectives:

- Make sure classrooms are situated so that students will be kept socially distant
- Provide cloth face coverings for those students and staff who need one on a daily basis
- To require all persons in the school buildings to wear face masks while in the building
- To provide mask breaks while socially distant in the classrooms
- To ensure students are socially distant while in the cafeterias

Procedures/Target Dates:

- Identify the central location where students and staff will be able to obtain cloth face masks upon arrival to their school
- Identify classroom setups that are appropriate for social distancing
- Identify seating arrangements in the cafeteria

Measures of Success:

- Calculate the number of students and staff who are compliant in wearing cloth face coverings
- Calculate the number of students who arrive each day by school bus to develop screening policies

Plan Consideration #2:

Districts/schools must engage with school stakeholders and community members (e.g. administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community based groups) when developing health and safety reopening plans. District/school plan should identify the groups of people involved and engaged throughout the planning process.

Goal:

To regularly convene the Reopening Committee to discuss the plan, evaluate its effectiveness, and make changes when needed

Objectives:

- Continuously reevaluate the Reopening Plan
- Make adjustments as we work our way back to normal operations

Procedures/Target Dates:

- The Committee met regularly over the summer of 2020
- The Committee will meet during the fall of 2020

Measures of Success:

- NYSED approval of the Reopening Plan

Plan Consideration #3:

District plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

Goal:

To inform the school community about the Reopening Plan

Objectives:

- Plan will be presented to the school community on July 29, 2020
- Any updates will be communicated via the school website, School Messenger, and other modes of communication

Procedures/Target Dates:

- The plan is due to NYSED on July 31, 2020
- Communication to families will take place on July 29, 2020

Measures of Success:

- Parent/guardian feedback will be evaluated

Plan Consideration #4:

District plan has a written protocol developed in collaboration with the district/school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

Goals:

- To observe for signs of illness in students and staff
- To send staff and students who are observed to have an illness to an evaluation at the health office

Objectives:

- To instruct staff to observe students for signs of illness
- To inform the school nurse of any ill staff or students

Procedures/Target Dates:

- Upon our return to school, students and staff with the following symptoms will need to report to the health office for evaluation:
 - Fever or chills (100 degrees Fahrenheit or greater)
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Headache
 - Muscle or body ache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting and/or diarrhea
 - Flushed cheeks
 - Rapid or difficulty breathing (without recent physical activity)
 - Fatigue, and/or irritability; and
 - Frequent use of the bathroom
- Common sense must be used. For example, if a student is consuming water and it “goes down the wrong pipe”, that student will cough until the issue subsides. In this instance, a student would not need to be sent to the health office.
- In addition, it is strongly recommended that the teacher call the health office prior to sending a student with the above symptoms to the health office. It is imperative that the health office staff is aware of a possible COVID-19 issue with a student so that they can properly isolate the student.

Measures of Success:

- The health office will continuously evaluate the effectiveness of the symptoms of staff and students, as well as the use of the isolation area

- Information will be posted in each classroom, informing students and staff of the potential COVID-19 symptoms and the procedure for being evaluated by the school nurse

Plan Consideration #5:

District plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

Goals:

- To screen all students and staff upon their arrival to school each day
- To provide a questionnaire that for students and staff will provide insight for illness screening purposes

Objectives:

- Daily temperature screening for students and staff
- Daily screening questions for staff
- Screening questions, when applicable, for students

Procedures/Target Dates:

- By the first day of school, building administrators will provide a school building specific plan for temperature screenings. This plan will include the following:
 - Staff members will keep students socially distant while waiting their turn for a temperature screening
 - Training staff members to conduct the temperature screenings
 - Provide sufficient supplies for taking temperatures
 - Provide PPE/Barriers for staff members who are taking the temperatures
- By the first day of school, the district will provide a form (paper and electronic) that provides screening questions for staff and students. The following topics will be asked:
 - Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19
 - Tested positive through a diagnostic test for COVID-19 in the past 14 days
 - Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0 degrees Fahrenheit in the past 14 days; and/or
 - Has travelled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days
- By the first day of school, District administrators will provide a timeline of reminders for parents/guardians (weekly, daily) for the screening questions (if applicable) as well as the daily temperature screening. This may include a daily screening for parents/guardians to complete at home each morning prior to sending their students to school.

Measures of Success:

- The daily participation rate of parents/guardians who fill out the daily screening questions will be evaluated by the administrators for effectiveness
- The time that is needed to screen each student prior to entering the school building will be evaluated continuously

Plan Consideration #6:

District plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

Goal:

To have a plan of action to assess ill students

Objective:

- To triage students who are sent to the health office with symptoms of COVID-19

Procedures/Target Dates:

- By the first day of school, the school health office staff will have developed a plan/checklist of assessing students who exhibit signs and symptoms of COVID-19 (See plan consideration #4 for those signs and symptoms)
- By the first day of school, each building administrator will have developed a plan to release students to their parent/guardian outside of the school building in the event a student is sent home due to presenting with COVID-19 symptoms
- By the first day of school, building administrators will have designated an area to act as an isolation room to hold students in who have presented with COVID-19 symptoms to await the arrival of their parent/guardian to bring them home
- By the first day of school, building administrators and the transportation supervisor will work on a plan to transport ill students to their houses in the event a parent/guardian cannot come pick them up at school if the student is presenting with COVID-19 symptoms

Measures of Success:

- The school health office staff will keep track of how many students they see on a daily/weekly/monthly basis and will report this to administration

Plan Consideration #7:

District plan has a written protocol requiring students and staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised prior to being picked up or otherwise sent home.

Goal:

To identify and secure an isolation area for ill students

Objective:

- Identify an isolation room

Procedures/Target Dates:

- By the first day of school, building administrators will have designated an area to act as an isolation room to hold students in who have presented with COVID-19 symptoms to await the arrival of their parent/guardian to bring them home
- Ideally, the isolation room will have a window to the outside to provide for fresh air intake into the room. In addition, the room should be near an exit in order for a student to exit the building immediately when a parent/guardian reports to the school to pick their child up.

Measures of Success:

- The school nurse will report on the number of students who use the isolation room on a weekly/monthly basis

Plan Consideration #8:

District plan has written protocol to address visitors, guests, contractors, and vendors to the school that includes health screening.

Goal:

To identify a paper and/or electronic form for visitors, guests, contractors, and vendors for screening use

Objective:

- Identify a paper and/or electronic form for use on a districtwide basis

Procedures/Target Dates:

- By the first day of school, building administrators will have a paper and/or electronic screening form for visitors, guests, contractors, and vendors. Those questions will include the following:
 - Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19
 - Tested positive through a diagnostic test for COVID-19 in the past 14 days
 - Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0 degrees Fahrenheit in the past 14 days; and/or
 - Has travelled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days
- Persons who have answered in the affirmative to any of the above questions will be denied entry to the school building

Measures of Success:

- The building administration will report the number of forms that were completed on a weekly/monthly basis. Any forms that were answered in the affirmative will be reported to the building administration and central administration immediately

Plan Consideration #9:

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

Goal:

To communicate to parents/guardians (including letters to parents/guardians whose primary language may not be English) the importance of keeping ill students at home

Objective:

- Develop a plan to send information home to parents/guardians prior to the first day of school

Procedures/Target Dates:

- Before the first day of school, building administrators will develop an informational letter, describing the symptoms of COVID-19 and stressing the importance of students staying home in the event they are showing symptoms of COVID-19
- On a weekly basis, the School Messenger system should be used to remind parents of this message from the East Greenbush Central School District

Measures of Success:

- The building administrators will evaluate the need to increase or decrease the frequency of email reminders

Plan Consideration #10:

District plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

Goal:

To post signage throughout the school building that reminds students and staff about hand and respiratory hygiene

Objective:

- Post signage in the entranceways, in the classrooms, in the hallways, in the restrooms, in the cafeteria, in the auditorium/gymnasiums, and in the offices that emphasize proper hand and respiratory hygiene

Procedures/Target Dates:

- The following items should be placed on the signage:
 - Stay home if you are sick

- Cover your mouth and nose with an acceptable face covering if unable to maintain social distancing
- Properly store PPE and discard PPE after use
- Adhere to social distancing guidelines
- Report symptoms of, or exposure to, COVID-19
- Follow hand hygiene, and cleaning/disinfection guidelines
- Visibly soiled hands should be washed with soap and water
- Follow respiratory hygiene and cough etiquette
- Hand sanitizer can be used when soap and water is not readily available. The hand sanitizer should be 60% alcohol or greater
- Hand sanitizer should be provided in common areas. Touch free dispensers should be used when able
- Time should be built into the daily schedule to wash hands and/or use hand sanitizer
- Students and staff should wash hands when:
 - They enter the building and each classroom
 - After using shared objects or surfaces
 - Before and after snacks and lunch
 - After using the restroom
 - After helping a student with toileting
 - After sneezing, wiping/blowing nose, or coughing into hands
 - Upon coming in from outdoors
 - Anytime hands are visibly soiled
- Students and staff should be provided a supply of tissues for each classroom if feasible. Garbage cans should be placed in each room for disposal of tissues.

Measures of Success:

- The Building Administrators will evaluate the usage of hand sanitizer, soap and tissues weekly, with help from the classroom teachers

Plan Consideration #11:

District plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

Goal:

To post signage reminding students and staff to keep six feet apart from each other whenever possible

Objectives:

- Develop a classroom setting that maximizes space between desks
- Develop an arrival and dismissal procedure that maintains social distance when feasible
- Develop a bell schedule that maintains social distance when feasible
- Develop a lunch schedule that maintains social distance when feasible
- Utilize visual aids to remind students to maintain social distance

Procedures/Target Dates:

- By the first day of school, building administrators will develop procedures for social distancing for classrooms, hallways, arrival/dismissal times, lunch, and other special areas (physical education, music, art, etc.)
- By the first day of school, building administrators will develop a plan to limit large congregations when feasible

Measures of Success:

- The building administrators will evaluate the success of the social distancing guidelines by observing all areas of the school building during the school day and making adjustments and corrections when needed

Plan Consideration #12:

District plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

Goal:

To develop a plan for those students or staff who may be at high-risk or live with someone who is high-risk

Objectives:

- To develop a plan for staff who are documented to be at “high-risk” or live with a high-risk person to work with central administration regarding potential accommodations
- To develop a plan for students who are documented to be at “high-risk” or live with a high-risk person to work with building administration regarding potential accommodations

Procedures/Target Dates:

- The Director of Human Resources will engage in an interactive dialogue with individual employees who may have a reason for not returning to work in person. Medical documentation will likely be needed.
- By the first day of school, central administration will consult with the District’s Medical Director to develop a list of “high-risk” situations that are applicable in this situation

Measures of Success:

- The Director of Human Resources will keep detailed records of all requests for accommodations by employees.
- The building administrators will keep detailed records of all requests for accommodations by students

Plan Consideration #13:

District plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

Goal:

To ensure all persons in each school building are wearing a cloth face covering whenever social distancing cannot be maintained

Objectives:

- To provide cloth face coverings for all persons in the building
- To provide face shields to those who need them
- To evaluate the use of cloth masks on those whose health or mental health would be negatively impacted by the use of a cloth mask
- To provide guidance on properly donning and doffing cloth face masks

Procedures/Target Dates:

- By the first day of school, building administrators will ensure that they have an ample supply of disposable masks (see page 33 in the NYSED Reopening Plans for quantities) for their building
- By the first day of school, building administrators will develop a plan for those students who may not be able to medically tolerate a cloth face mask
- By the first day of school, building administrators will develop a plan to instruct students how to properly don and doff their masks, including the proper way to wear them (covering both the nose and mouth), and discarding used disposable masks in an appropriate manner

Measures of Success:

- The building administrators will keep an inventory of masks used on a weekly basis
- The building administrators will work with classroom teachers on various ways to educate the students on proper cloth face mask usage

Plan Consideration #14:

District/school plan has written protocol regarding students taking mask breaks.

Goal:

To create a mask break policy for students and staff

Objectives:

- A mask break will be permitted when there is appropriate social distancing
- A mask break will be permitted while eating breakfast, snack, or lunch

Procedures/Target Dates:

- By the first day of school, a written protocol will be distributed to staff with regards to permitted mask breaks

Measures of Success:

- The building administrators will evaluate the mask break policy throughout the year, with input from the classroom teachers

Plan Consideration #15:

District has a plan for obtaining and maintaining adequate supplies of cloth face coverings for all school staff, students who forget their masks, and PPE for use by school health professionals.

Goal:

To maintain a supply of PPE and cloth face coverings

Objectives:

- To maintain an adequate supply of PPE and cloth face coverings

Procedures/Target Dates:

- By the first day of school, central administration buildings and grounds, and building administration will ensure that the adequate PPE will be ordered (see page 33 of the NYSED Reopening Guide for specific numbers) and distributed for use

Measures of Success:

- The building administrators will keep an inventory of masks used on a weekly basis

Plan Consideration #16:

District plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

Goal:

To develop a plan to deal with a positive COVID-19 case in the school building

Objectives:

- Develop a plan to deal with a positive COVID-19 person in the school building
- Develop a cleaning/sanitizing/disinfecting protocol for the school building that has a positive COVID-19 case

Procedures/Target Dates:

- If a COVID-19 positive case is found to be in the school building, the following actions may be taken:
 - The areas accessed by the sick person will be closed off
 - Opening window to increase air flow
 - Waiting 24 hours before cleaning and disinfection
 - Clean and disinfect all area suspected to have been used by the person

- The school building will be closed to students and staff for a period of time in consultation with the Rensselaer County Department of Health and NYSED
- The buildings and grounds department will develop a specific daily, weekly and spot cleaning schedule

Measures of Success:

- Central and building administration will work with the custodial staff to ensure that all steps have been taken after a positive COVID-19 case has been discovered in order to reopen the building safely

Plan Consideration #17:

District plan has written protocol that complies with CDC guidance for the return to school of students and staff following an illness or diagnosis of a confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Goal:

To develop two separate plans - one for students/staff who are ill but test negative for COVID-19 and one for students/staff who are ill and test positive for COVID-19

Objectives:

- To develop a plan for ill students/staff that test negative for COVID-19 to recover and return to school
- To develop a plan for ill students/staff who test positive for COVID-19 to recover and return to school
- To develop a contact tracing plan in conjunction with the Rensselaer County Health Department

Procedures/Target Dates:

- If students/staff are sent home with symptoms of COVID-19, they can return to school when:
 - The primary care provider (PCP) determines that the symptoms are not COVID-19 related and writes a note stating such diagnosis and that they are clear to return to school.
 - If they test negative for COVID-19 and show those test results.
- If students/staff are sent home with symptoms of COVID-19 and test positive for COVID-19, they can return to school when released from the county health department with a written letter documenting clearance:
 - An individual has been in isolation for 10 days and symptom free for 72 hours before a release from isolation may be considered.
 - A negative COVID-19 diagnostic test result.
 - A note from the primary care provider (PCP) stating they are clear to return to school.

- Release from isolation will be determined solely by the Rensselaer County Health Department. A release letter provided the Rensselaer County Health Department will be required for the return to school.
- In addition, if a person is placed under mandatory quarantine by the Rensselaer County Health Department, they may not return to school until that quarantine is over.
- In the event a student is under mandatory quarantine by the Rensselaer County Health Department, the school district will provide remote learning options for the student for the length of their quarantine.
- Contact tracing will take place with the Rensselaer County Health Department. The following information will need to be maintained at the building level:
 - Accurate attendance of students and staff
 - Ensuring student schedules are up to date
 - Keeping an accurate visitors log (date, time, location in the school where they visited)

Measures of Success:

- Central administration will keep records of those students who test positive for COVID-19 to the best of their ability and coordinate with the Rensselaer County Health Department

Plan Consideration #18:

District plan has written protocol to clean and disinfect schools following CDC guidance.

Goal:

To clean and disinfect school buildings in accordance with CDC guidelines

Objectives:

- To develop a cleaning schedule to clean and disinfect the school buildings

Procedures/Target Dates:

- By the first day of school, the buildings and grounds department will develop plans to clean school buildings and the surrounding grounds at regular frequencies
- Schools must identify cleaning and disinfection frequency for each facility and area type
- Schools must maintain logs that include the date, time, and scope of cleaning and disinfection of a facility or area
- High touch areas must be cleaned frequently throughout the day. These include, but are not limited to, tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards and tablets, toilets and restrooms, and faucets and sinks
- Physical education equipment must be cleaned after each use. Shared wind musical instruments must be cleaned after each use. Health office areas must be cleaned after each use.

- Students should not be present when disinfection is taking place

Measures of Success:

- Central administration and building administration will evaluate the use of the cleaning logs

Plan Consideration #19:

District plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.

Goal:

A plan will be put in place to modify drill procedures during the 2020-2021 school year

Objectives:

- Develop a plan for fire drills
- Develop a plan for lockdown drills
- Reminding students that, during an actual emergency, social distancing may not be possible and safety should be the first priority

Procedures/Target Dates:

- Students will exit the building during a fire drill on a staggered schedule. The classroom closest to the exterior doors will exit first, followed by the next classroom, and so on until the last class exits the building
- Each class will have a specific spot outside of the building to wait in
- Students will attempt to maintain social distancing during a lockdown drill
- Students may be instructed on how to lockdown in the classroom without actually “hiding” or “sheltering” during the 2020-2021 school year
- If the District operates on a hybrid schedule, administrators need to ensure that students on opposite days receive an equal amount of drills/instruction on what to do in an emergency

Measures of Success:

- Building administrators will keep a log of emergency drills completed
- The K-12 District-wide Safety Coordinator will work with the building administrators to develop building-level plans for fire drills and lockdown drills

Plan Consideration #20:

District plan has a written plan for district/school run before and aftercare programs.

Goal:

To develop a plan with Greenbush Child Caring regarding before and after care programs, in addition to daytime child care, in the event the District is on a hybrid schedule

Objective:

- To develop a before-care, after-care, and during the school day care plan for students in the District

Procedures/Target Dates:

- By August, central administration will meet with Greenbush Child Caring to develop a plan for child care that meets or exceeds our District requirements

Measures of Success:

- Central administration will evaluate the success of the program throughout the school year

Plan Consideration #21:

District must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Goal:

To name a COVID-19 Safety/Resource Coordinator

Objective:

- To name a COVID-19 Safety/Resource Coordinator

Procedures/Target Dates:

- Jeffrey Simons, Superintendent of Schools will serve as the COVID-19 Safety/Resource Coordinator until the Board appoints another qualified individual to serve in the position during the 2020-21 school year
- Roles of the COVID-19 Safety/Resource Coordinator
 - Acts as a liaison between administrators, Department of Health and the community.
 - Manages and answers questions from staff, parents/legal guardians and community members regarding the COVID-19 health emergency and the plans implemented by the District.
 - Helps coordinate phased-in reopening activities to maintain compliance and allow for operational issues to be resolved before activities return to new normal levels.
 - Acts as the main contact upon the identification of positive COVID-19 cases and is responsible for subsequent communication.
 - Assists with compliance with the return to school protocol when staff and students are seeking to return to work after a suspected or confirmed case of COVID-19 or after close contact with a person with COVID-19.
 - Maintains confidentiality as required by federal and state law and regulations.

Measures of Success:

- The COVID-19 Safety/Resource Coordinator fulfills the roles and responsibilities of the position in accordance with NY State Education Department guidelines

Visitor Protocol

Goal:

To limit visitor access to our school facilities in an effort to keep all students and staff safe and healthy.

Objectives:

- Limit unnecessary visitors to school facilities
- Set up procedures to be followed for visitors who are admitted to the facilities

Procedures/Target Dates:

- All essential visitors must be pre-approved by building administration to gain entry into the school facility. School visitors will be restricted to those required to conduct school business. Only one parent/visitor will be allowed into the security vestibule area at a time.
- All visitors will be required to wear a face covering.
- Unknown, unscheduled, and non-essential visitors will NOT be permitted to enter the building.
- All visitors must complete a mandatory health screening assessment preferably prior to gaining entry to the vestibule area. If the visitor does not have access to technology, a paper copy will be provided. Visitors must have their temperature checked. Additionally, visitors must sign-in and sign-out on the contact tracing log in order to maintain an accurate building attendance record. Visitor contact information must also be collected.
- All visitors must use hand sanitizer upon arrival.

