



Nanuet Union Free School District

The Nanuet School District is committed to the personal development of each student so that upon graduation, he or she is prepared and inspired to apply learning in a changing, complex, and interdependent world.

NANUET UNION FREE SCHOOL DISTRICT

Reentry Plan

DRAFT July 31, 2020

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FOREWORD by Superintendent of Schools

The COVID-19 pandemic continues to challenge our school community as well as societal changes to our everyday way of life. Since Governor Cuomo issued an Executive Order to close schools on March 16, 2020, there has been monumental changes to our K-12 education system. Beginning on that date, our school district was forced into remote learning, placing an extraordinary burden to the households of our school community. My personal admiration is extended to our students, parents and staff members who worked together to overcome unparalleled challenges. As we look to the next school year it is evident that the impact of COVID-19 will continue into the foreseeable future. To that end, I am pleased to present to you our Nanuet Schools Reentry Plan that places the health and safety of everyone in our schools as its uppermost priority. Our Reentry Plan addresses many different important areas including health and safety, transportation, facilities and operations, teaching and learning, social emotional needs, and food services. We believe that it is imperative that we plan for high quality learning experiences that students may access whether from home, their physical classroom or moving between the two venues. Our plan is designed with flexibility to meet the unique needs of our students. Our plan reflects a student-centered approach to ensure access, equity and flexibility for each student in critical areas of instruction, technology, child nutrition, school attendance and social emotional support. We recognize that our parents will be in the best position to make decisions for their children and we intend to work with them in an effort to meet those needs. It is important to note that decisions regarding in-person education will be made by the NYS Department of Health along with our County Health Department. Schools have been advised by the NYS Department of Education to develop plans that can quickly shift to remote learning for all students depending on the current level of COVID-19 infection rates. I am greatly appreciative of the efforts of administration, staff members and parents who have assisted in the development of our Reentry Plan. On behalf of all of us in the Nanuet Schools, I wish you continued good health and remember let's stay #nanuetTOGETHER.



Kevin McCahill Ed.D.

Superintendent of Schools

INTRODUCTION AND PURPOSE

The chief goal of Nanuet School District Reentry Plan is to provide guidelines for the reopening of Nanuet schools and offices into safe environments by working collaboratively with the state and local health departments, the NYS Department of Education, and Nanuet staff, students, and families. This document uses the recommendations from the Centers for Disease Control, the New York State Department of Health (NYDOH) the Rockland County Department of Health (RCDOH) and local and national resources to provide a plan for transportation and on-site safety precautions that adhere to the most current information available with safety being regularly monitored (based on current recommendations at time of publication). The document will be updated as new information becomes available. The safety of students and staff is a primary consideration for making flexible arrangements in the areas of instructional scheduling, telecommuting, virtual learning, and transportation. Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to any event. The intent is to reopen Nanuet Schools with the health and social-emotional wellbeing of our students, parents, and staff as our number one priority.

Nanuet understands that over the last few months, many in our community have experienced physical, emotional, health, and financial strains. In the face of stressful and traumatic experiences over the past months, administrators, teachers, support staff, students, and parents continue to exhibit resilience and strength. It is important that we make students and staff feel comfortable and safe when returning to school environments.

To ensure decisions are being carefully considered and recommendations are well vetted, the Nanuet