Student Drop-Off - (*Please note this applies only after the start of the instructional day when a student arrives late*)

- Parents/Legal Guardians should walk their child to the front door. Once the main entrance door has been unlocked, the student will gain entry into the building limiting contact and entry of parents/guardians to the greatest extent possible.

Deliveries

- FedEx, UPS or other delivery persons will be instructed to go to Central Receiving at Columbia High School. All deliveries will then be sorted and delivered by our mail courier.
- Transportation - All deliveries for mechanical parts will be dropped off at receiving in transportation.

Target Date

- By the start of school, all procedures will be in place.

Measures of Success:

- Access to facilities is limited and visitors follow new expectations.

Elementary (K-5), Middle (6-8) and High (9-12) Schools

ELEMENTARY (Grades K-5):

Capacity:

East Greenbush Elementary Schools will be at approximately fifty percent (50%) student capacity daily.

I. PEOPLE

A. SOCIAL DISTANCING AND FACE COVERING

Social Distancing:

- 6ft apart in all classes, hallways, lunch periods, and school grounds.

PPE and Face Coverings:

Students:

- MUST be worn on the bus, during arrival and dismissal, in common areas, and when traveling throughout the building.
- Students may remove masks for meals and instruction, however, the administration can require face coverings at all times, even during instruction. Face covering breaks may be scheduled when students can remove PPE.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. A medical note would be required for this.
- For Music and PE classes it is recommended to maintain 12 ft of distance between participants.

Staff:

- Face covering must be worn covering both mouth and nose at all times, except for meals and classroom instruction with social distancing. Anytime you cannot appropriately social distance, face coverings must be worn. Face coverings will be required even during instruction in the event of higher community infection rates.

Space Configurations:

- Markers of 6ft will be marked in common areas and places where lines may form (library, cafeteria, gymnasium, classroom desks, etc)
- No sharing of workstations, desks, tables, or other shared surfaces without disinfection between use.
- Desks in classrooms will be spaced 6 feet apart.
- Limited public use of school facilities will be allowed.
- Directional markers are drawn on hallway floors/walls for one way traffic flow.

Schedules:

- Arrival - students will exit the bus immediately upon arrival at school and will enter the building at the assigned entry points. Student temperature will be taken by a staff member prior to entering the building.
- If a student's temperature is 100 degrees or higher, the student will be escorted to the Health Office for further evaluation.
- Students will store materials in available spaces within the classroom. Staff will monitor students to ensure physical distancing.

Signage:

- Signs will be posted throughout the school that will be provided by Human Resources. These signs will be in the hallways, classrooms, bathrooms, and common areas. These signs will remind students and staff to:
 - Stay home if they feel sick
 - Cover mouth and nose
 - Properly store and discard PPE
 - Adhere to social distancing instructions
 - Report symptoms of, or exposure to, COVID-19
 - Follow hand hygiene, and cleaning and disinfection guidelines
 - Follow respiratory hygiene guidelines

B. GATHERINGS***Meals:***

- Cafeteria - Students will be physically distanced at an assigned seat.
- Bathroom usage will be allowed for one student per gender at a time monitored by staff.
- Students who leave their seats at any time **must** wear face covering.
- Food Line - Physical Distancing will be required. Markings to designate the required distances will be placed on the kitchen/cafeteria/hallway floor.
- Breakfast Cart - Social Distancing will be required. There will be markings to designate the required distances.
- Between lunch period the cafeteria staff and cafeteria monitors will be responsible for cleaning and disinfecting the used area prior to the next group entering the cafeteria
- All elementary buildings will be adhering to the Food Services Reopening Plan guidelines for providing meals to all enrolled students.

Common Spaces:

- I.E. Faculty room, conference rooms, copy room, mail room, security vestibules)
 - These spaces will have reduced capacity.
 - Face coverings will be required.
 - Each small space will have signage on the door, indicating the maximum capacity of the room.

- Mail will either be delivered to the classroom or hand delivered to a staff member at the Main Office door.

Faculty and Staff Meetings:

- Staff meetings will be held by video or teleconferencing or in the Gymnasium where with physical distancing.

Ventilation:

- Teachers and staff will be encouraged to open their windows to allow for increased ventilation with outdoor air, when appropriate.
- Teachers will be encouraged to explore opportunities to hold instruction outdoors when appropriate.

Common Areas:

- Prevent congregation in all areas.
- When interacting with others, maintain physical distance at all times.
- Hand sanitizer and disinfectant supplies will be provided in all common areas.
- Staff members will keep a log to track student movement throughout the building when not accompanied by an adult.
- Bathroom Usage:
 - Staff member must sign out a student to leave a classroom or cafeteria and sign in upon returning
 - Alternating bathroom stalls/urinals will be designated usage for student/public use
 - Students must wear a face covering while using the bathroom
 - Staff should limit the number of students who leave the classroom/cafeteria to use the bathroom. One at a time.
 - Capacity in bathrooms limited to two students at a time.

C. OPERATIONAL ACTIVITY

Cohorts:

- Elementary School students will be separated into two cohorts (A/B groups) attending school every other day. One day during the week will be designated for live virtual instruction.

In-Person Instruction:

- Elementary schools will use a hybrid model to include both in-person and remote instruction.
- Students will be divided into A and B groups and attend school every other day with one day being designated as a live virtual instruction day for all students.
- The bell schedule may need to be adjusted based on transportation and physical distancing needs.

D. MOVEMENT AND COMMERCE

Student Drop Off and Pick Up:

- **Bus Drop Off:**
 - Students' temperatures will be taken by a staff member prior to entering the building.
- **Parent Drop Off:**
 - Staggered drop off time schedule may be considered to reduce traffic back up.
 - A student's temperature will be taken, prior to entering the building, by an appropriate staff member.
 - **Ontime Drop Off:** Students will exit their vehicle and head to their designated entrance for screening.
 - **Student Drop-Off - (*Please note this applies only after the start of the instructional day when a student arrives late*)**
 - Parents/Legal Guardians should walk their child to the front door. Once the main entrance door has been unlocked, the student will gain entry into the building limiting contact and entry of parents/guardians to the greatest extent possible.

Deliveries

- Student Material Drop Off
 - All student items dropped off must be left inside the main vestibule and labeled.
- FedEx, UPS or other delivery persons will be instructed to go to Central Receiving at CHS. All deliveries will then be sorted and delivered by our Mail Courier.
- Transportation - All deliveries for mechanical parts will be dropped off at receiving in transportation.

Faculty/Staff Entrance and Exits:

- Staff will complete the health screening tool prior to entering a building and then sign in at their point of entrance.

Shared Objects:

- Faculty and staff that share instructional space will need to have their own supplies (chalk, markers etc.)
- Classrooms will be supplied with disinfectant to clean instructional material that will be shared (computer, presentation technology, desks, etc.)

II. PLACES

A. PERSONAL PROTECTIVE EQUIPMENT

- All students, faculty, staff and visitors will be required to wear face covering while inside the school.
- There will be a supply of face coverings, masks or other required PPE on hand for faculty, staff and students, at no charge, should they need a replacement.
- Acceptable face coverings include home sewn, bandana and surgical masks that cover the mouth and nose. Face coverings should be cleaned or replaced after use and must not be shared.
 - Alternate PPE can be used that are transparent at or around the mouth for instruction or interventions that require visualization of the movement of lips and/or mouth (e.g., speech therapy) (teachers of students with hearing impairments encouraged to wear clear shields)

B. HYGIENE CLEANING AND DISINFECTION

Hygiene:

- All students and employees will be trained on back to work/school procedures using Questar BOCES presentations.
- Hand Sanitizers will be available throughout common areas, classrooms, cafeteria entrance and exits
- Sinks are available in most classrooms for handwashing.
- Trash receptacles will be placed strategically around the building for disposal of soiled items.

Cleaning and Disinfection:

- Wipe down commonly used surfaces (e.g., keyboards, desks, remote controls) before and after use, followed by hand hygiene.
- Disinfection and cleaning of facilities will be more frequent for high risk areas, such as frequently touched surfaces, including desks, cafeteria tables and disinfected between each cohort's use.

Cleaning and disinfection following suspected or confirmed COVID-19 Case:

- Responsible Parties must provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Responsible Parties are expected to follow CDC guidelines on "Cleaning and Disinfecting Your Facility," if someone is suspected or confirmed to have COVID-19:
 - Close off areas used by the person who is suspected or confirmed to have COVID-19.

- Responsible Parties do not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom, hallway), but they should consult with local health departments in development of their protocols.
 - Open outside doors and windows to increase air circulation in the area.
 - Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, 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.
- Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

C. COORDINATION and PHASED REOPENING

- Elementary schools will have their school nurse as their designated COVID-19 safety coordinator

D. COMMUNICATION PLAN

- Establish a building level Reopening Team that meets to discuss our building reopening plan.
- Prior to school opening, schedule a staff meeting to review the state issued guidelines and building protocols.
- Provide training on how to follow new COVID-19 protocols safely and correctly, including, but not limited to hand hygiene, proper face coverings, physical distancing, and respiratory hygiene.
- A COVID-19 coordinator will be the main contact upon identification of positive COVID-19 cases and be responsible for subsequent communication. The coordinator will be responsible for answering questions from students, faculty, staff and parents or legal guardians regarding COVID-19 public health emergency plans implemented by the school.
- Elementary Morning Announcements will reinforce to faculty, staff and students to adhere to CDC and DOH guidelines, specifically the uses of masks.
- All communication sent home to families will be sent in the native language spoken at home.
- Utilize the school messenger (SIS) to communicate information to families through text, email or phone call message.

III. PROCESSES

A. SCREENING AND TESTING

Health Screening and Temperature Checks

- Elementary schools will be implementing mandatory health screenings to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.
- Teachers, faculty and staff will be required to complete an online health screening prior to the time equally agreed upon by collective bargaining units.
- Information will be sent home about the health screening to families. A preliminary screening should be done at home prior to a student getting on the bus, an additional temperature check will be done on each student before entering the school.
 - The state screen questionnaire will be posted at each entry way at school for reference and/or provided to families digitally for families to take prior to students getting on the bus.
 - Parents will also be made aware that if a student has or has had a temperature of 100 degrees Fahrenheit in the past 14 days they may not attend in person school.
 - Data will be recorded to indicate that an individual was tested and what the result was. The data will not include the specific temperature of the individual.

Positive Screen Protocols:

- If any individual screens positive for COVID-19 symptoms, when screened at the school, they must be sent home immediately with instructions to contact their healthcare.
- If any students at the school have a positive screen and are being sent home, they will be separated from other students and will be brought to the Health Office/isolation room where they will be supervised until they are picked up from school.
- A building level administrator in collaboration with the building school nurse will confer with the district COVID-19 Safety Coordinator.

In-Person Screening:

- The screener must wear the appropriate PPE, which includes a face mask, and may also include gloves, a gown and/or face shield.
- The staff members doing the screenings will be trained prior to administering the screenings.

B. SCHOOL HEALTH OFFICES

- The exam room located in the health office will be transitioned to an Isolation Room. This will provide a location for students who are symptomatic after already arriving at school. These students/staff will be under direct supervision of the school nurse until they have been picked up from school.
- The nurse and any staff who are in direct contact with symptomatic students will follow appropriate professional protocols.

C. TRACING and TRACKING

Metrics:

- All COVID-19 cases will be documented. Student schedules will be reviewed to track movement in the building and then cross referenced with teachers and staff.

Notification:

- The building administrator or school nurse will contact the districtwide COVID-19 coordinator, who will contact the local health department for an instance or suspected case of COVID-19.

Tracing Support:

- In the event that there is an individual from the school, who tests positive, the building will provide the local health department with information that will allow for tracing of all contacts of the individual. This information could be in the form of attendance information, class lists, student schedules, etc.

Quarantine, Isolation and Return to School:

- State and local health departments will implement monitoring and movement restrictions of COVID-19 infected or exposed persons.
- A reporting plan will be created to alert persons who have been exposed or come in close proximity with a person with the virus.

D. RETURN TO SCHOOL

- As per the policy set forth by EGCSd.

E. ATTENDANCE AND CHRONIC ABSENTEEISM

Attendance will be closely monitored in conjunction with the EGCSd Attendance Policy and any appropriate NYS guidance.

Elementary (K-5), Middle (6-8) and High (9-12) Schools (Continued)

MIDDLE SCHOOL (Grades 6-8):

Capacity: The Howard L. Goff Middle School will be at approximately half student capacity daily. Students in Transitions and Self-Contained Classes come everyday = approximately 485 students.

I. PEOPLE

A. SOCIAL DISTANCING AND FACE COVERING

Social Distancing:

- 6ft apart in all classes, hallways, lunch periods, and school grounds.
- When conducting mandatory safety drills, students and staff will be required to wear face coverings during the entire drill and will maintain social distancing by remaining 6 feet apart.

PPE and Face Coverings:

Students:

- Face covering **MUST** be worn on the bus, during arrival and dismissal, in common areas, and when traveling throughout the building.
- Any student who does not have proper face covering will be given one, and will not be denied transportation or entry to the school.
- Students may remove masks for meals and instruction, however, the administration can require face coverings at all times, even during instruction. Face covering breaks may be scheduled when students can remove PPE.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. A medical note would be required for this.
- For Music and PE classes it is recommended to maintain 12 ft of distance between participants.
- Goff Middle School will adhere to the Social Emotional Reopening Plan on all issues regarding the mental health and well being of faculty, staff and students.

Staff:

- Face covering must be worn covering both mouth and nose during instruction and anytime you cannot appropriately social distance. Face coverings will be provided as needed.

Space Configurations:

- Markers of 6ft will be marked in common areas and places where lines may form (library, cafeteria, gymnasium, classroom desks, etc).

- No sharing of workstations, desks, tables, or other shared surfaces without disinfection between use.
- Desks in classrooms will be labeled for A day students and B day students.
- Limited use of school facilities will be allowed.
- Directional markers are drawn on hallway floors and stairwell for one way traffic flow.

Schedules:

- Arrival - students will exit the bus immediately upon arrival at Goff and will enter the building at the assigned entry point. Student temperature will be taken by a staff member exiting the bus and prior to entering the building.
- If a student's temperature is 100 degrees or higher, the student will not enter the school and will be escorted to the isolation room for further review.
- Lockers will be assigned according to their cohort day so they may be properly social distanced.

Signage:

- Signs will be posted throughout Goff Middle School that will be provided by Human Resources. These signs will be in the hallways, classrooms, bathrooms, and common areas. These signs will remind students and staff to:
 - Stay home if they feel sick
 - Cover mouth and nose
 - Properly store and discard PPE
 - Adhere to social distancing instructions
 - Report symptoms of, or exposure to, COVID-19
 - Follow hand hygiene, and cleaning and disinfection guidelines
 - Follow respiratory hygiene guidelines

B. GATHERINGS

Meals:

- Each student entering and exiting the cafeteria must use hand sanitizer, which will be stationed at both entrances to the cafeteria.
- Lunch Room - Maximum 3 students per table. Eligible seats for use will be marked. Students will be able to choose their seat initially and then will be assigned the seat for contact tracing purposes.
- Bathroom usage will be allowed for one student at a time.
- Students who leave their seats at any time **must** wear face covering.
- Snack Line - One student at a time in line.
- Breakfast Cart - Physical distancing will be required. There will be markings to designate the required distances.
- Between lunch period the custodial and cafeteria staff will be responsible for cleaning and disinfecting the used area prior to the next group entering the cafeteria.
- Goff Middle School will be adhering to the Food Services Reopening Plan guidelines for providing meals to all enrolled students.

Small Spaces:

- Common spaces (faculty room, conference rooms, elevator, copy room)
 - These spaces must not exceed 50% of the room capacity while also wearing face coverings.
 - Without face coverings, these rooms will allow for one person at a time.
 - Each small space will have signage on the door, indicating the maximum capacity of the room.

Faculty and Staff Meetings:

- All Goff faculty and staff meetings will be held by video or teleconferencing.

Ventilation:

- Goff teachers and staff will be encouraged to open their windows to allow for increased ventilation with outdoor air, when appropriate.

Common Areas:

- Prevent congregation in all areas.
- When interacting with others maintain social distancing at all times
- Hand sanitizer and disinfectant supplies will be provided in all common areas.
- Bathroom Usage:
 - Students must sign out to leave a classroom or cafeteria and sign in upon returning.
 - Students must wear a face covering while using the bathroom
 - Teachers should limit the number of students who leave the classroom to use the bathroom. One at a time.
 - Capacity in bathrooms limited to two students at a time.

C. OPERATIONAL ACTIVITY**Cohorts:**

- Goff Middle School students will be separated into two cohorts (A/B groups) attending school every other day. Cohort A will attend in-person on Monday and Thursday and Cohort B will attend in-person on Tuesday and Friday. Wednesday will be designated for live virtual instruction for all students. Special Education students in self-contained classes will attend in-person everyday except Wednesday. This will be done to limit potential exposure.

In-Person/Remote Instruction:

- Goff Middle School will use a hybrid model to include both in-person and remote instruction. For all information regarding Special Education, Goff Middle School will reference the EGCSd Special Education Reopening Plan. This will ensure that all access to necessary modifications, services, supplementary aids, and technology is available.
- Students will be divided into A and B groups and attend school every other day with one day being designated as a live virtual instruction day for all students.

- The Goff Bell Schedule may need to be adjusted based on transportation and social distancing needs.
- Goff Middle School will continue to conduct an instructional program that is aligned to the New York State Learning Standards. This will be applicable for in-person, hybrid and/or remote learning.
- Goff Middle School will provide the required instructional units for instruction of our ELL population.
- All Teachers and Principals will be evaluated according to the EGCSA APPR guidelines for the 2020-2021 school year.

D. MOVEMENT AND COMMERCE

Student Drop Off and Pick Up:

- **Bus Drop Off:** Staff will meet the buses upon arrival. As students exit the bus they will have their temperatures taken. If the student temperature is below 100 degrees, the student will enter the building through their designated entrance. Staff will be posted at each entrance as well. If a student's temperature is 100 degrees or higher, they will be escorted by a staff member to the nurses office for a temperature recheck. If the temperature remains at 100 degrees or higher, students will be escorted to the designated isolation room where they will wait to be picked up.
 - 6th Grade - Red House side entrance
 - 7th Grade - Green House garden entrance
 - 8th Grade- Main entrance
- **Parent Drop Off:**
 - **Ontime Drop Off:** Students will exit their vehicle and have their temperature taken by staff positioned in the dropoff lane. Upon a temperature of less than 100 degrees, the students will enter the building through their designated entrance. If a student's temperature is 100 degrees or higher, they will be escorted by a staff member to the nurses office for a temperature recheck. If the temperature remains at 100 degrees or higher, students will be escorted to the designated isolation room where they will wait to be picked up.
 - **Late Drop Off:** Students will exit their vehicle and head to the main entrance vestibule. The staff member monitoring the front door/window will be required to take the temperature of all arriving students before entering the building. If a student's temperature is 100 degrees or higher, they will be escorted by a staff member to the nurses office for a temperature recheck. If the temperature remains at 100 degrees or higher, students will be escorted to the designated isolation room where they will wait to be picked up.
 - School administration and the Goff School Resource Officer will monitor the traffic flow during parent drop off and if necessary, will modify the drop off location to reduce traffic congestion getting on to campus.

- Goff Middle School will be adhering to the Transportation Department Reopening Plan.

Deliveries:

- Parent Drop Off
 - All visitor guidelines will adhere to the Human Resources Reopening Plan. Specifically visitors will have to call ahead and complete the attestation form prior to arrival. All student items dropped off must be left inside the main vestibule for student pick-up.
- Business Drop Off
 - All deliveries will be delivered to Central Receiving at Columbia High School and will then be distributed to the building via the district courier.

Faculty/Staff Entrance and Exits:

- Faculty and staff will be encouraged to enter and exit the building by the doorway closest to their classroom.

Shared Objects:

- Faculty and Staff that share instructional space will need to have their own supplies (chalk, markers etc.)
- Classrooms will be supplied with disinfectant to clean instructional material that will be shared (computer, presentation technology, desks etc)

High Risk Individuals:

- Faculty/Staff and students that are deemed to be high risk or live with someone at high risk, appropriate accommodations will be given in accordance with the Human Resource Reopening plan guidelines.

II. PLACES

A. PERSONAL PROTECTIVE EQUIPMENT

- All students, faculty, staff and visitors will be required to wear face covering while inside Goff Middle School.
- Per the EGCSO visitor protocol, all visitors will be pre-approved before entering the building by using the Neric Attestation Form.
- There will be a supply of face coverings, masks or other required PPE on hand for faculty, staff and students, at no charge, should they need a replacement.
- Acceptable face coverings include home sewn, bandana and surgical masks that cover the mouth and nose. Face coverings should be cleaned or replaced after use and must not be shared.
 - Alternate PPE can be used that are transparent at or around the mouth for instruction or interventions that require visualization of the movement of lips and/or mouth (e.g. speech therapy)

B. HYGIENE CLEANING AND DISINFECTION

Hygiene:

- All students and employees will be trained on back to work/school procedures using Questar training presentations.
- Within the first week of school, during Goff Middle School morning announcements and CCS classes will be utilized to show “how to” videos for COVID Safety.
- Hand Sanitizers will be available throughout common areas, classrooms, cafeteria entrance and exits.
- Trash receptacles will be placed strategically around the building for disposal of soiled items.

Cleaning and Disinfection:

- Wipe down commonly used surfaces (e.g. keyboards, desks, remote controls before and after use, followed by hand hygiene).
- Water fountains will be shut off and only bottle fill stations will be available.
- Disinfection and cleaning of facilities will be more frequent for high risk areas, such as frequently touched surfaces, including desks, cafeteria tables and disinfected between each cohort's use.

Cleaning and disinfection following suspected or confirmed COVID-19 Case:

- Responsible parties must provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Responsible parties are expected to follow CDC guidelines on “Cleaning and Disinfecting Your Facility,” if someone is suspected or confirmed to have COVID-19:
 - Close off areas used by the person who is suspected or confirmed to have COVID-19.
- Responsible parties do not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom, hallway), but they should consult with local health departments in development of their protocols.
 - Open outside doors and windows to increase air circulation in the area.
 - Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, 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.
- Refer to DOH’s “Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure” for information on “close and proximate.”

- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

C. COORDINATION and PHASED REOPENING

- EGCS D will have an assigned COVID-19 Coordinator that will be a liaison between Goff Middle School, Central Administration and the DOH.

D. COMMUNICATION PLAN

- Establish a Goff Reopening Team that meets to discuss our building reopening plan.
- Prior to school opening, schedule a faculty and staff meeting to review the state issued guidelines and building protocols.
- Provide training on how to follow new COVID-19 protocols safely and correctly, including, but not limited to hand hygiene, proper face coverings, social distancing, and respiratory hygiene.
- An EGCS D COVID-19 Coordinator will be the main contact upon identification of positive COVID-19 cases and be responsible for subsequent communication. The coordinator will be responsible for answering questions from students, faculty, staff and parents or legal guardians regarding COVID-19 public health emergency plans implemented by the school.
- The Goff Morning announcements will reinforce to faculty, staff and students to adhere to CDC and DOH guidelines, specifically the use of masks.
- All communication sent home to families will be sent in the language spoken at home.
- Goff Middle School will utilize the school messenger (SIS) to communicate information to families through text, email or phone call message.

III. PROCESSES

A. SCREENING AND TESTING

Health Screening and Temperature Checks

- Goff Middle School will be implementing mandatory health screenings to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.
- Teachers, faculty and staff will be required to complete an online health screening prior to the time equally agreed upon by collective bargaining units.
- Information will be sent home about the health screening. A preliminary screening should be done at home prior to getting on the bus, an additional temperature check will be done on each student before entering Goff Middle School.
 - The state screen questionnaire will be posted at each entry way at school for reference and/or provided to families digitally for families to take prior to students getting on the bus.

- Parents will also be made aware that if a student has or has had a temperature of 100 degrees Fahrenheit in the past 14 days may not attend in person school.
- Data will be recorded to indicate that an individual was tested and what the result was. The data will not include the specific temperature of the individual.

Positive Screen Protocols:

- If any individual at Goff Middle School screens positive for COVID-19 exposure or symptoms, if screened at the school, must be sent home immediately with instructions to contact their healthcare provider for testing.
- If any students at Goff Middle School have a positive screen and are being sent home, they will be immediately separated from other students and will be brought to the COVID Isolation Room where they will be supervised until they are picked up from school.
- The EGCSO designated COVID Safety Coordinator will notify Central Administration and the state and local health department.

In-Person Screening:

- The screener must wear the appropriate PPE, which includes a face mask, and may also include gloves, a gown and/or face shield.
- The staff members doing the screenings will be trained prior to administering the screenings.

B. SCHOOL HEALTH OFFICES

- Goff Middle School's Copy room will be transitioned to an Alternate COVID Health Office/Isolation room. This will provide a location for students who are symptomatic after already arriving at school. The student will be under direct supervision of the school nurse until they have been picked up from school.
- Any student found to have a temperature, signs of the virus or a positive response to the questionnaire will be escorted to the isolation room for further evaluation.
- The nurse and any staff who are in direct contact with symptomatic students will be supplied with the proper PPE. This includes N-95 masks, gloves and a gown
- All teachers and staff members will be trained on identifying the signs and symptoms of COVID-19. If a student is exhibiting signs of illness, the health office must be called prior to sending the student.
- Any student the school nurse has deemed to be presenting symptoms of COVID-19 will be sent home with a parent or guardian.

C. TRACING and TRACKING

Metrics:

- All COVID-19 cases will be documented. Student schedules will be reviewed to track movement in the building and then cross referenced with teachers and staff.

Notification:

- The EGCSO COVID-19 Coordinator will contact Central Administration, and the state and local health departments of an instance of COVID-19 any individual involved with school facilities or has been on school grounds.

Tracing Support:

- In the event that there is an individual from Goff Middle School who tests positive, we will provide the local health department with information that will allow for tracing of all contacts of the individual. This information could be in the form of attendance information, class lists, student schedules etc.

Quarantine, Isolation and Return to School:

- State and Local health departments will implement monitoring and movement restrictions of COVID-19 infected or exposed persons.
- A reporting plan will be created to alert persons who have been exposed or come in close proximity with a person with the virus.

D. RETURN TO SCHOOL

- As per the policy set forth by EGCSO.

E. ATTENDANCE AND CHRONIC ABSENTEEISM

- Goff Middle School Instructional Support Team will meet weekly and keep a digital log of student and parent contact and interventions

Elementary (K-5), Middle (6-8) and High (9-12) Schools (Continued)

HIGH SCHOOL (Grades 9-12):

Capacity: Columbia High School will be at approximately half student capacity daily on a 4 day cycle. The Academic and Life Skills Class students will come daily.

I. PEOPLE

A. SOCIAL DISTANCING AND FACE COVERING

Social Distancing:

- 6ft apart in all classes, hallways, lunch periods, and school grounds.

PPE and Face Coverings:

Students:

- Face covering **MUST** be worn on the bus, during arrival and dismissal, in common areas, and when traveling throughout the building.
- Students may remove masks for meals and instruction, however, the administration can require face coverings at all times, even during instruction. Face covering breaks may be scheduled when students can remove PPE.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. A medical note would be required for this.
- For Music and PE classes 12 ft of distancing will be required or the activity will be modified to allow for 6 feet of distancing.

Staff:

- Face covering must be worn covering both mouth and nose during instruction and anytime you cannot appropriately social distance. Face coverings will be provided as needed.

Space Configurations:

- Markers of 6ft will be marked in common areas and places where lines may form (library, cafeteria, gymnasium, classroom desks, etc)
- No sharing of workstations, desks, tables, or other shared surfaces without disinfection between use.
- Desks in classrooms will be labeled for A day students and B day students.
- No public use of school facilities will be allowed.
- Directional markers dividing the hallway floors along with using the north and south tower stairwells to access your floor
- Students will be staggered after each class in the hall to ensure social distancing face masks will be required

Schedules:

- Arrival - students will exit the bus immediately upon arrival at Columbia and will enter the building at the assigned entry point. Columbia will use the west lobby entrance, the main entrance and the exterior doors located at S102. Student temperature will be taken by a staff member prior to entering the building.
- If a student's temperature is 100 degrees or higher, the student will not enter the school and will be escorted to a designated room for further review.
- Students will be required to carry backpacks, lockers will be issued to students later in the year. If this is a concern for a student they can speak with an administrator to make alternate arrangements.

Signage:

- Signs will be posted throughout Columbia High School that will be provided by Human Resources. These signs will be in the hallways, classrooms, bathrooms, and common areas. These signs will remind students and staff to:
 - Stay home if they feel sick
 - Cover mouth and nose
 - Properly store and discard PPE
 - Adhere to social distancing instructions
 - Report symptoms of, or exposure to, COVID-19
 - Follow hand hygiene, and cleaning and disinfection guidelines
 - Follow respiratory hygiene guidelines

B. GATHERINGS***Meals:***

- Cafeteria - Students will be spaced 6 feet apart. Students will be able to choose their seat initially and then will be assigned the seat for contact tracing purposes.
- Bathroom usage will be allowed for one student at a time.
- Students who leave their seats at any time **must** wear face covering.
- Cafeteria lines and snack window will have 6 foot markers on the floor to ensure social distancing.

Small Spaces:

- Common spaces (faculty room, conference rooms, elevator, copy room)
 - These spaces must not exceed 50% of the room capacity while also wearing face coverings.
 - Without face coverings, these rooms hold one person at a time.
 - Each small space will have signage on the door, indicating the maximum capacity of the room.

Faculty and Staff Meetings:

- All Columbia Faculty and Staff meetings will be held by video or teleconferencing until further notice.

Ventilation:

- Columbia teachers and staff will be encouraged to open their windows to allow for increased ventilation with outdoor air, when appropriate.

Common Areas:

- Prevent congregation in all areas.
- When interacting with others maintain social distancing at all times.
- Hand sanitizer and disinfectant supplies will be provided in all common areas.
- Bathroom Usage:
 - Students must wear a face covering while using the bathroom.
 - Teachers will limit one student at a time to using the bathroom.
 - Capacity in bathrooms limited to two students at a time.

C. OPERATIONAL ACTIVITY**Cohorts:**

- Columbia High School students will be separated into two cohorts (A/B groups) attending school every other day. Wednesday will be designated for live virtual instruction. This will be done to limit potential exposure.

In-Person Instruction:

- Columbia High School will use a hybrid model to include both in-person and remote instruction.
- Students will be divided into A and B groups and attend school every other day with Wednesday as a live virtual instruction day for all students.
- The Columbia Bell Schedule may need to be adjusted based on transportation and social distancing needs.
- Columbia High School will continue to conduct an instructional program that is aligned to the New York State Learning Standards. This will be applicable for in-person, hybrid and/or remote learning.
- Columbia High School will provide the required instructional units to provide instruction for our ELL population
- All Teachers and Principals will be evaluated according to the EGCSA APPR guidelines for the 2020-2021 school year.

D. MOVEMENT AND COMMERCE**Student Drop Off and Pick Up:**

- **Bus Drop Off:** Students will immediately exit the school bus upon arrival to Columbia. They will be directed to enter the **main entrance** or the **doors**

outside S102. Staff members will be present at each entrance to take temperatures of students before they enter the building.

- **Parent Drop Off and Student Drivers:**

- Students will enter at the west lobby entrance. Staff members will be present at each entrance to take temperatures of students before they enter the building.
- Late students will enter through the main vestibule

Deliveries:

- Parent Drop Off
 - All student items dropped off must be left inside the main vestibule.
- Business Drop Off
 - Vendor Deliveries: Head Custodian will take the temperature of anyone entering the building through receiving.
 - Main Office Deliveries: All deliveries will go to the central receiving.

Faculty/Staff Entrance and Exits:

- Faculty and staff will be required to enter and exit the building by the doorway outside S-118. Faculty will be required to complete electronic questionnaire, sign contact tracing form and take temperature.

Shared Objects:

- Faculty and Staff who share instructional space will need to have their own supplies (chalk, markers, etc.)
- Classrooms will be supplied with disinfectant to clean instructional material that will be shared (computer, presentation technology, desks, etc.)

High Risk Individuals:

- Faculty/Staff and students who are deemed to be high risk or live with someone at high risk, appropriate accommodations will be given in accordance with the Human Resource Reopening plan guidelines.

II. PLACES

A. PERSONAL PROTECTIVE EQUIPMENT

- All students, faculty, staff and visitors will be required to wear face covering while inside Columbia High School.
- There will be a supply of face coverings on hand for faculty, staff and students, at no charge, should they need a replacement.
- Acceptable face coverings include home sewn, bandana and surgical masks that cover the mouth and nose. Face coverings should be cleaned or replaced after use and must not be shared.

- Alternate PPE can be used that are transparent at or around the mouth for instruction or interventions that require visualization of the movement of lips and/or mouth (e.g., speech therapy).

B. HYGIENE CLEANING AND DISINFECTION

Hygiene:

- All students and employees will be trained on back to work/school procedures using Questar's presentations.
- Hand sanitizers will be available throughout common areas, classrooms, cafeteria entrance and exits.
- Trash receptacles will be placed strategically around the building for disposal of soiled items.

Cleaning and Disinfection:

- Wipe down commonly used surfaces (e.g., keyboards, desks, remote controls) before and after use, followed by hand hygiene.
- Water fountains will be shut off and only bottle fill stations will be available.
- Disinfection and cleaning of facilities will be more frequent for high risk areas, such as frequently touched surfaces, including desks, cafeteria tables and will be disinfected between each cohort's use.

Cleaning and disinfection following suspected or confirmed COVID-19 Case:

- Responsible parties must provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Classroom doors will be propped open by teachers at the beginning and end of class.
- Responsible parties are expected to follow CDC guidelines on "Cleaning and Disinfecting Your Facility," if someone is suspected or confirmed to have COVID-19:
 - Close off areas used by the person who is suspected or confirmed to have COVID-19.
- Responsible Parties do not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom, hallway), but they should consult with local health departments in development of their protocols.
 - Open outside doors and windows to increase air circulation in the area.
 - Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, 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.
- Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

C. COORDINATION and PHASED REOPENING

- Columbia High School will have the school head nurse as their designated COVID-19 safety coordinator.

D. COMMUNICATION PLAN

- Establish a Columbia Reopening Team that meets to discuss our building reopening plan.
- Prior to school opening, schedule a faculty and staff meeting to review the state issued guidelines and building protocols.
- Provide training on how to follow new COVID-19 protocols safely and correctly, including, but not limited to hand hygiene, proper face coverings, social distancing, and respiratory hygiene.
- The Columbia morning announcements will reinforce to faculty, staff and students to adhere to CDC and DOH guidelines, specifically the uses of masks.

III. PROCESSES

A. SCREENING AND TESTING

Health Screening and Temperature Checks

- Columbia High School will be implementing mandatory health screenings to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.
- Teachers, faculty and staff will be required to complete an online health screening by 7:05 each morning.
- Information will be sent home about the health screening. A preliminary screening should be done at home prior to getting on the bus, an additional temperature check will be done on each student before entering Columbia School.
 - The state screen questionnaire will be posted at each entry way. Students will be asked if they answer yes to any of the questions.

- Parents will also be made aware that if a student has or has had a temperature of 100 degrees Fahrenheit in the past 14 days may not attend in person school.
- Data will be recorded to indicate that an individual was tested and what the result was. The data will not include the specific temperature of the individual.

Positive Screen Protocols:

- If any individual at Columbia High School screens positive for COVID-19 exposure or symptoms, if screened at the school, must be sent home immediately with instructions to contact their healthcare provider for testing.
- If any students at Columbia High School have a positive screen and are being sent home, they will be immediately separated from other students and will be brought to the isolation room where they will be supervised until they are picked up from school.
- A Columbia High School COVID Safety Coordinator will notify Central Administration and the state and local health department.

In-Person Screening:

- The screener must wear the appropriate PPE, which includes a face mask, and may also include gloves, a gown and/or face shield.
- The staff members doing the screenings will be trained prior to administering the screenings.

B. SCHOOL HEALTH OFFICES

- The inner office located at the back of the health suites will be the isolation room where a student will be directly supervised by the school nurse until they have been picked up from school.
- The nurse and any staff who are in direct contact with symptomatic students will be supplied with the proper PPE. This includes N-95 masks, gloves and a gown.
- Any student found to have a temperature, signs of the virus or a positive response to the questionnaire will be escorted to the isolation room for further evaluation.
- The nurse and any staff who are in direct contact with symptomatic students will be supplied with the proper PPE. This includes N-95 masks, gloves and a gown.
- All teachers and staff members will be trained on identifying the signs and symptoms of COVID-19. If a student is exhibiting signs of illness, the health office must be called prior to sending the student.
- Any student the school nurse has deemed to be presenting symptoms of COVID-19 will be sent home with a parent or guardian.

C. TRACING and TRACKING

Metrics:

- All COVID-19 cases will be documented. Student schedules will be reviewed to track movement in the building and then cross referenced with teachers and staff.

Notification:

- The Columbia High School COVID Safety coordinator and/or building administration will contact Central Administration, and the state and local health departments of an instance of COVID-19 of any individual involved with school facilities or has been on school grounds.

Tracing Support:

- In the event that there is an individual from Columbia High School, who tests positive, we will provide the local health department with information that will allow for tracing of all contacts of the individual. This information could be in the form of attendance information, class lists, student schedules, etc.

D. RETURN to SCHOOL

- As per the policy set forth by EGCS

E. Attendance and Chronic Absenteeism

- Columbia High School Child Study team will meet weekly and keep a digital log of students along with interventions

Teaching and Learning

Introduction:

All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. The East Greenbush Central School District recognizes that students are searching for a return to their routines and a sense of normalcy, so our efforts described below acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. The need to be flexible this school year will continue to be essential and we recognize that we must be prepared at any point in time to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to our students which we serve.

The East Greenbush Central School District recognizes that we are currently in a state of flux in education but we remain committed in our collaborative efforts to ensure that our students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all required curricular areas.

Our goal is to best ensure that the East Greenbush Central School District continues to offer a high-quality and innovative academic program taught by talented and dedicated staff members. We will remain committed to providing a 21st century education that prepares students for college and careers with an outlook toward lifelong learning.

Goals:

- To provide opportunities for students to feel safe, engaged, and excited about their learning whether in-person, remote, or combination of the two
- To provide a positive routine and welcoming environment that supports students during this unpredictable time
- To remain committed in our collaborative efforts to ensure that our students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all required curricular areas
- To best ensure that the East Greenbush Central School District continues to offer a high-quality and innovative academic program taught by talented and dedicated staff members

Objectives:

- The East Greenbush Central School District will remain committed to the effective implementation of all NYS department of health and NYS state education department guidance and requirements regarding the health and safety of students, faculty and staff and community

- The East Greenbush Central School District will implement a staggered schedule for the start of the 2020-2021 school year by reducing class size by approximately 50% during in-person Learning
 - Approximately half of our student enrollment [K-12] will come to school on “A” days [Mondays and Thursdays] while the other half of our students [K-12] will come to school on “B” days [Tuesdays and Fridays].
 - Students will be expected to engage in remote learning activities on those school days when they are not attending school in-person
 - All students will receive live virtual online instruction on Wednesdays
- The East Greenbush Central School District will implement a hybrid instructional plan that affords us with consistency and equity for all stakeholders
- Based upon the results of a direct survey to families, the district will contact those families reporting that they either do not have any internet, or limited access to the internet to construct a plan to meet their needs. Resolution of internet problems is possible with either a Verizon MiFi cellular data plan or through Spectrum service with billing back to the district at a discounted rate, when practicable.
- The East Greenbush Central School District will provide targeted professional development to support teachers and faculty within these instructional delivery models

Procedures/Target Dates:

- Support all teachers in their efforts to maintain grade level and course level work but ensure that the necessary student scaffolding is embedded into their instruction (on-going)
- Support all teachers in identifying the content that takes precedence in the event instructional capabilities are modified and/or changed throughout the year (on-going)
- Support all teachers in organizing curricular lessons according to topics, skills, and content which is best delivered in person vs. which of those can successfully be completed remotely and supported through in-person instruction (on-going)
- Support all teachers to prepare for remote learning by planning activities that can connect and reinforce in-person classroom learning (on-going)
- Support all teachers in creating a consistent plan and approach on how to give students assignments, feedback, and track their progress (on-going)
- Support all teachers and staff in determining methodologies to connect with students and support learning while students are at home
- Support all teachers and staff in determining which regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class

Considerations in the Development of District Plan:

- We are committed to the effective implementation of all NYS Department of Health and NY State Education Department guidance and requirements regarding the health and safety of students, faculty and staff and community.
- We conducted a thorough evaluation of the advantages and disadvantages to the various instructional approaches including the hybrid learning model in order to determine the most effective and supportive model for EGCSd students and families.
- We recognize that there are competing arguments regarding any instructional approach that could be implemented. For example, one of the current debates includes whether the younger grades or the older grades need more opportunities for in-person instruction. Those arguments include:
 - That virtual (Remote) learning is more challenging for the younger students.
 - That social distancing requirements are easier for the older students to understand and follow.
 - Both of those arguments could in fact be true but both arguments call for competing outcomes.
- The EGCSd hybrid plan provides us with the ability to adapt and be flexible depending on state requirements (Guidance from public health and education officials).
- The EGCSd hybrid plan allows us to address social distancing requirements and space constraints including the unique challenges that are associated with classroom design and space.
- Reducing the overall student enrollment allows us to provide sufficient space in order to implement the NYS Guidelines regarding social distancing.
- The EGCSd transportation plan will be supported with the reduction in student enrollment in order to help overcome the constraints on busing when social distancing is required
- The creation of the EGCSd hybrid instructional plan affords us with consistency and equity for all stakeholders.
 - Child care is a major challenge for districts and a hindrance for parents, faculty, and staff. This plan provides both consistency and equity for all learners [K-12].
 - EGCSd is facilitating partnership arrangements with licensed childcare providers, the community and other neighboring school districts to ensure safe, affordable childcare and enrichment activities are offered to children during remote learning sessions when in person learning cannot be provided.
- The EGCSd hybrid plan ensures social distance requirements can be met in larger locations, such as the cafeteria.

EGCSd Approach to Hybrid Learning: Hybrid (blended) model: A combination of in person and remote learning.

- The East Greenbush Central School District will implement a staggered schedule for the start of the 2020-2021 school year by reducing class size by approximately 50% during in-person Learning
 - This plan adheres to the social distancing requirements
 - Smaller groups of students in buildings
 - All students [K-12] will be guaranteed some face-to-face time with their teachers and some of their peers
 - The smaller in-person class size will allow for more cohort based personalized instruction

A Look at Social Distancing in Schools:



- The EGCSO hybrid plan supports the transportation requirements through reducing the total number of students who require transportation to school each day.
- The EGCSO hybrid model provides students with all electives, honors, AP and college credit courses during both in-person and remote instructional periods.
- On the days when students are in school, they will follow the traditional school day as much as possible, giving us the opportunity to build in electives and courses such as physical education classes while students are on campus.

EGCSO Hybrid Plan:

- Approximately half of our student enrollment [K-12] will come to school on “A” days [Mondays and Thursdays] while the other half of our students [K-12] will come to school on “B” days [Tuesdays and Fridays].
- Efforts to keep siblings on the same schedule will be made.
- Students will be expected to engage in remote learning activities on those school days when they are not attending school in-person.
- All students will receive live virtual online instruction on Wednesdays.

- All teachers will report to their assigned classrooms and provide live virtual instructional support on Wednesdays in varying formats as follows:
 - Whole Class
 - Small Group - approach which best supports individual student needs
 - Virtual Assessments
- Faculty and staff will monitor and support all students in a reasonable and age appropriate manner.
- **K-5:** Students at the K-5 level require developmentally appropriate instruction which enables:
 - **Whole Group Teaching:**
 - Class Community Building/Sharing
 - Introduction and Modeling of New Skills
 - Introduction of New Content, Topics, Vocabulary
 - Overview of Classroom Expectations/Assignments
 - **Small Flexible Groupings:**
 - Students assigned by interest, by instructional level or random
 - Groupings based on learning objectives of the teacher or assessment of individual students
 - Google Meets can be scheduled by groups
 - Teaching Assistant or Reading, Speech can be simultaneously met (push-in remotely)
 - Groups provide opportunity for guided practice and shaping of skills
 - **Independent Assignments:**
 - Students complete tasks for which they have been provided modeling and guided practice during whole group instruction and small flexible groups
 - Rotation schedule developed throughout the day
 - Groups can rotate from whole group to small group to independent assignments which include breaks or lunch, etc. (remote learning center concept) A, B, C
 - For example, A class of 22 could be divided into groups of 7,7,8
 - Grouping criteria and planning template selected by teacher
 - Parents provided schedule weekly
- **6-12:** Teachers will follow their assigned schedule for each class to ensure all classes receive instructional support through live virtual instruction unless they have submitted and received approval for a pre-approved alternative schedule. The length of instructional periods may vary based on individual teacher and student needs at that time.
 - Students in grades 6-12 will follow their class schedules to receive live virtual instructional support from their assigned teachers.

- Any alternative schedule applications must be pre-approved by the Building Principal and the Assistant Superintendent for Curriculum and Instruction
- Alternative schedules must meet the following criteria:
 - Makes use of co-teaching or team teaching to provide individualized or personalized instruction for students
 - Differentiates assignments for students based on either an assessment of student skill development, acquisition of prerequisite concepts or based on student interest topics for purpose of project assignments
 - Reduces student teacher ratio to provide small group instruction for additional supports for students or to challenge students who exceed standards
 - Ensures equity of direct teacher contact for all students assigned to rosters
 - Includes a blending of whole group, small flexible grouping and independent assignments implemented on a weekly basis so as to support students who require reteaching
 - Provides a plan to ensure that continuity of student learning occurs through a blending of in person instruction, live virtual instruction and independent assignments
 - Builds in time for social emotional connection among students
 - Must ensure that all students assigned to a teacher receives the same amount of live contact time during a two week period
- Based upon the results of a direct survey to families, the district will contact those families reporting that they either do not have any internet, or limited access to the internet to construct a plan to meet their needs. Resolution of internet problems is possible with either a Verizon MiFi cellular data plan or through Spectrum service with billing back to the district at a discounted rate. [At the moment, 95 percent of our families have adequate access to the internet.]
- Additionally, those families expressing the lack of a device for a student in grades K-1 will be provided with a device.
- In addition the EGCSd hybrid plan will allow the district to provide targeted professional development and allow for increased teacher planning and collaboration that could be embedded into some of the Wednesdays with advance communication to all stakeholders [Sharing of best practices, Student Assessments, etc.]. These supports would help to ensure effective and consistent instruction during both in person and live virtual instruction days.

EGCSD Hybrid Delivery Model At a Glance:

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-Person	Remote	Live Virtual Instruction	In-Person	Remote
Group B	Remote	In-Person	Live Virtual Instruction	Remote	In-Person
SWD in Communication Skills, Language Concepts, Transitions, Academic Skills, and Life Skills	In-Person	In-Person	Live Virtual Instruction	In-Person	In-Person

Instructional Requirements:

- Instruction regardless of approach [In-person, Hybrid, Remote] must be aligned with the outcomes listed within the New York State Learning Standards.
- Teachers have the responsibility to maintain grade level and course level work but ensure that the necessary student scaffolding is embedded into their instruction.
- Instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher.
 - The completion of assigned tasks,
 - The viewing of an instructional videos,
 - Responding to posts or questions,
 - Engaging with class peers in an online format or phone discussion,
 - Conducting research,
 - Working on projects, or
 - Meeting with faculty and staff face to face, via an online format or by phone

- Instructional experiences must be inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.
- Instructional plans will allow for ample time for students to re-adjust to the school setting before students are assessed.
- Teachers and staff should avoid creating learning centers that include multiple students using it at one time, such as water/sand tables, sensory tables, etc.
- Teachers and staff should provide students with individual sets of materials in order to avoid the sharing of common items.
- Everyone should follow proper sanitation guidelines from the Department of Health.
- Everyone should refrain from strategies and practices that encourage physical contact, such as hand-holding or buddy systems.
- During in-person instruction, teachers and staff should prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.)
- Teachers should identify content that takes precedence in the event instructional capabilities are modified and/or changed throughout the year.
- Teachers should organize curricular lessons according to topics, skills, and content which is best delivered in person vs. which of those can successfully be completed remotely and supported through in-person instruction.
- Teachers should prepare for remote learning by planning activities that can connect and reinforce in-person classroom learning.
- Teachers should consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Teachers should create a consistent plan and approach for how to give students assignments, feedback, and track their progress.
- Teachers and staff should determine methodologies to connect with students and support learning while students are at home.
- Teachers should determine which regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.

Grading:

- Given the flexible instructional models, the East Greenbush Central School District will follow all the Board of Education grading policies [Policy #4710] while encouraging and supporting all teachers to integrate alternate assessments that would alleviate concerns regarding academic integrity associated with each model. These policies will be clearly communicated and transparent to students, parents, and caregivers.
 - Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.

- The district will continue to use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system.
- Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities regardless of the instructional delivery model (In-Person, Hybrid, or Remote).
- Parents/guardians will be provided a written report card regarding their child's progress as indicated on the district's 2020-2021 academic calendar [<https://egcsd.org/calendar/>]
- The use of marks and symbols will be appropriately explained on all K-12 report cards.
- Grading will not be used for disciplinary purposes, i.e. reducing grade for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for lack of class participation.
- All students are expected to complete the assigned class work and homework as directed by their assigned teacher(s) during both in person, remote, and live virtual instruction.
- Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit.
- If work is missed due to absence, the student is expected to make up the work.
- With the possible exception of absences intended by the student as a means of gaining unfair academic advantage (e.g., to secure more time to study for a test), every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.
- Students who are absent shall be given reasonable time to make up assignments missed during their absence. When necessary and applicable, assignments may be sent home and teachers shall be available to render necessary assistance.
- Students whose misconduct is directly related to the student's academic performance (e.g., plagiarism) may be denied the opportunity to make up work.
- It is the student's responsibility to request all makeup assignments from subject teachers following absence from class.
- The student must request assignments early enough to allow adequate time for completion prior to the end of the marking quarter.
- A student may be denied the opportunity to receive or submit make up work when the reason a make-up examination or other make-up work is needed has been determined by the building principal to be directly related to misconduct in the student's academic performance (e.g plagiarism; exam cheating; deliberate absence to avoid taking an exam or timely submittal of an assignment.)

Special Education: Students with disabilities were particularly impacted by the closing of schools in spring 2020. We fully recognize that programs and services are best delivered in person with the need to protect the health and safety of students with disabilities and those providing special education services.

- Students with disabilities who require a highly specialized program, such as an all-day special class will attend in-person instruction 4 out of 5 days a week. (Monday/Tuesday and Thursday/Friday)
 - K-2 Communication Skills- DPS
 - K-2 Language Concepts- Genet & Green Meadow
 - K-2 Transitions- Green Meadow
 - 3-5 Communication Skills- Red Mill
 - 3-5 Language Concepts- Genet & Bell Top
 - 3-5 Transitions- Green Meadow
 - 6-8 Academic Skills- Goff
 - 6-8 Life Skills- Goff
 - 6-8 Transitions- Goff
 - 9-12 Academic Skills- CHS
 - 9-12 Life Skills- CHS
 - CTAEP
- Students with Disabilities who participate in less restrictive programming such as integrated co-teaching, consultant teacher services, and a period of special class will follow the same hybrid model as their general education peers, supported by their special education teacher/case manager daily.
- During Wednesday's/full live virtual instruction days there will be a strong emphasis on scaffolded instruction, as well as guided practice, in the use of instructional technology to effectively support students' ability to transition between in-person and live virtual instruction environments.
- Related services (speech therapy, occupational therapy, physical therapy, school counseling) will be scheduled and prioritized on students' in person days. Individual scheduling and planning will occur in accordance with each child's individualized education plan.
- Individualized determinations will be made through the CPSE/CSE committees whether and to what extent compensatory services are to be provided for any student with a disability who may have experienced a loss of skill(s) despite best intentions, efforts and creative solutions when providing educational programs and services during the previous school closure. (Goal)

Academic Intervention Services: AIS is additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study

skills which are needed to support improved academic performance. These supports will continue to be implemented both through the in person and remote learning environments.

- Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:
 - Developmental reading assessment
 - Benchmark and lesson embedded assessments
 - Common formative assessments
 - Unit and lesson assessments
 - Results of psychoeducational evaluations
 - Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioner's Regulations Part 117.

Bilingual Education and World Languages: English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as "English Learners," and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

- The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs).
- ELLs will be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction.
- All ELLs will be provided with the necessary support that is needed in order to close the potential learning loss that may have been a result of the school closures due to COVID-19.
 - Translation of District Communications
 - Lingualinx
 - Lexikeet
 - All World Translators
 - Targeted communications that are more specific to our ELL population
 - EGCSO will expand its outreach efforts by increasing our face-to-face communications

- ELL service providers will work to increase their real time instruction using this hybrid approach
- ELL service providers will be able to coordinate instruction among English as a New Language (ENL) and content area teachers for the delivery of hybrid learning utilizing part of the Wednesday remote learning day.

Measures of Success:

- Under the Every Student Succeeds Act (ESSA), keep all seven schools as “Schools in Good Standing”
- Maintaining strong student attendance and family engagement throughout the 2020-2021 school year.
- The implementation of an updated and comprehensive Professional Development Plan based on student data, staff needs and NYSED requirements that EGCS D employees engage in and benefit from

Definitions and Resources:

Remote Learning: **Remote learning** is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information can be relayed through technology, such as discussion boards, video conferencing, and online assessments. **Remote learning** refers to **educational activities** that have a variety of formats and methods, some of which could take place online. There are a number of online options available [Screencastify, Google Classroom SeeSaw, Reflex Math, NearPod, Newsela, Kahoot, Remind, etc.] for communicating with students, collecting assignments, and distributing **education** material. Remote Learning activities could also include reading, projects, skill practice, reflection journaling, exercise, etc.

Below are two tables of terminology that the district will be using to specify more clearly what kind of resource will be in use.

REMOTE LEARNING Instructional Practices during the period of hybrid instruction may include many learning tools and methods, and may involve both in person instruction and remote instruction. The tools our teachers will use may include (but not be limited to) the following categories	
LIVE IRL	In Real Life Traditional Classroom setting
LIVE VIRTUAL INSTRUCTION	Real Time Instruction using Google Meet, Zoom or other
RECORDED LIVE	Pre-recorded Traditional Classroom Setting

REMOTE LIVE	Using Google Meet with students, with the teacher as the presenter, heard and visible to students, interactive experience
NEAR LIVE	Pre-Recorded Lessons that can be made with Google Meet, ScreenCastify, Flipgrid, and others, may or may not feature video of teacher
NEAR LIVE TEXTUAL	Supporting students with interactive chat as is available in Go Guardian Teacher, Google Classroom, and other systems
LINKED	Supporting students with interactive links to resources so that the student may explore a topic more thoroughly, or to differentiate resources for a student who needs additional support
INTERACTIVE GAMING	A learning environment that is provided by a vendor to the teacher and the students which utilizes educational games to support learning
INTERACTIVE UTILITY	A utility program which allows the user to interact with content not designed for interaction (for example, Kami)
LEARNING MANAGEMENT SYSTEM (LMS)	Foundational Resource for Class Interaction (Google Classroom), the central point of remote contact. Discussion, assignments and some grading
PLATFORM	Device that the user is using (district provided chrome book or chrome tab, home provided desktop or laptop)
STUDENT INFORMATION SYSTEM (SIS)	Power School portal for parents and students which allows access to grades and other pertinent information, the official database of student records

Special Education

Introduction:

Students with disabilities were particularly impacted by the closing of schools in spring 2020. We fully recognize that programs and services are best delivered in person with the need to protect the health and safety of students with disabilities and those providing special education services.

The framework of Special Education Teaching and Learning 2020-2021

- Students with disabilities who require a highly specialized program, such as an all-day special class will attend in-person instruction 80% of the time (4 out of 5 days a week, Monday/Tuesday and Thursday/Friday) [following the approved 2020-2021 Academic Calendar]
 - K-2 Communication Skills- DPS
 - K-2 Language Concepts- Genet & Green Meadow
 - K-2 Transitions- Green Meadow
 - 3-5 Communication Skills- Red Mill
 - 3-5 Language Concepts- Genet & Bell Top
 - 3-5 Transitions- Green Meadow
 - 6-8 Academic Skills- Goff
 - 6-8 Life Skills- Goff
 - 6-8 Transitions- Goff
 - 9-12 Academic Skills- CHS
 - 9-12 Life Skills- CHS
 - CTAEP
- Students with Disabilities who participate in less restrictive programming such as integrated co-teaching, consultant teacher services, and a period of the special class will follow the same hybrid model as their general education peers, supported by their special education teacher/case manager daily.
- During Wednesday's/full remote instruction days there will be a strong emphasis on scaffolded instruction, as well as guided practice, in the use of instructional technology to effectively support students' ability to transition between in-person and remote learning environments.
- Related services (speech therapy, occupational therapy, physical therapy, school counseling) will be scheduled and prioritized on students in person-days. Individual scheduling and planning will occur in accordance with each child's individualized education plan.
- Individualized determinations will be made through the CPSE/CSE committees whether and to what extent compensatory services are to be provided for any student with a disability who may have experienced a loss of skill(s) despite best intentions, efforts, and creative solutions when providing educational programs and services during the previous school closure.

Parent Engagement and Communication: As a school district and community, we recognize that clear, ongoing communication and collaboration are critical to ensuring students receive access to high-quality special education programs and services.

- Parents are full team members on the committee of special education and committee on preschool education. A parent's knowledge of their child's strengths, abilities, and needs is critical in designing effective programming and services to meet the student's individual needs during this unprecedented time.
- Parents have a legal right to be informed regarding identification, evaluation, educational placement, and provision of services. Please refer to the NYSED Procedural Safeguards Notice July 2017 at www.nysed.gov.
- Whether services are provided in-person, remote, and or through a hybrid model we will continue to address students' individual needs in the event of potential intermittent or extended school closure.
- We encourage families to remain in close contact and communicate with your child's special education teacher, related service providers, building principal, and CSE chairperson to ensure your child continues to participate and progress in the general education curriculum and make progress towards achieving individualized goals.
- For those students who are receiving special education programs and services through BOCES or an approved school-age program at a private school, we continue to remain in close contact with all educational agencies regarding the planned activities, nature, and delivery of instruction and related services to identify shared resources, materials, and technology available as appropriate.
- If you have any question or concerns regarding your child's individualized education plan or service delivery please reach out to the Pupil Personnel Services Office

<p>Pupil Personnel Services Office Columbia High School 962 Luther Rd, East Greenbush 12061</p>	
Tammy Wager- CSE Administrative Assistant	518-207-2065
Christine Regels- CPSE Administrative Assistant	518-207-2064
Kara Herrington- Assistant Director of Pupil Personnel Services	518-207 -2061
Molly McGrath- Director of Pupil Personnel Services	518-207-2065

Bilingual Education and World Languages

Introduction:

English Language Learner is defined as a student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs).

Goals:

- Afford all English Language Learners the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction
- To maximize time with ELLs in an English rich environment for the promotion of English acquisition
- To screen and complete the ELL identification process for all students who enrolled during COVID-19 school closures in 2019-2020 and any new entrants who enrolled within the EGCSd during the summer of 2020
- Ensure all NYS mandates are being met regarding programs for ELL students
- To provide and maintain regular communication, guidance and support with parents/guardians and other family members of ELLs to ensure that they are engaged in their child(ren)’s education during the reopening process
- Ensure that all teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs (as referenced in the Blueprint for English Language Learner/Multilingual Learning Success in the delivery of remote and hybrid learning document provided by NYS)

Objectives:

- Identification process of ELL students (who both enrolled during closure and are new to the district during the summer of 2020) will be combined with Kindergarten Screening for the summer of 2020 for all K-12 students
- Develop a plan to provide the support needed for success and to ensure the safety of staff and students that will maximize a students’ units of study during stand alone and integrated mandated times (i.e. will students be able to transition for stand alone groups?)
- Develop, translate and utilize district resources and communications to support families with understanding changes to the schooling model and where additional supports may be available within the school or larger community
- Develop a communication plan document for how best to communicate with

- parents/guardians of our ELL students
- Develop a comprehensive professional development plan for all staff regarding the use of technology and hybrid or remote learning strategies for all students
- Utilize the district's AIS Data Team Model, and ENL and AIS Screening tools to assess, provide data, and identify gaps in student learning towards English language proficiency
- Assess students needs via communication with parents/guardians during school reopening (i.e. technology, food, shelter, active engagement during hybrid-reopening mode, providing additional units of student as additional support to students when possible)
- Develop a schedule for service delivery that encompasses all student needs to provide supports for scaffolded success

Procedures/Target Dates:

- Create a Kindergarten/ELL screening process for the summer of 2020 prior to the start of the 2020-2021 school year. (Completed July 2020)
- Administer NYSITELL to any student who entered EGCSD during COVID-19 closure or new entrants to the district during the summer of 2020. (Anticipated August 2020)
- Create a professional development plan outlining professional development opportunities provided by the district for staff regarding technology use and hybrid/remote instructional strategies. (Summer of 2020)
- Translate any informational material for families regarding the reopening of schools, NYSITELL screenings, updates from the classroom and/or district during the course of the school year. (Ongoing)
- Create a list of current ELL families and their students that outline contact information, number of children within the district, school location and preferred method of contact (i.e. e-mail, phone call, request of translator) - (Completed - July 2020)
- Create an assessment schedule for screening all students at the K-5 level for ELA (Anticipated September 2020)
- Create data team schedule to review data regarding student understanding/performance on ELA screening tools (Anticipated Summer/Fall 2020)
- Evaluate and create ELL teacher schedules for Units of Study/Instructional Time for ELL students (Anticipated Fall of 2020)

Measures of Success:

- Submitted plan for Kindergarten and ELL screenings to the Superintendent and Assistant Superintendent of Curriculum and Instruction
- Completed list of NYSITELL evaluations of any potential ELL student who entered EGCSD during COVID-19 Closure or moved into the district during the summer of 2020
- Board of Education approved professional development plan
- Translated informational documents for parents/guardians and students
- Assessment schedule for assessing students for gaps for ELA

- Minutes and data forms from IST/Data team meetings regarding student assessments in the area of ELA
- Completed preferred communication list for ELL families and students for ELL and classroom teachers
- Completed ELL teacher schedules for Units of Study for instruction

Technology and Connectivity/Digital Access and Equity

Introduction:

In accordance with the NYS Task Force, the Digital Access and Equity Subcommittee for the East Greenbush Central School district has chosen the following areas of focus:

- 1) Expanding our 1:1 program to include Chrome tablet devices for all grade 2 students.
- 2) Expanding our ability to provide remote instruction by issuing IPEVO document cameras to be used by interested teachers connected to a chromebook.
- 3) Clarifying our common language around remote learning to promote a more universal understanding of what is possible during remote learning sessions.
- 4) Providing an annotated bibliography of our software tools to teacher and teacher assistants which details ways to use the software to teach and contains links to training and introductory information about the software tools that are available.
- 5) Communicating with teachers via survey to ascertain the exact scope and interest in professional development regarding the software platforms the district uses.
- 6) Communicating with families via survey to ascertain:
 - a) the availability of adequate internet access at the primary residence of the student
 - b) the availability of adequate internet access at the secondary residence of the student
 - c) The availability of a dedicated chromebook or chrome tablet device for K-1 students

Goals:

- 1) Ensure all students in grades 2-12 have working chrome devices supplied by the district, and where practicable, provide devices for K-1 students whose family cannot provide one.
- 2) Enhance the ability of teachers to present both electronic and analog media forms via remote learning.
- 3) Support the common understanding of teacher and student interactions that are available via remote learning.
- 4) Provide necessary resources to connect teacher practices with remote learning tools, and to highlight opportunities to leverage remote learning tools for instruction.

- 5) Understand the professional development needs of our practitioners and develop an action plan to meet their needs.
- 6) Pinpoint the locations where our students live that do not have internet access and develop a plan to remediate that need.
- 7) Identify which students do not have a device to use in learning and develop a plan to address the need where possible.

Objectives:

- 1) The District will complete procurement and configuration of the grade 2 devices by the end of September and distribute the grade 2 devices in October.
- 2) The District will complete procurement of the IPEVO devices by the end of September and distribute the grade 2 device in October.
- 3) The District will supply the annotated bibliography and the common terminology reference to the Teaching and Learning subcommittee for integration to the hybrid learning plan.
- 4) The District will schedule a mix of on-demand resources for teachers to use and live instruction sessions available in the first 4 days of the school year and beyond.
- 5) The District will reach out to each family with an adequate internet access issue or a device need and work to help them resolve this issue.

Procedure/Target Dates:

End of July	End of August	Mid September	October
			Objective 1
			Objective 2
Objective 3			
	Objective 4		
		Objective 5	

The procurement and integration of the devices to our network and the IPEVO devices will be accomplished by the IT department.

The Director of Technology will accomplish objective 3 on behalf of the Digital Access and Equity Committee.

The Director of Technology will work together with the Assistant Superintendent for Curriculum & Instruction to develop a Professional Development Plan that aligns with objective 3.

The Director of Technology or his assignee will call the households necessary and make the necessary arrangements.

Measures of Success:

District Network statistics and reporting procedures connected to the learning platforms (which are already in place) will be used to ascertain the usage of the learning tools the district provides. The effectiveness of the tools can be measured in progress reports, report cards, emails received from teachers, students, and families. Further surveys could be included to corroborate the data that we already capture.

Remote Learning on Inclement Weather Days

To ensure continuity of instruction and student engagement during the reopening of schools, the East Greenbush CSD will participate in the NYS Education Department one-year pilot which enables school districts, at district option, and consistent with each district's reopening educational plan, to pivot to remote instruction to provide remote learning activities for students on what would otherwise be a day of school closure due to a snow emergency. This pilot is in effect for the 2020-21 school year.

The school district's administration will work collaboratively with the East Greenbush Teachers Association and its members to provide student learning resources which students will access remotely on days which would otherwise be a day of school closure due to a snow emergency.

Students will complete remote learning activities and submit remote learning assignments on days through GoogleClassroom when inclement weather prevents safe participation in-person learning.

Students will access such learning resources through their Google Classrooms for the purposes of attendance on days on which inclement weather prevents students from attending in-person instruction. Under the guidance and development of the district administration and with support from the district's technology department, teachers will provide these resources at each level - elementary, middle and high school through a virtual folder.

Each grade level at the K-5 level and each course at grades 6-12 will establish folders within each teacher's Google Classroom which contain learning tasks and assignments which can be completed independently by students. It is suggested that the following criteria be used to develop these learning tasks and assignments:

- Assignments that provide review and independent practice for students
- Spiral curriculum, i.e., topics and skills which are prerequisites for future learning and require mastery
- Online instructional resources which provide engaging ways for students to reinforce skills/concepts previously taught

This piloted program will be implemented only during the 2020-21 school year and be included within the district's reopening plans. It is understood by the parties that the

employee workday calendar outlined within collective bargaining agreements will not be affected as a result of this pilot program.

Attendance and Chronic Absenteeism

Introduction:

Every student has a right to educational opportunities that maximize personal academic, physical, and social growth. Attendance is an important factor in school success for students. The educational program offered by the East Greenbush Central School District is predicated upon student presence and requires continuity of instruction and active classroom participation, whether learning is in-person or by remote means. Improved school attendance generally increases student achievement and reduces dropout rates. School attendance is a right, obligation and responsibility in New York State.

Goals:

- Ensure compliance with Board of Education Policy #5100, Attendance, and the provisions of Education Law Sections 3205 and 3210
- Work to gain the cooperation of all school community members, students, parents, guardians, teachers, support staff, and administrators regarding the importance of student attendance

Objectives:

- Continue Board policy and develop appropriate record-keeping mechanisms to ensure that the attendance of all students is tracked and analyzed by reporting entity
- Develop mechanisms for intervention when an individual student's attendance record demonstrates a pattern requiring a need for improvement, including instances of chronic absenteeism (when a student misses 10 percent of school days or more)
- Develop a district-wide program to encourage regular attendance, including the use of the appropriate incentives
- Ensure that all district schools accurately report information on students considered to be chronically absent and implement effective strategies and interventions to prevent and reduce the incidences of chronic absenteeism among students
- Continue "Attendance Matters" campaign to engage families in promoting child attendance at school

Procedures/Target Dates:

- Student attendance will continue to be required and recorded on all days
- On days when students are learning remotely, attendance will be taken using Google Classroom.
 - Our K-2 population will require parental involvement and support in order to log on but it will also be a great way to keep our parents informed and involved during this time.

- A video on how that could be done can be found at: <https://www.youtube.com/watch?v=YKKEIaIJ0So&authuser=0>
- The EGCSd hybrid approach addresses one of the biggest deficiencies noted from the spring of 2020 which was the lack of connectedness with faculty, staff, and peers. In addition, this approach increases accountability for all stakeholders which was also a concern voiced from the spring of 2020.
- Excused and Unexcused Absence/Tardiness - The student and parent/guardian are responsible for providing credible written notification of the reason for any absence upon the student's return to school. A note from a medical professional is required should a student be absent for five (5) consecutive school days. In addition, the parent/guardian should contact the school personnel on the date of the student's absence.
- For incidents of a student illness beyond a total of ten (10) days over the course of the school year, medical documentation will be provided to the building principal so as to determine that extenuating circumstances exist.
- Attendance shall be taken at the beginning of each period of scheduled instruction. Each classroom teacher shall record the presence or absence of students in a classroom [In-person as well as virtual] and shall report all absences or tardies to the building office either electronically or in paper form during the instructional period.
- In the event that a student is absent from school without notification to school personnel, school personnel will contact the student's home to confirm the student's absence. If no contact with a parent or person in parental relation is made at the home, such contact will be made at the place of employment of the parent or person in parental relation. If, in either situation, no contact is made, a message will be left requesting that the parent or person in parental relation call the school to verify the student's absence.

Measures of Success:

- High percentage of student attendance comparative to the prior year
- Collection of attendance information is acceptable for submission into the New York State Education Department's State Aid Management System and SIRS

Social Emotional Well-Being

STUDENTS:

Goal:

Identify and address student's social emotional health and well-being upon reentry to school.

Objectives:

1a) At reentry, provide a brief Universal screening to identify those students who are most at risk based on pre and post school closure social, emotional, and behavioral presentation. Feedback may be obtained from staff, students, and/or parents, dependent on their developmental level.

- During times of closure, more frequent check-ins with students.

1b) Based on screening results, implement a tiered intervention system to provide social emotional learning and mental health support to address student's needs.

Procedure/Target Dates:

1a) K-5: Within the first two weeks of school, parents of students in grades K-5 will be provided the screener within the first two weeks of school to complete for their child. Teachers will also complete a screener on their previous year's cohort. At 5 weeks, the current year will complete a reassessment screener to review student social emotional health and well-being into the transition.

6-12 Within the first two weeks of school, students in grades 6-12 will be provided a screener to complete during homeroom/guideroom. All Grades 6-12 students will complete a reassessment of their social emotional functioning 5 weeks after school begins, to see if their level of risk for problematic school adjustment has changed.

1b). Based on the screening results; identify students who are at low-risk, moderate-risk and high-risk for social emotional needs. Using the district's K-12 Comprehensive School Counseling Plan implement targeted interventions and supports.

Measures of Success:

- 100% of students are screened.
- 100% of students deemed at-risk are provided appropriate interventions.

STAFF -Professional Development:

Goal:

Provide professional development for staff on how to talk to and support students during and after the on-going COVID-19 public health emergency, as well as providing support for coping and resiliency skills.

Objectives:

1a). Develop a list of resources summarizing social emotional health for students to provide for staff to review prior to reopening.

- This should include emphasis on the objective of prioritizing physical and social-emotional well-being upon school reopening. (Provide students ample time to re-acclimate).
- It should provide descriptions and tools to differentiate between likely or expected behavior presentations of students following the extended remote learning period from more significant behavioral presentations indicative of mental health needs or signs of trauma. A general trauma-responsive approach should be incorporated.
- Allot a portion of the opening staff PD days to reviewing the above described information to ensure that all staff have access to the information and opportunities to ask questions.
- In preparation of a school closure, develop and provide a list of tools for teachers to support student engagement, steps for how to manage minimal or no engagement and strategies for incorporating social-emotional well-being check-ins and social-emotional learning. This should include a plan for when and how to incorporate related service providers to support student engagement.

1b). Develop professional development offerings for staff that focus on their own health and wellness.

Procedure/Target Dates:

1a). Develop materials and plan PD delivery method (print, recorded video, or or in-person video conferencing) prior to August 31, 2020.

1b). Ongoing and throughout the year, as educators are facing significant changes in their traditional roles and will need ongoing support and resources.

Measures of Success:

- Professional development provided to all staff during the first weeks of school, and ongoing throughout the school year.

COMMUNICATION WITH FAMILIES:

Goal:

Assist families with the transition back-to school.

Objectives:

1a). Develop a system for parents to communicate social-emotional concerns to the appropriate school staff for help. (Link on each school's page or on district page)

1b). Develop parent communication prior to reopening with recommendations for preparing students for school reopening to help their child transition back to a routine (ie. 3 weeks before school reopening, 2 weeks before school reopening, and 1 week before school reopening).

1c). Develop a resource directory with links for school-based mental health resources (best practices) and providers (names and contact information).

Procedure/Target Dates:

- 1a) Prior to August 31, 2020-Post links to direct parent concerns on the district website.
- 1b) August 15, 2020-send preparing your child for school recommendations.
- 1c) August 31, 2020-post resource directory.

Measures of Success:

- All materials and communications will be posted or sent.

Facilities/Operations and Maintenance

Goals:

As students and staff return for in-person instruction, it will be important that the spaces they occupy are configured in a way that allows for maximum social distancing. These spaces will also need to be maintained in a way that provides for maximum protection against the spread of COVID-19. To accomplish this, cleaning & disinfecting will need to be done more often and at a faster pace than ever before. This is the reality of the situation that we are facing this fall. Our current custodial staffing will need to push harder, work faster and adjust to meet the new workload at hand. We will continue to expand our substitute custodial staff and even look for help from outside cleaning companies. The district has worked to procure as many disinfecting products as possible, however supply chain shortages continue to hinder us. As we all hope for a vaccine and look to get back to the way of life we once had, this is a time that we need to come together. We will show the community what we are capable of doing when we all work together to provide the cleanest and safest disinfected learning environment for our students and staff. Below is a list of objectives we have created to help us meet these goals

Objectives:

I. **General Health and Safety Assurances** mesh closely with the Operations and Maintenance departments district requirements as laid out in this reopening plan. Below is a list of items that we plan to address, adjust and investigate as we look towards reopening our schools.

A. *Districtwide IAQ Ventilation Assessments* have been planned for each of the seven schools in the district. These assessments will provide concrete guidance to improve and optimize indoor air quality and overall system performance and operation. Trane U.S. Inc. is our district's main vendor for HVAC equipment, repair and controls. They will provide these assessments and will evaluate air quality strategies to dilute, exhaust, contain and clean as possible. A lot of this assessment can be conducted through the district's installed Trane Building Automation System. Following this assessment, recommendations will be made and it is assumed that a special program will be written to open fresh air dampers wider than normal to increase the flow of fresh air throughout our buildings.

B. Possibility of increasing MERV rating on school filters to MERV 13: Schools, including those in our district, typically use MERV 8 or MERV 9 filters in their HVAC equipment. As COVID-19 is airborne, we need to look into ways to keep the air in our buildings cleaner. Possible solutions such as increasing to MERV 13 rated filters have been suggested. These filters are unfortunately a lot more expensive, need to be replaced more often, provide less airflow and tax the electric motors pulling the air through them far more than lesser MERV 8 or 9 filters.

C. Running exhaust fans around the clock may help, however this has a greater negative effect on power usage and equipment wear and tear. We are working to strike a balance that will pull more air out of buildings while not wasting excessive amounts of air that we have paid so much to air condition or heat.

D. Enforcement of face covering, social distancing and crowd size: This will need to be discussed and finalized amongst all district wide stakeholders. There will be the need to assign a COVID-19 point person, as recommended by NYSED, to ensure the policies are followed.

E. *Health Office and Isolation Room*: Designating an isolation room for students being sent home for COVID-19 suspected symptoms is a must. There will need to be extra safety precautions taken for cleaning and disinfecting protocols for health offices and COVID-19 isolation rooms.

F. *Barrier Purchases*: The purchase and installation of non-permanent, clear barriers to separate staff who must interact with visitors to our buildings including but not limited to secretaries, councilors, administrators, etc.

G. *Employee Screening*: The maintenance staff at each building is the first department to report to work. Screening will be done prior to the start of each shift. The district has implemented an employee prescreening tool that is required to be filled out each day by each employee. The results will be recorded in paper format for our department members and held by each department head. In the event of a positive symptom, the employees have been instructed not to report to work. The employee with the positive symptom must be reported to the Director of Facilities immediately and appropriate follow up actions will be taken from there.

H. Provisions for Handsanitizer and PPE: Along with hand sanitizer being provided at the building level for all students and staff, we are also stockpiling and providing proper PPE for all custodial staff members.

II. **Cleaning and disinfecting** will differ depending on whether the surface is frequently touched during daily use and depending on the type of surface it is (hard or soft). Below we identify some of these areas that will need to be focused on in more depth during our cleaning and disinfecting of the buildings. Each school day, school sport or event has unique needs that will require different cleaning solutions.

Frequently touched surfaces:

1. Desks
2. Chairs
3. Door handles
4. Countertops

5. Copy machines
6. Computers
7. Telephones
8. Light switches
9. Unit heater controls (fan switches)
10. Handrails
11. Elevator buttons & rails
12. Restroom fixtures
13. Water fountains (halls)
14. Fixtures in classrooms: sinks, fountains
15. Lockers and cubbies
16. Teachers station
17. Microwaves
18. Coffee pots
19. TV's/Remotes
20. Shared classroom materials

A. Cleaning during the school day: It is recommended that the effective practice of wiping down frequently touched items during the school day is continued, however on a grander scale. This will require a collective effort from all custodial staff to avoid adversely affecting other day-to-day necessities.

B. "Soft" Items: Due to the difficulty presented by disinfecting "soft" items such as carpets, rugs and cloth upholstery it is recommended that "soft" items be removed from the buildings. Personal items should be discouraged from coming into any buildings once the school year begins. In the event that soft items are not able to be removed such as in some large group areas, the cleaners and disinfectants used in these areas on soft items should be researched to eliminate the possibility of adverse reactions to pretreatments such as fire retardants. We also recommend that usage is restricted to the current CDC guidance suggestions of seven days for survivability of the virus on such surfaces.

C. Lockers: The use of lockers at the middle and high school level are a large concern. The ability to clean and disinfect these daily would be overly laborious and time consuming. They are present throughout the hallways and often shared among students. Their close proximity to one another makes social distancing difficult too. We would recommend limiting the use of lockers as much as possible.

D. Leaving Doors Open: We will follow the recommendation of NYSED to leave classroom doors and other doors that do not have closers on them open to reduce the spread of the virus from touching door levers and knobs.

E. Cleaning/Disinfecting Equipment: A thorough and continuous search is underway for new & innovative products to help ease the strain on our departments and

the challenges we face (i.e. Misters, UV Light Disinfecting, Protective Antiviral Coatings, Steamers, etc.)

III. **Adjustment to current building layouts** will be necessary to allow for proper social distancing space throughout. This will include changing the layout of both classrooms and using space that could include cafeterias, cafetoriums, gymnasiums and libraries as teaching space. These types of building alterations will require that the following can still be met in these areas:

A. Making these types of alterations in our buildings will require that we still maintain fire code compliance throughout the building. We will utilize the District's Questar Health and Safety Representative to make sure we maintain this compliance in all altered spaces and that new maps are made indicating the closest exits in the case of a fire drill or real fire.

B. Emergency fire drills will still need to be conducted to make sure all students and staff can evacuate their buildings safely and in the process maintain proper social distancing.

C. Emergency lockdown drills will still need to be conducted to make sure that all students and staff are aware of proper places to get out of the line of site, proper ways to lock room doors, etc.

IV. **East Greenbush Central School Districts Building Condition Survey, Annual Visual Inspections and Lead Testing**

A. The district is scheduled for its next Building Condition Survey in 2022. This will remain on track.

B. The 2020 Annual Visual Inspections throughout the district were recently completed. We are currently waiting for Questar to return their write ups. At which time, they will be entered into the portal.

C. As requested by NYSED, Lead Testing due in 2020 will be addressed this fall. The buildings need to be in use to accomplish this testing. With most of the district schools being vacated in mid-March, we look to wait until there is some regular use of the buildings with the start of the limited schooling schedule this September.

V. **Special Procedures Requested for Inside Events:**

A. After School Events/ Weekend Events: It is our recommendation that these events, especially those requested by outside groups not be allowed until the pandemic is over. It will cause unnecessarily wasted time that our custodial staff could be using to perform a deep cleaning and disinfecting of our buildings. If these types of events are absolutely necessary, they will need to be scheduled in such a way as to allow for

proper cleaning and disinfecting depending on the current CDC guidance suggestions for survivability times for the virus in the rooms being used.

B. Testing/Regents: Regents exams will present a considerable challenge if we're still working under these conditions. Times between tests will most likely need to be increased for "enhanced cleaning and disinfecting".

C. Usage of Auditoriums: It is recommended that auditoriums are not allowed to be used during the pandemic. These spaces contain vast amounts of soft surfaces on the flooring and upholstery. There is no way to limit the touches as people work their ways to their seats, thus the possibility of coronavirus being spread anywhere even after the auditorium was just completely disinfected. Also, soft surfaces need to be made wet to disinfect them, therefore a drying time is required as well. If auditoriums absolutely must be used for school functions, it is recommended that space in excess of six feet is allowed front to back and left to right. It is also recommended that the area of the auditorium used is then left vacant for a minimum of seven days and then cleaned using typical cleaning solutions at the end of the seven day period.

VI. Special Procedures Requested for Exterior Events:

A. Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. We should maintain existing cleaning and hygiene practices for outdoor areas.

B. Outdoor Equipment: This area of concern does not seem to have clear guidance on the disinfecting of outdoor equipment (i.e playgrounds & bleachers). If outdoor equipment is recommended for daily cleaning and disinfecting it will increase the need for proper equipment to do so. We recommend limiting the use of these items.

Procedures and Target Dates:

I. Special Arrangements and Schedules for Custodial Staff:

A. Planning is currently underway to adjust full time custodial staff schedules to make them more opportune for the disinfecting conditions we are up against. As we will be limiting after school functions, this opens up an opportunity to get more disinfecting done during this time frame. (Target date for completion: 8/7/20)

B. Hiring and usage of additional substitute custodians: The District realizes that extra manpower will be necessary to be able to disinfect buildings on a daily basis. (Target date for completion: Ongoing)

C. Supplemental cleaning through outside agencies: The District realizes that even with the adjustments and implementations in A and B, there still may be a need for additional disinfecting. The district is currently exploring the uses of outside cleaning

companies to assist our fulltime and substitute custodial staff with disinfecting our buildings. (Target date for completion: 8/21/20)

II. Training:

A. Employees will need to be trained in the proper uses of new disinfectants and disinfecting equipment: We have been obtaining products that are approved to kill COVID-19. The training will need to include such procedures as proper dilution, proper use and the appropriate set times for disinfecting with each product. The possibility of purchasing pre-measured solutions or the installation of multiple blending machines for each product to insure proper dilution is still in question and must be discussed. (Target date for completion: 8/14/20)

B. “Outside of the Box” Solutions: Try to think outside of traditional roles to find solutions. “Team cleaning” as opposed to “one man, one area”. Think of the department as a whole entity rather than “one building, one problem & solution”. These questions will be posed to the entire operations and maintenance team and we will use the answers to build a new landscape for building cleaning and disinfecting during the COVID-19 pandemic. (Target date for completion: 8/14/20)

C. Infection Response Development: We will wait for the district-wide infection response plan to be completed and shared with all operations and maintenance staff. Every staff member needs to know what to do in case of a confirmed infection with a clearly instructed response procedure and chain of command. (Target date for completion: 8/14/20)

D. Shared items and equipment need to be cleaned between each use. Proper cleaning, disinfecting and handling of this equipment is vital to not allowing the virus to spread should a person with a confirmed case be found to later have the virus. This training must be completed by the Head Custodian. (Target date for completion: 8/14/20)

Measures of Success:

We will create cleaning logs that document the date, time, and scope of cleaning in each room being used in each school in the district. Having these logs will allow us to understand and learn where we are excelling and where we may need some additional improvement. As there are no past experiences to have learned from (ie: pandemics we have lived through) we have no measurements for success yet. We will build on them, refine them and advance them until we are operationally sound and able to prove that our buildings are clean and safe learning environments, even under the current extraordinary conditions.

Related Reference Information:

EGCSD COVID-19 School Reopening Facilities Cleaning & Disinfection Protocol

The following is East Greenbush Central School Districts cleaning and disinfection protocol for reopening during the COVID-19 pandemic. This protocol meets the requirements of the New York State Education Department (NYSED) and New York State Department of Health (NYSDOH) as well as all applicable Federal, State, and local authorities.

- Requirements
 - Adhere to current federal, state and local guidance regarding COVID-19 at all times.
 - Indoor cleaning and disinfection:
 - Clean and disinfect each space at least daily
 - Maintain daily logs that include the date, time, and scope of cleaning and disinfection. Cleaners and custodians will use this to track their daily/nightly cleaning and disinfection schedules.
 - Clean and disinfect high touch surfaces frequently based upon levels of use:
 - Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, tablets, toilets and restrooms, faucets and sinks, copy machines, heating unit controls, handrails, elevator buttons, microwaves, coffee pots, TV's/remotes, etc.
 - Clean and disinfect shared equipment between each use by staff and/or students:
 - Desks, computers, copiers, office equipment, PE equipment, art supplies, etc.
 - School Health Offices
 - Required cleaning and disinfection after each use:
 - Cots, bathrooms, etc.
 - Health office equipment (blood pressure cuffs, otoscopes, stethoscopes, etc.) must be cleaned per manufacturer's directions
 - OT/PT Cleaning and Disinfection
 - All equipment used is required to be cleaned and disinfected between each use.
 - Outdoor Cleaning
 - Outdoor areas require normal routine cleaning of high touch surfaces and do not require disinfection per Centers for Disease Control (CDC)
 - High touch surfaces:
 - Grab bars, railings, hand holds, rings, chains on swings, etc.
 - High touch surfaces will be cleaned as needed based upon levels of use

- Procedures
 - Cleaning:
 - Spray Nine – Spray all surfaces. Let stand for 45 seconds and wipe dry.
 - Betco OxyFect G – Standard disinfectant cleaner. This is to be used only if a separate approved disinfectant is used following cleaning. Allow for a 10-minute contact time.
 - Disinfecting:
 - Spray Nine is a true disinfectant cleaner. If further disinfection is needed, the GenEon mister will be used. All surfaces are disinfected once they are air dry.
- District approved disinfectants available for daily use:
 - EPA Approved Disinfectants:
 - Spray Nine – Cleaner, Disinfectant, and Degreaser
 - SDS

https://2xdmz41ee1hc1qdhmh35hx4a-wpengine.netdna-ssl.com/wp-content/uploads/tech_docs/sds/01_USA-English/26832.pdf
 - GenEon Technologies Mister
 - SDS

<https://www.GenEontechnologies.com/files/pdf/Sanitizer-and-Disinfectant-Electrolyte-SDS.pdf>
 - EPA approved alternate disinfectants:
 - KiK Pure Bright Ultra Germicidal Bleach or other manufacturer (1/3 cup to gallon mixture of bleach to water, Per NYSED and CDC guidance). Will leave a film that needs to be wiped off.
 - SDS -

<https://amp.generalair.com/MsdsDocs/JMZPBGUBS.pdf>
 - 70% or higher alcohol solutions, if available. NYS Clean can be used if it is on hand.
- Determining approved disinfecting products:
 - Refer to EPA List N for disinfectants for use against COVID-19
 - If a product is not on the list the CDC states “If you can’t find a product on this list to use against SARS-CoV-2, look at a different product's label to confirm it has an EPA registration number and that human coronavirus is listed as a target pathogen.”
 - Source:

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-COVID-19>

EGCSD Product Instructions for Disinfecting

- Spray Nine (#26862) For disinfecting, "... wet all surfaces thoroughly. Allow to stand for 45 seconds (30 seconds for viruses)...". No dilution suggested. • Cleaning and disinfecting section. Spray Nine DOES NOT recommend using a powered sprayer for this product. They stated that this product needs to be wiped with water to prevent a film after it is used and dried.
- Clorox Disinfecting Wipes To disinfect, "...use enough wipes for treated surfaces to remain visibly wet for 4 minutes".
- Pure Bright Bleach For disinfecting, "...on hard non- porous surfaces, wet for 5 minutes, for HIV 10 minutes... let air dry..." NYS Dept. of Health specifies a 2% bleach to water (1 TBSP per quart) solution for COVID-19: [https://coronavirus.health.ny.gov/system/files/documents/2020/03/cleaning_guidance_schools .pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/03/cleaning_guidance_schools.pdf) . Spray, rinse or wipe, surface with bleach solution, let stand for 5 minutes. Rinse and air dry." CDC recommends the same amount of dilution (3/4 to a gallon). We all know, fresh mixes for this too.
- Betco Oxyfect G (EPA Reg. No. 4170-100) Under disinfection it says 2 oz to 1 gallon water, "Prepare fresh solution for each use... allow surfaces to remain wet for 10 minutes". Also, I have not been able to find Betco Oxyfect G on the EPA's, List N of approved disinfectants for COVID-19. Sam Beardsley says EA Morse confirms it does. I would feel better if it was actually findable.... https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19#filter_col1
- GenEon, Mineral Electrolyte (Hypochlorous Acid Solution) (EPA Reg. No. 91112-2) Directions for use say, "... The set time/contact time needs to be 1-2 minutes. Apply disinfecting solution to non-porous surface... Allow the surface to remain wet for 10 minutes or until dry. Wipe, towel or let air dry..." These "set times" are required for proper use of the product(s) and will affect all of our departments capabilities.
- OutdoorCleaning/equipment: Here is guidance on cleaning and disinfecting from the CDC – it includes outdoor areas -

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

Child Nutrition

Goal:

Ensure that all students participating in all learning models at EGCSd have access to healthy meals

Objectives:

- Make provisions for student access to school meals who are learning remotely or are in attendance at school
- Address all applicable health and safety guidelines for child nutrition
- Create measures to protect students with food allergies when meals provided in spaces outside the cafeteria
- Describe protocols and procedures for students to perform hand hygiene before and after eating, to promote appropriate hand hygiene, and to discourage sharing of food and beverages
- Describe protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area
- Ensure compliance with Child Nutrition Program requirements
- Describe protocols that describe communication with families through multiple means in the languages spoken by families (See Communication Section of Plan)
- Adhere to Board Policy #8505, Charging School Meals and Prohibition Against Shaming

Procedures/Target Dates:

Elementary and Middle Schools Students:

- Students will remain in their class groups
- All students will wear masks while waiting in the serving line. Masks may be removed when a student is seated to eat
- Kindergarten-fourth grade students will wash before coming to lunch, students in grade five through eight, will have the option to use hand sanitizer as well as washing before arrival. Sanitizer will be at the beginning of each serving line and at the exit points of the cafeteria. Students will also sanitize when leaving the cafeteria/designated eating area.
- Schedules will be staggered to reduce hallway traffic and allow sanitizing between classes
- Each class gets a 20 minute lunch time. This includes service and eating.
- Legally, serving lines can begin at 10:00 am
- School meals will only be served through the kitchen. Meals cannot be delivered to classrooms. Food temperatures cannot be properly maintained for delivery.
- Floors marked with 6' spacing for waiting in the serving line.
- Students will be served on disposable trays. Tray return areas in schools are too confined to maintain social distancing
- Students will tell the server what they would like on their tray

- Students will not be allowed to take their own items from the serving line
- Students will not use the Pin Pad; the register person will get the student's name and open the student account
- Students will buy their snacks as they go through the serving line, they will not be able to come back after they have gone through the serving line
- Grade level-Two classes at a time eating in the cafeteria, while third class eats in the classroom, or other designated dining area, potentially an area in the gym. Based on A or B week schedule. This would rotate and change from week to week, so everyone would have a chance to eat in the cafeteria.
- Seats in Cafeteria will be marked for seating, and spaced 6' apart for social distancing
- Kitchen staff will disinfect kitchen service lines between each class
- Cafeteria monitors and maintenance will disinfect the tables and seats in the cafeteria between classes
- Cafeteria monitors and potentially TA's and teachers will need to help their students through the serving lines to maintain social distancing while waiting
- No more pin pads - barcodes placed on student ID cards (at the HS and middle school level). Or, the register person will get the student's name and open a student account or use the class roster.
- Encourage parents to use myschoolbucks an online payment system or checks only; to reducing the use of cash. All lunch money, checks that are brought to school should be sent to the kitchen in the morning before serving times happen. Payments cannot be handled during the serving lines.
- Choices on the line will be reduced, as many items as possible will be pre-wrapped or bundled together
- Students will wear face coverings while in the hallway and while in the serving line. Social distancing will be maintained with markers on the floor. (6' apart) Once seated students may remove face covering to eat.
- Students will have to ask a monitor if they need to get up for anything
- Condiments and utensils will be handed out at the register - no self-serve

Employees:

- District will provide training to staff before school begins (personal hygiene, face cover removal, sanitizing surfaces, proper hand washing and, social distancing, along with surface contamination information
- Staff will participate in temperature checks and screenings upon entering the school building through main entrances.
- Will wear a face covering and gloves during their work period when students and co-workers are within 6 feet
- Extended work periods will be implemented to bundle bag and individually wrap items
- All employees will wash their hands with soap and water following NY State Health Department guidelines. Only when soap and water is not available they will use hand sanitizer

- Staff will sanitize each serving line with a bleach solution after each class has been served. Changing wash buckets between each line
- Staff will place student choices on tray and hand to student
- Monitors, TA's, Teachers must assist and guide students through the lunch line
- Food and milk deliveries will be accepted at the back kitchen door. Delivery personnel will not be allowed to enter further into the kitchen area

High School Students:

- High School students will be sent to the cafeteria for meals practicing social distancing, overflow will be sent to the gym area
- Students will be asked to wear face coverings when entering the Food Service Area
- Hand sanitizer will be provided at the entrance to the Food Service Area
- Hand sanitizer will be provided at the exit of the dining areas
- Workers will prepare the trays for the students with all selections
- Compostable trays will be used and discarded
- ID cards will be swiped at the register for account info

Kitchens:

- Exhaust fans and windows (where available) will be on and open to add increased ventilation
- Disinfection of all surfaces will occur more often
- Delivery personnel from outside companies will not be allowed inside the kitchens

Cafeteria:

- Students seated by class
- Tables and chairs/benches will sectioned off in 6' increments and marked for safe seating
- Each group will have individual garbage cans and supplies
- Staggered enter and leave times
- Signage will be posted on not sharing food and proper hand washing
- Monitors and maintenance staff will disinfect between each class using bleach solution
- Students with allergies will be placed in assigned seating at allergy free tables

Remote Lunch Service:

- Will be placed Online to each school in the form of one week at a time
- Orders for the following week will be placed on Thursday no later than 12:00 to the students base school Food Service Dept.
- Meals will be available to parents for pick-up two days a week Monday & Wednesday for the days students are at home
- Each school will be responsible for providing meals for parent pick-up

- All meals will be recorded in the POS (Point of Sale) system on the day of service
- Meals will be accounted for by using a student roster, and production records.
- To go meals will only be available for parent pick-up - unless special arrangements have been made due to the lack of the ability to pick up and need
- Two centralized kitchens (Columbia, Goff) will be responsible for providing meals for bus delivery, Buses will pick up meals for delivery from Goff and Columbia
- Kitchen managers from each school will order meals for their students that need bus delivery to the centralized kitchen

Menu Options:

- Two menus will be planned for in school students and at home students
- Menus will be posted on the District websites
- In house students will receive a variety of menu options
- At home students will have limited grab n go menu options
- Menus will follow the NY State Child Nutrition Guidelines
- In the event of a complete switch to distance learning, the at home menu will be followed for those students who require meal services

Measures of Success:

- 100% of students have access to school meals
- Meal participation rates remain steady or increasing throughout the school year

Transportation

Goal:

Provide safe and effective transportation for all students inclusive of those who are homeless and covered under the McKinney-Vento Act, students in foster care, those students with disabilities and students within our district who attend non-public or charter schools.

Objectives:

- Ensure students who are able will be required to wear masks and social distance on the bus; provide students with masks as needed
- Never deny transportation to any student without a mask, including a student with a disability
- Ensure all buses which are used every day are cleaned and disinfected once a day in addition to wiping down high contact spots between runs
- Prohibit hand sanitizer on school buses and prohibit school bus drivers, mechanics and aides from carrying personal bottles of sanitizer on school buses
- Configure wheelchair placement on school buses to ensure social distancing of six feet
- Require drivers, aides and mechanics to perform a self-assessment of COVID-19 symptom prior to work and wear a face covering along with optional face shield
- Provide personal protective equipment to transportation staff, including gloves for drivers and aides who have direct physical contact with students
- Provide training and refreshers on COVID-19 signs and symptoms, proper use of personal protective equipment, and social distancing
- Provide transportation to nonpublic, parochial, private, charter schools, and students placed outside the district whose schools are meeting in-person sessions when the district is not

Procedures/Target Dates:

Facility:

- Physical Distancing (entering and exiting facility)
 - Proper distancing of 6 feet between employees
 - Exterior: Spacings marked by traffic cones at entrance of the building
 - Interior:
 - Spacings and directional markings on the floor with tape
 - One way flow of traffic
 - Office spacing of desks
 - Rest rooms limited occupancy marked on the doors
 - Break room closed, loitering prohibited
 - Entering
 - Hand sanitizer stations are located at both the entrance and exit of the Transportation department

- Hand sanitizer also located in office areas and garage area
 - Signage is posted with up to date procedures as recommended by DOH and CDC
 - District visitor protocols followed
- Screening
 - All employees required to complete screening form
 - Hard copy forms because of technology challenges with some employees.
 - All drivers and aides must check in/ sign in with the office (existing DMV requirement) and will fill out the screening form at this time
 - Garage employees will fill out the forms and file with Head Mechanic
 - Office personnel will complete prior to beginning work day
- Cleaning
 - All high touch areas will be cleaned continuously throughout the day
 - At minimal between check in for runs (am & pm) and driver return from the runs
 - A more intensive cleaning will take place every evening
 - Sanitizing with GenEon fogger or misting with bleach/water solution or similar disinfectant nightly

Employees:

- Employees trained in proper use of PPE at the opening day meeting
 - Proper wearing of face masks/coverings
 - Worn at all times if within the recommended 6 ft physical distancing
 - Masks will be provided if an employee does not have one
 - Face shields provided to all employees to be worn in conjunction with masks if desired (optional)
 - Nitrile gloves provided to all employees
- Employees trained in proper hand washing sanitizing methods at the opening day meeting
 - Proper signage in building (CDC, DOH)
 - Hand sanitizer provided in building
- Employees trained in physical distancing practices at the opening day meeting

Buses/Employees:

- Drivers to wear proper face covering at all times while loading and unloading students
 - May be worn in conjunction with a face shield
- Bus Aide to wear face mask at all times
 - May be worn in conjunction with a face shield
- Aides and drivers must wear gloves when coming in direct contact with any student
- Hand Sanitizer
 - Sanitizer stations will not be installed on any bus

- Drivers and Aides instructed that carrying and/or possessing hand sanitizer will not be allowed on a school bus because of its flammability
- Drivers will instead be instructed in proper washing of the hands and proper usage of PPE

Buses/Students:

- Parents and Guardians required to ensure their students are not experiencing any signs or symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to boarding the bus
- To the best extent of the district and bus routes: student ridership will be one-half the regular load of the school bus
 - Example: 22 passengers on a 66 (child capacity, 44 adult) passenger bus with 22 seats
- Students to wear face masks at all times on the school bus if they are physically able to do so
 - If a student does not have a mask, transportation will still be provided
 - If a student does not have a mask, one will be provided
- Students should social distance to the best extent possible when on the school bus
 - Siblings should sit together when possible and practical
 - When necessary two students who are not siblings may sit in the same seat
- Assigned seats will be mandatory
 - Insures student seating and physical distance
 - Allows ease of contact tracing
 - Alternate location pickup and drop off may be discontinued or modified
 - Proper loading will require consistency in seating assignments
- Special needs students who are physically able to wear a mask will be required to
- Special needs students who are physically unable to wear a mask will not be required to
- School buses will travel with all windows and roof hatches open to improve ventilation
 - Buses with students possessing an IEP requiring air conditioning will utilize the air conditioning
- Students transported to non-public, private, parochial and charter schools will continue to be transported in accordance with school policy

Unloading at Schools:

- Students will practice physical distancing in an orderly fashion when disembarking
- Temperatures will be taken at school as students arrive
 - Procedures at school will vary slightly between buildings

Student Training:

- Students will be trained by the bus driver in recognizing the signs of COVID-19, the proper use of PPE and physical distancing during the first week of school during the first bus drill that is required by the State and refreshed in the training at each subsequent bus drill
 - Signage will be installed inside buses as reminders of proper protocols

Bus Cleaning:

- Daily: every bus will be cleaned between routes
 - High touch and traffic areas will be wiped down by drivers before proceeding to the next run
- Nightly: each bus will be disinfected
 - Staff from the transportation department will use either the GenEon fogger or another suitable solution through a pump sprayer
- Weekly: drivers will deep clean their buses on the scheduled virtual learning day

Target Date: By the start of the school year

Measures of Success:

- All students who are able to wear masks do so on the bus and maintain social distancing
- Hand sanitizer is not found on school buses
- 100% of staff is trained on PPE and completed training records are kept on file
- Adequate personal protective equipment is provided to staff and students as needed
- Fully completed screening forms are kept on file
- Fully completed bus cleaning and disinfecting forms are kept on file

Teacher and Principal Evaluation System

Goal:

Support educator growth and development

Objectives:

- Fully implement the District's approved APPR plan
- Provide feedback and support to educators through the evaluation process

Procedures/Target Dates:

- Each educator's evaluation will include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals).

Measures of Success:

- All instructional staff receive evaluations during 2020-2021 in accordance with the District's approved APPR plan

Certification, Incidental Teaching and Substitute Teaching

Goal:

To staff the District with highly qualified teachers, school and district leaders, and pupil personnel service providers

Objectives:

- EGCSO is committed to ensuring that all teachers, school and district leaders, and pupil personnel service providers hold valid and appropriate New York State certification for their designated assignments except where otherwise allowable under the Commissioner's Regulations or Education Law.
- The District will employ substitute teachers to address staffing needs for the allowable amount of days. We will make a good faith recruitment effort to find available certified teachers to act as substitutes in teaching assignments for which they are appropriately certified. We may use non-certified substitutes in circumstances where a good faith recruitment search was made and there were no available certified substitute teachers to perform the duties.
- We will continue to collaborate with local colleges and universities to help identify opportunities for student teachers and interns. Student teachers will help support classroom instruction. The student teacher will be under direct supervision of the certified classroom teacher.
- All student teachers will be required to attend a remote orientation that provides information on our district policies and new protocols such as social distancing requirements, use of face coverings, proper hygiene, and the health screening process.

Procedures/Target Dates:

- Evaluate BEDS data for any non-certified staff (October)
- Continue appointment, orientation and evaluation of student teachers (Ongoing)
- Secure training for all new staff and student teachers on District policies and protocols such as social distancing, face coverings, hygiene, and health screening (Ongoing)

Measures of Success:

- 100% of teachers, school and district leaders and pupil personnel service providers hold valid New York State certification
- 100% of vacant assignments have appropriate substitute teachers

Budget & Fiscal

Goal:

Maintain financial integrity of the District during the COVID-19 crisis and reopening year

Objectives:

- Provide financial support and technical guidance to departments for additional expenses incurred due to COVID-19
- Modify tax collection process to reduce in-person collection
- Monitor potential and actual reductions in state aid
- Evaluate reserves and ensure reserve withdrawals are in accordance with the adopted Board of Education plan and Education and General Municipal Law
- Secure available federal funding to support District expenses
- Ensure a long-term approach to fiscal planning in 2020-2021
- Adhere to existing state aid reporting requirements and deadlines except where modified by law, regulation or executive order

Procedures/Target Dates:

- Review department budgets as needed when questions arise regarding additional expenses
- Consistently provide budget status reports on a monthly basis to identify shortages
- Review financial status of District with Superintendent and Board on periodic basis
- Coordinate lock-box procedure with Key Bank to eliminate in-person collection at the East Greenbush bank branch location
- Prepare cash flow projections during the school year and evaluate the need for short-term borrowing through Revenue or Tax Anticipation Notes as appropriate
- Complete reserve plan for Board of Education
- Review carryover funds from the 2019-2020 fiscal year to offset potential state aid reductions during the 2020-2021 fiscal year
- Apply for Federal CARES Act funding to restore the Pandemic Adjustment reduced from Foundation Aid in the 2020-2021 Budget
- Prepare long-range financial plan for the Board of Education

Measures of Success:

- Completed reserve plan
- Maintenance of reserve balances from 2019-2020 to 2020-2021
- Completed and approved Federal CARES Application and receipt of funding
- Completed long-range financial plan

Appendix A: Full Remote Plan

Introduction:

The East Greenbush Central School District recognizes the range of needs and concerns of families and the students we serve during this unprecedented time. We are proud to offer a full remote option to our students and their families and are working to ensure that the experiences of students assigned to full remote learning are of high quality, consistent with the experiences of students receiving in person learning and meet the diverse learning needs of our children including those who speak languages other than English, require special education services or have limited access to internet or other technology related concerns. **Equity** is a core value of our school district. The care and consistency we plan to provide as we implement the full remote option for our students will be measured by how well we meet their academic, social and emotional needs and respond to the unique needs of our families.

Parents and guardians considering the full remote option for their children are encouraged to read the following plan in detail and will be required to complete an online enrollment form and return that form to the school district no later than Friday, August 21 at 5:00 p.m. The form will be sent electronically to families.

This timeline will enable the school district to fully schedule all of the students whose families have requested full remote learning, communicate that schedule to families and make any necessary changes in time for the first day of student instruction.

Full Remote Option Instructional Plan:

- Students whose parents or guardians have requested a full remote option will be assigned to teachers certified for all grade levels and subjects taught remotely. Students receiving full remote learning may not be assigned a teacher from their home school.
- Teachers assigned to teach remote grade levels and courses will include full-time East Greenbush District Teachers, part-time East Greenbush Teachers, certified substitute teachers and certified teachers from component school districts within the Questar III BOCES.
- All students will receive standards-based instruction.
- Students will be assigned to teachers and instructional schedules will be developed for full classes or groupings of students the week of August 28. At the elementary level in grades K-5 some groupings may involve multi-grade groupings dependent upon the number of students who require remote instruction at that grade level.

- Live virtual instruction will occur through tools such as GoogleMeet among others and will provide direct interaction with teachers for a minimum of 10 hours per week but may vary by level.
 - An example would be a student following a schedule of 5-7 courses in grades 9-12 may receive as much as 10-15 hours of live virtual instruction per week delivered by teachers certified to teach varying courses.
- An elementary student may be expected to participate in live virtual instruction for a minimum of one hour per day as learning activities may vary throughout the week including a combination of live virtual instruction, guided practice through video instruction or independent practice through completion of projects and assignments which will include deadlines for completion.
 - The following instructional resources/curriculum will be implemented:
 - EGCSO ELA Curriculum Maps
 - EGCSO Mathematics Curriculum Maps
- K-5 elementary teachers have developed daily general instructional schedules that students will follow. These schedules will vary slightly by grade level and teachers but in general they will follow the same format:

Full Remote Option Expectations:

- Students will be required to participate in all remote learning activities and classes and will be required to complete assignments.
- Attendance will be taken online.
- Students must use a district provided device and their personal East Greenbush CSD login.
- Virtual Classrooms will receive grade level appropriate live (synchronous) instruction with a schedule provided by your teacher.
- Virtual classroom norms will be established and distributed in accordance with the code of conduct.
- New York State Learning Standards will be addressed.
- Staff will follow EGCSO curriculum maps for ELA, Math, Science and Social Studies.
- If not able to attend live instruction, a student is expected to access recorded lessons and complete assigned school work in order to be prepared for the next day.
- The teacher will offer office hours/ family connections.

K-2 Full Remote Option (sample schedule)

Sample K-2 Instructional Daily Framework*		
9:00-11:00	Core Content Instruction	120 min.

11:00 - 12:00	LUNCH/RECESS	60 min.
12:00 - 12:30	Office Hours/ Family Connections	30 min.
12:30 - 1:40	Core Content Instruction	70 min.
1:40 - 2:10	Office Hours/ Family Connections	30 min.
2:10 - 3:30	K-2 Teacher Collaboration	80 min.

Framework KEY

Core Content Instruction:

- Live instruction including whole or small group, independent learning, scaffolded learning, extensions, specials, and related services. There will be more emphasis on small group K-2 for developmental appropriateness.
- Core subjects include ELA and Mathematics. Cross curricular will occur with science and social studies.
- Attendance will be taken

Office Hour:

- Teachers are available to offer additional support and answer questions about assignments or expectations as needed.

Family Connections:

- Staff may hold meetings with families and caregivers

Grade 3-5 Full Remote Option (sample schedule)

<u>Sample 3-5 Instructional Daily Framework*</u>		
9:00-9:30	Morning Routine	30 min
9:30-11:30	Core Instruction	120 min
11:30-12:30	Lunch/Recess	60 min
12:30-1:40	Core Instruction	70 min
1:40-2:10	Office Hour/ Family Connections	30 min

2:10-3:30	3-5 Teacher Collaboration	80 min
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Framework KEY

Morning Routine:

- Check in to google classroom, answer attendance questions, complete readiness tasks for the day's learning.

Core Content Instruction:

- Live instruction including whole or small group, independent learning, scaffolded learning, extensions, specials and related services.
- Core subjects include ELA and Mathematics. Cross curricular will occur with science and social studies.

Office Hour:

- Teachers are available to offer additional support and answer questions about assignments or expectations as needed.

Family Connections:

- Staff may hold meetings with families and caregivers.

Curriculum Maps will provide both remote teachers and parents with a guide to the topics which will be taught within each subject and grade level. Here is an example for K-5 Science:

NGSS EGCSD Units of Instruction

<u>GRADE</u> *Grade level standards are hyper linked	<u>PHYSICAL SCIENCE</u> <u>- PS</u>	<u>LIFE SCIENCE</u> <u>- LS</u>	<u>EARTH AND SPACE SCIENCE</u> <u>- ESS</u>	<u>Other</u>
<u>KINDERGARTEN</u>	Matter and its interactions - chemistry <i>*late fall</i>	Interdependent Relationships in Ecosystems- Animals, Plants, and their	Weather and climate <i>*late winter/early spring</i>	Forces and interactions <i>*PS</i> <i>*early winter</i>

		Environment ** <i>*spring</i>		
<u>GRADE 1</u>	Waves: Light and Sound <i>*early winter</i>	Structure, Function and information processing ** <i>*late winter/spring</i>	Space Systems: Patterns and Cycles <i>*fall</i>	
<u>GRADE 2</u>	Chemistry: Structure and properties of Matter - an Intro to Chemical Reactions <i>*winter</i>	Interdependent Relationships in Ecosystems ** <i>*spring</i>	Earth's Systems - processes that shape the earth <i>*fall</i>	
<u>GRADE 3</u>	Forces and Interactions <i>*winter</i>	Interdependent Relationships in Ecosystems <i>*winter/spring</i>	Weather and Climate ** <i>*fall</i>	Inheritance and variation of traits - life cycles *LS <i>*spring</i>
<u>GRADE 4</u> <i>*as of 8/2020 - last administration of old NYS Science Assessment</i>	Energy <i>*spring</i>	Structure, function and information processing <i>*Light component - *PS</i> <i>*fall/winter</i>	Earth Systems - processes that shape the earth * <i>*fall/winter</i>	Waves and information *PS ** <i>*late spring</i>
<u>GRADE 5</u> <i>*as of 8/2020 - first administration of NGSS - NYSLSS Science Assessment in Spring 2023</i>	Chemistry - Structure, and properties of matter ** <i>3rd *late winter/early spring</i>	Matter and energy in organisms and ecosystems <i>1st *Section 1- early fall</i> <i>4th *Section 2 early spring</i> <i>6th *Section 3 - 4 extensive - late spring</i>	Earth Systems <i>5th *late spring</i>	Space Systems - stars in the solar system <i>*ESS & PS</i> <i>2nd *late fall/winter</i>

EGCSD Units of Instruction in social studies

- K-5 Geography
 - K-5 Culture
 - K-5 Economics
-
- GoogleClassroom will be the standard platform through which teachers will establish remote classes, post assignments and provide communications to parents and guardians. Other technology tools will be utilized with students assigned to full remote instruction including:
 - Screencastify
 - Google Classroom
 - SeeSaw
 - Reflex Math
 - NearPod
 - Newsela
 - Kahoot
 - Remind, for communicating with students, collecting assignments, and distributing education material.
 - Remote Learning activities could also include reading, projects, skill practice, reflection journaling, exercise, etc.
 - [Elementary Websites](#)

Grades 6-12

Students at the middle school and high school level assigned to full remote instruction will follow a typical instructional schedule to include up to 8/9 instructional periods depending on the number of courses chosen or assigned:

Goff Middle School (Monday, Tuesday, Thursday, Friday)

- Period 1: 7:58 am to 8:40 am
- Period 2: 8:43 am to 9:25 am
- Period 3: 9:28 am to 10:10 am
- Period 4: 10:13 am to 10:55 am
- Period 5: 10:58 am to 11:40 am
- Period 6: 11:43 am to 12:24 pm
- Period 7: 12:27 pm to 1:09 pm
- Period 8: 1:12 pm to 1:54 pm
- Period 9: 1:57 pm to 2:40 pm

Goff Middle School (Wednesday)

- Period 1: 9:57 am to 10:25 am

- Period 2: 10:28 am to 10:56 am
- Period 3: 10:59 am to 11:27 am
- Period 4: 11:30 am to 11:58 am
- Period 5: 12:01 pm to 12:29 pm
- Period 6: 12:32 pm to 1:00 pm
- Period 7: 1:03 pm to 1:31 pm
- Period 8: 1:34 pm to 2:02 pm
- Period 9: 2:05 pm to 2:33 pm

Columbia High School (Monday, Tuesday, Thursday, Friday)

- Period 1 7:25 am - 8:10 am
- Period 2 8:15 am - 9:00 am
- Period 3 9:05 am - 9:50 am
- Period 4 9:55 am - 10:40 am
- Period 5 10:45 am - 11:30 am
- Period 6 11:35 am -12:20 pm
- Period 7 12:25 pm - 1:10 pm
- Period 8 1:15 pm - 2:03 pm

Columbia High School (Wednesday)

- Period 1: 9:20 am to 9:51 am
- Period 2: 9:56 am to 10:27 am
- Period 3: 10:32 am to 11:02 am
- Period 4: 11:07 am to 11:38 am
- Period 5: 11:43 am to 12:14 pm
- Period 6: 12:19 pm to 12:49 pm
- Period 7: 12:54 pm to 1:25 pm
- Period 8: 1:30 pm to 2:00 pm

At the grade 6-12 level period-by-period attendance will be taken for all students assigned to full remote instruction.

In all cases, there may be some unique circumstances for students which may require an individualized schedule which varies from the 8 or 9 period day. Counselors should be contacted in the event that families have specific scheduling concerns.

Instructional Requirements:

- Full Remote instruction for students will be aligned with the outcomes listed within the New York State Learning Standards.
- Teachers will have the responsibility to maintain grade level and course level

work but ensure that the necessary student scaffolding is embedded into their instruction to differentiate for individual students.

- Instructional experiences will include both asynchronous and synchronous learning opportunities. Full remote instruction is not defined solely as a student's time spent in front of a teacher or in front of a screen, but a range of diverse learning experiences during which the student is engaged in standards-based learning under the guidance, support and direction of a teacher. Examples include:
 - The completion of assigned tasks,
 - The viewing of an instructional videos,
 - Responding to posts or questions,
 - Engaging with class peers in an online format or phone discussion,
 - Conducting research,
 - Working on projects, or
 - Meeting with faculty and staff face- to-face, via an online format or by phone
- Instructional experiences must be inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.
- Instructional plans will allow for ample time for students to re-adjust to the school setting before students are assessed.
- Teachers should prioritize the curriculum and define general timeframes for the pacing of the delivery of the content in the event instructional capabilities are modified and/or changed throughout the year.
- Teachers should organize curricular lessons according to topics, skills, and content which is best remotely and/or through live virtual synchronous instruction.
- Teachers should prepare for remote learning by planning activities that can connect and reinforce in-person classroom learning in the event that students transition back to in-person learning.
- Teachers should consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Teachers should create a consistent plan and approach for how to post student assignments, feedback, and track their progress.
- Teachers and staff should determine methodologies to connect with students and support learning while students are at home.
- Teachers should determine which regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.

Grading:

- While students are assigned to full remote learning, the East Greenbush Central School District will follow all the Board of Education grading policies [Policy #4710] while encouraging and supporting all teachers to integrate alternate

assessments that would alleviate concerns regarding academic integrity associated with each model. These policies will be clearly communicated and transparent to students, parents, and caregivers.

- Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.
- The district will continue to use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system.
- Grading shall be based upon student improvement, achievement, and participation in all remote learning activities and assignments as well as their participation in virtual live instruction classes and office hours.
- Parents/guardians will be provided a written report card regarding their child's progress as indicated on the district's 2020-2021 academic calendar [<https://egcsd.org/calendar>]
- The use of marks and symbols will be appropriately explained on all K-12 report cards.
- Grading will not be used for disciplinary purposes, i.e. reducing grade for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for lack of class participation.
- All students are expected to complete the assigned classwork and homework as directed by their assigned teacher remote and live virtual instruction.
- Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit.
- If work is not submitted due to absence, the student is expected to make up the work.
- With the possible exception of absences intended by the student as a means of gaining unfair academic advantage (e.g., to secure more time to study for a test), every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.
- Students who are absent shall be given reasonable time to make up assignments missed during their absence. When necessary and applicable, assignments may be sent home and teachers shall be available to render necessary assistance.
- Students whose misconduct is directly related to the student's academic performance (e.g., plagiarism) may be denied the opportunity to make up work.
- It is the student's responsibility to request all makeup assignments from subject teachers following absence from class. The student must request assignments early enough to allow adequate time for completion prior to the end of the marking quarter.
- A student may be denied the opportunity to receive or submit make up

work when the reason a make-up examination or other make-up work is needed has been determined by the building principal to be directly related to misconduct in the student's academic performance (e.g., plagiarism; exam cheating; deliberate absence to avoid taking an exam or timely submittal of an assignment).

- [The EGCS D Grading Policy \[Policy #4710\]](#)
- [The EGCS D Homework Policy \[Policy #4730\]](#) and [Homework Regulation Policy \[Policy](#)

Special Education:

Parents should be aware some students with disabilities were particularly impacted by the closing of schools in spring 2020. We fully recognize that many students require programs and services which are best delivered in person with the need to protect the health and safety of students with disabilities and those providing special education services. Parents who are considering the full remote option should contact the Pupil Personnel Services office to discuss how your child's needs can best be met (518-207-2065).

- Students with disabilities who require a highly specialized program, such as an all-day special class were anticipated to attend in-person instruction 4 out of 5 days a week. (Monday/Tuesday and Thursday/Friday)
 - K-2 Communication Skills- DPS
 - K-2 Language Concepts- Genet & Green Meadow
 - K-2 Transitions- Green Meadow
 - 3-5 Communication Skills- Red Mill
 - 3-5 Language Concepts- Genet & Bell Top
 - 3-5 Transitions- Green Meadow
 - 6-8 Academic Skills- Goff
 - 6-8 Life Skills- Goff
 - 6-8 Transitions- Goff
 - 9-12 Academic Skills- CHS
 - 9-12 Life Skills- CHS
 - CTAEP
- Students with disabilities who chose the full remote option, per state education guidelines, will have their services delivered consistent with their IEP to the greatest extent feasible and appropriate. There will need to be flexibility in the mode, manner, group/individual, frequency, duration, and location of services.
- Related services (speech therapy, occupational therapy, physical therapy, school counseling) will be scheduled remotely through the use of teletherapy.
- Parents are full team members on the committee of special education. A parent's knowledge of their child's strengths, abilities, and needs are critical in designing effective programming and services whether services are delivered remotely, through a hybrid model, or in-person. We encourage families to maintain regular communication and collaboration with their child's special education team

(special education teacher, related service providers, building principal, CSE Chairperson, etc.)

Academic Intervention Services:

AIS is additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance. These supports will continue to be implemented through the in-person learning environment.

- Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:
 - Developmental reading assessment
 - Benchmark and lesson embedded assessments
 - Common formative assessments
 - Unit and lesson assessments
 - Results of psychoeducational evaluations
 - Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioner's Regulations Part 117.

Bilingual Education and World Languages:

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as "English Learners," and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

- The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs).
- ELLs will be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction.
- All ELLs will be provided with the necessary support that is needed in order to close the potential learning loss that may have been a result of the school closures due to COVID-19.

- Translation of District Communications
 - Lingualinx
 - Lexikeet
 - All World Translators
- Targeted communications that are more specific to our ELL population
- EGCSO will expand its outreach efforts by increasing our face-to-face communications
- ELL service providers will work to increase their real time instruction using this hybrid approach
- ELL service providers will be able to coordinate instruction among English as a New Language (ENL) and content area teachers for the delivery of hybrid learning utilizing part of the Wednesday remote learning day.

Digital Equity and Access for All Students

In accordance with the NYS Education Department and NYS Department of Health Supplemental Guidance the East Greenbush Central School District has taken the following steps to ensure that all students assigned to the district's full remote option have access to computer devices including chrome tabs or chromebooks:

- 1) Expanded our 1:1 program to include devices for all K-12 students.
- 2) Expanded our ability to provide remote instruction by issuing IPEVO document cameras to be used by interested teachers who are providing remote instruction.
- 3) Clarified our common language around remote learning to promote a more universal understanding of what is possible during full remote learning sessions.
- 4) Communicated with families via survey to ascertain:
 - a) the availability of adequate internet access at the primary residence of the student
 - b) the availability of adequate internet access at the secondary residence of the student
 - c) The availability of devices in the home.
- 5) Purchased and distributed Kajeet SmartSpot Devices for any students who may have no access or unreliable access to internet service.

Measures of Success:

- Under the Every Student Succeeds Act (ESSA), keep all seven schools as "Schools in Good Standing"
- Maintaining strong student attendance and family engagement throughout the 2020-2021 school year.

The implementation of an updated and comprehensive Professional Development Plan

based on student data, staff needs and NYSED requirements that EGCSD employees engage in and benefit from.

Appendix B: Testing Plan

Introduction:

Per the New York State Department of Education's guidance to schools for reopening, [Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools](#), *"it is strongly recommended that schools comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#) Schools should identify who in the community is responsible for referring, sourcing, and administering testing (e.g., local health department testing site, physician offices, hospital system) particularly in the event that large-scale testing at the school is needed. Schools wanting to perform COVID-19 testing must apply and be approved as a limited service laboratory (LSL). Please refer to the [instructions and application materials](#), and if applicable, the worksheet for [multiple locations](#)."* Therefore, the East Greenbush Central School District will not be testing individuals. A list of regionally available testing locations is available on the school district website at www.egcsd.org/reopening for individuals that may want to be tested on their own. School district health care professionals will refer symptomatic individuals to their primary care provider (PCP) for testing.

Symptom Screening Process:

In the event an individual screens confirmed for COVID-19 symptoms while at school, meaning that they have a fever, or appear symptomatic while at school with any of the [COVID-19 symptoms identified by the CDC](#), they will be placed in an isolation area. For students, parents/guardians will be called to pick the student up from school immediately. Staff members will be asked to leave immediately. Individuals will be referred to their primary care provider (PCP) for evaluation. If the primary care provider (PCP) determines that the symptoms *are not* COVID-19 related, a note from the primary care provider (PCP) stating such diagnosis must be provided in order to return to school or work. If the primary care provider (PCP) determines that the symptoms *are*

COVID-19 related, testing must occur.

It is imperative that individuals seek medical evaluation from their primary care provider (PCP) to determine whether or not these symptoms are related to a known or diagnosed condition other than COVID-19 (i.e., ear infection, allergies, etc.).

At the minimum, [New York State Department of Health Guidelines](#) requires “documentation from a health care provider following evaluation, negative COVID 19 diagnostic test result and symptom resolution, or if COVID 19 positive, release from isolation.” If an individual tests positive for COVID-19, isolation protocols will be required and release from isolation will be determined by the Rensselaer County Health Department. Any symptomatic student or staff awaiting testing results should self-quarantine and will not be allowed to return to school until released by a *negative* COVID-19 test result.

If an individual is confirmed as positive for COVID-19, isolation protocols will be required for 10 days per CDC guidelines. An individual must be in isolation for 10 days and symptom free for 72 hours before a release from isolation may be considered. Release from isolation will be determined solely by the Rensselaer County Health Department. A release letter provided the Rensselaer County Health Department will be required for the return to school.

If a confirmed test result occurs, the county of residency will be notified by the laboratory performing the test. Individuals will also be notified by either the initial testing facility or their local health department for negative results. **The parents of any student who has tested positive must notify the school district as soon as possible.** If this were to occur, the school district will contact the county of residency for confirmation and collaboration in beginning contact tracing activities. The district COVID-19 Coordinator will coordinate with the Rensselaer County Health Department for contact tracing purposes.

In the event a student is under mandatory quarantine by the Rensselaer County Health Department, the school district will provide remote learning options for the student for the length of their quarantine.

School Closure:

School closure decisions will occur in consultation with the local health department. This may involve the closure of a classroom or entire facility depending on the quantity of suspected and/or confirmed cases. There may be no need to close a school building if the local health department determines that the identified close contacts are excluded from school and the facility may continue normal operations. Full closure of a school facility may be necessary in some situations and will be implemented on a case-by-case basis.

COVID-19 Testing Sites:

<u>New York State Testing Site</u> State University New York at Albany 1400 Colonial Quad Albany NY 12208 Must make an appointment by Calling: 1-888-364-3065 or Completing an online form: www.covid19screening.health.ny.gov	<u>Community Care Physicians</u> 713 Troy Schenectady Road Latham NY 12110 518-863-3600
<u>Priority 1 Urgent Care</u> 2080 Western Ave Guilderland NY 12084 518-867-8040	<u>Whitney Young</u> 920 Lark Drive Albany NY 12208 518-465-4771

<p><u>Rite Aid - Colonie</u></p> <p>1863 Central Avenue Colonie NY 12205 518-267-3496</p>	<p><u>Columbia Memorial Hospital Rapid Care</u></p> <p>2827 Route 9 Valatie, NY 12184 518-758-4300</p>
<p><u>WellNow Urgent Care</u></p> <p>446 Fairview Avenue Hudson NY 12534 518-267-3496</p>	<p><u>Columbia County Department of Health</u></p> <p>325 Columbia Street Hudson NY 12534 518-828-3358 www.columbiacountynyhealth.com</p>
<p><u>Greene County Dept. of Health</u></p> <p>411 Main Street Catskill, NY 12414 518-719-3600</p>	<p><u>CareMount Medical Urgent Care</u></p> <p>6734 Route 9 Rhinebeck NY 12572 1-844-484-6564</p>
<p><u>Kingston Mid-Town Mobile Site</u></p> <p>27 Grand Street Kingston, NY 12401 845-303-2730</p>	<p><u>Emergency One Kingston</u></p> <p>40 Hurley Avenue Kingston, NY 12401 845-338-5600</p>

Appendix C: Contact Tracing Plan

Introduction:

As noted in the New York State Department of Education's guidance to schools for reopening, [Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools](#), *"Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Schools must cooperate with state and local health department contact tracing. Schools can assist public health departments in knowing who may have had contact at school with a confirmed case by:*

- *keeping accurate attendance records of students and staff members;*
- *ensuring student schedules are up to date;*
- *keeping a log of any visitors which includes date, time and where in the school they visited; and*
- *Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.*

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health."

In the event an individual is identified as a confirmed case within a school, the Rensselaer County Health Department will determine a starting date for which the school will need to provide contact tracing information. This date will be 48 hours prior to the individual becoming symptomatic. To this end, the school district will need to keep records that will be made available to the Rensselaer County Health Department for those who may have been in close contact with the confirmed case. Any close contacts will be identified by the Rensselaer County Health Department. The district COVID-19 Coordinator will be asked to assist the county with quarantine surveillance monitoring of contacts in connection with a confirmed case in a school.

If a student or staff member is identified by the Rensselaer County Health Department as a contact, they will be contacted by a county Case Manager and be instructed to quarantine for 14 days. Any contact identified by the Rensselaer County Health Department may not return to school until such a time as they are released from mandatory quarantine by the Case Manager.

School Closure:

School closure decisions will occur in consultation with the Rensselaer County Health Department. This may involve the closure of a classroom or entire facility depending on the quantity of suspected and/or confirmed cases. There may be no need to close a school building if the Rensselaer County Health Department determines that the identified close contacts are excluded from school and the facility may continue normal operations. Full closure of a school facility may be necessary in some situations and will be implemented on a case-by-case basis.

Travel Advisory:

Any staff or students who travel out of state to any location listed on the [Governor's Travel Advisory](#) list, will be required to quarantine for 14 days after returning to New York State. Persons who travel to any states listed on the Travel Advisory list should self-report their travel to the district COVID-19 School Resource Person for instructions. Persons who travel via airplane and are required to complete a survey upon arrival in NYS, should still self-report their travel to the district COVID-19 Coordinator. If a location has been removed from the travel advisory list while a person is serving their related 14 day mandatory quarantine, that person must still complete the full 14 days of mandatory quarantine before returning to school.

In the event that someone within a household travels to a state on the travel advisory list and returns to New York State, but the student or staff member does not travel, that student or staff member may be allowed to return to school *without* a 14 day mandatory quarantine. In the event that a person in a household who has traveled becomes a positive case, the Rensselaer County Health Department will identify all household members as close contacts and quarantine all members of the household for 14 days.

Essential Staff:

Essential employees will be determined by the school district. Under [Executive Order 2026](#), the services these staff perform are considered essential functions of the school facility, which include, but is not limited to, healthcare services and services necessary to maintain the safety, sanitation, and essential operation of the school facility.

In the event that any of these essential employees are identified as contacts by the Rensselaer County Health Department, they may return to school and continue to perform their job duties as long as they remain asymptomatic and wear appropriate PPE at all times within the school facility. Any essential staff who are identified as contacts will undergo surveillance monitoring by the COVID-19 School Resource Person. If they become symptomatic, they will immediately self-report to the COVID-19 School Resource Person, who will contact the Rensselaer County Health Department to determine testing protocols and quarantine procedures. Essential staff are mandated to follow quarantine protocols for 14 days outside of their normal work duties.

Appendix D: COVID-19 Testing Program

Introduction:

The East Greenbush Central School District, in coordination with Questar III BOCES, has prepared a preliminary plan for a COVID-19 Testing Program informed by New York State's Micro-Cluster Strategy.

The state's Micro-Cluster Strategy will mandate testing in Yellow, Orange, or Red micro-cluster zones, based on positivity rates, daily new cases and hospital capacity. If a zip code, census tract or region is placed in one of those zones by the state, there will be restrictions for schools.

Zone testing will be required for **in-person staff and students** if local areas are designated by New York State.

- **Yellow Zone** - 20% of both staff and students over a two-week period
 - *A geographic area will be eligible to enter a Yellow Zone if it has a 3 percent positivity rate (7-day average) over the past 10 days and is in the top 10 percent in the state for hospital admissions per capita over the past week and is experiencing week-over-week growth in daily admissions.*
- **Orange Zone** - 20% of both staff and students over four-week period
 - The numbers tested should be proportionately spread across the month with 10% the maximum/minimum to be tested biweekly
 - *A geographic area will be eligible to enter an Orange Zone if it has a 4 percent positivity rate (7-day average) over the last 10 days and it is located in a region that has reached 85 percent hospital capacity. Alternatively, a geographic area may also become an Orange Zone if the State Department of Health determines the region's rate of hospital admissions is unacceptably high and a zone designation is appropriate to control the rate of growth.*
- **Red Zone** - 30% of both staff and students over four-week period
 - The numbers tested should be proportionately spread across the month with 15% the maximum/minimum to be tested biweekly.
 - *A red zone will be implemented when a region, after the cancellation of elective procedures and a 50 percent increase in hospital capacity, is 21 days away from reaching 90 percent hospital capacity on the current 7-day growth rate.*

Testing:

The East Greenbush CSD has identified the following components in preparing for micro-cluster zone testing. The district will be using the Questar III BOCES Limited Services Laboratory (LSL) to conduct antigen testing with district facilities. Test kits will be procured by Questar III BOCES and disseminated to the district office through a chain of custody. Results will be communicated back to Questar through the superintendent's office using a secure email provided by Questar.

In addition, a communication plan will be developed to relay test site information, process, and result reporting to all stakeholders.

Testing Sites:

Currently, the online reporting dashboard identifies the following locations as sites to report testing data:

Employees:

- All employee tests are by appointment during school hours on Wednesdays.

School Level	Date/Time	Location
Elementary Staff	Wednesday (during school hours)	<ul style="list-style-type: none">• Health office or location TBD in your building
Middle School Staff	Wednesday (during school hours)	<ul style="list-style-type: none">• Health office or location TBD in your building
High School Staff	Wednesday (during school hours)	<ul style="list-style-type: none">• Health office or location TBD in your building

K-12 Hybrid Students:

- All student tests are by appointment.
- A parent/guardian must accompany the student for testing.
- Testing on Tuesdays and Saturdays will allow sufficient time for potential contact tracing in the event there are positive cases.
- Actual testing dates will be communicated in advance.

School Level	Date/Time	Location
All Levels K-12	1st Tuesday Evening 4:00 pm-8:00 pm	<ul style="list-style-type: none">• Columbia High School Main Lobby
	1st Saturday Morning 9:00 am-12:00 pm	<ul style="list-style-type: none">• Transportation Department (drive-through)• Columbia High School Main Lobby
	2nd Tuesday Evening 4:00 pm-8:00 pm	<ul style="list-style-type: none">• Goff Middle School Cafeteria• Donald P. Sutherland Elementary School Main Lobby
	2nd Saturday Morning 9:00 am-12:00 pm	<ul style="list-style-type: none">• Transportation Department (drive-through)

Testing Roster:

1. The district will establish testing rosters for staff and students in-person in identified facilities based on returned Consent Forms
 - a. Randomized selections process will be conducted
 - i. Staff - 10% yellow/orange zones; 15% red zone
 - ii. Students - 10% yellow/orange zones; 15% red zone
 1. Parent/guardians permissions will be acquired in advance of testing
2. Rosters will be provided to each testing location on each day of testing
 - a. *It is preferred that the ECLRS reporting spreadsheet be used as the testing roster for ease in tracking and recording test results.*

Consent Form:

Parents of students in the hybrid program and all district staff will receive a Consent Form for COVID-19 Testing via email. Just as we have asked for continued assistance with following COVID-19 protocols, we would need parental permission to administer tests to their children. Once parents receive the consent form, they should fill it out by Friday, January 8. (The consent form will only be sent to parents of students enrolled in the hybrid program. Students who are learning in a full virtual setting are not required to be tested.)

Testing is not mandatory and no one will be excluded from school or work because they choose not to be tested. However, if we do not receive consent from the minimum required percentage of students and staff, we would be forced to close our schools and shift to fully remote instruction.

Testing Operations:

Staffing and Setup

1. Identify testing staff for each site
 - a. Parking Lot
 - i. Parking Attendant (1)
 - b. Testing Room
 - i. Check-In Station (1)
 - ii. Swabbing Station (1)
 - iii. Process Station (2)
 - iv. Administrator (1)
 - c. Reporting Room (1)
2. Only nursing staff will conduct swabbing of individuals
 - a. Request for Questar nurses to assist in testing must be done 72 hours prior to testing date
3. Testing personnel will be deployed to the site to set up the room with assistance of maintenance staff
 - a. Tables
 - b. Chairs
 - c. Cleaning/disinfection kit
 - d. Chromebooks/chargers and wifi access
 - e. No-touch thermometers
 - f. COVID-19 Screening Forms
 - g. Pens

- h. Red bag and container
- 4. Set up testing totes to bring all necessary materials
 - a. Test kits (place test kit order with Questar 48 hours prior to testing)
 - b. PPE
 - c. Supplies
 - i. Cleaning/Sanitizing wipes
 - ii. Hand sanitizer
 - iii. Facial tissues
- 5. The following stations will be required:
 - i. Check-in station
 - ii. Swabbing station
 - iii. Processing station
 - b. Staffing requirements
 - i. Check-in station – 1 staff
 - ii. Swabbing station – 1 staff
 - 1. One nurse to swab
 - iii. Processing station
 - 1. One staff member to:
 - a. Align ID sticker with test kit
 - b. Receive swab and add reagent
 - c. Seal card and hand off to timer
 - 2. One staff member to:
 - a. Time kits at 15 minutes each
 - b. Record results and share with district administration
 - i. District administration to share with Questar through secure email
 - c. Discard test kits into red bags
- 6. PPE and Sanitization
 - a. Nurse
 - i. Full PPE
 - 1. N95 mask
 - 2. Face shield
 - 3. Gown
 - 4. Gloves
 - a. Change gloves between swabs
 - b. Support staff
 - i. Check-in station
 - 1. Surgical mask
 - 2. Face shield

3. Gloves
- ii. Processing station
 1. Reagent processor
 - a. Surgical mask
 - b. Face shield
 - c. Gloves
 - d. Hand sanitizer to be used in between each processed swab
 - e. Gown
 2. Time-keeper
 - a. Surgical mask
 - b. Face shield
 - c. Gloves
 - d. Gown

Testing Flow and Process:

The rapid test involves use of the Abbott, BinaxNow Antigen tests provided by the NYS Department of Health. School nurses will administer the tests, which involves a non-invasive cotton swab swiping just inside the lowermost portion of the nostril. These are not the deep-sinus swab tests that are conducted at medical facilities. The test results are available within minutes. Individual test results will only be shared with the family, testing personnel, the local department of health and district administrators in the event that a result is positive and requires contact tracing.

The district will test a pool of individuals representative of all schools within the district. If a student or staff member tests positive, they will be notified of the positive result and quarantined at home until they are released by the county department of health. The district will inform the school community of any positive cases as it has done in the past.

1. Individual reports to Check-in table (student must be accompanied by parent/guardian)
 - a. Individual fills out COVID-19 Screening Form
 - b. Staff takes temperature of individual checking in
 - c. Staff check in individual with testing roster and provides test number sticker to individual
2. Swabbing station
 - a. Individual gives sticker to swabbing station
 - b. Sticker will be applied to test kit to connect the individual with the test kit
 - c. Nurse with full PPE to swab 12 ft from others

3. Processing station
 - a. Swab handed off to process swab into card kit
 - b. 15-minute timing begins for each sealed card
 - c. Results recorded
 - i. Individuals will NOT wait for results. Staff and parent/guardian will be notified of results by the end of the day.

Reporting of Results:

1. Testing data
 - a. Use ECLRS spreadsheet as testing roster for ease of tracking and reporting
 - b. All test results will be entered into ECLRS reporting spreadsheet on site for upload into ECLRS
 - c. Superintendent to email testing data to Questar using secure email
 - d. H&S staff will upload testing data into ECLRS at the completion of designated testing operations
 - e. District will enter positive testing data for students in district SMS
 - f. All completed testing forms will be filed in the district office
2. Notification of results to test subjects
 - a. Employees and parents will receive their test results on the same day of the test.
 - i. Positive Result - Receives phone call and must enter mandatory quarantine. Instructions will be provided during the phone call.
 - ii. Negative Result - Receives an email with their results.

Communication Plan:

- All district staff and K-12 parents/guardians will be informed of the COVID-19 Rapid Testing Program, the testing sites and process via email.
- The COVID-19 Rapid Testing Plan will be posted on the district website at www.egcsd.org
- All district staff and parents of students enrolled in the hybrid program will receive a Consent Form via email.
- All tests will be scheduled by appointment.

If you have any questions about our testing program, please contact our COVID-19 Coordinator Karen Vincent at VincentKa@egcsd.org or call your school nurse.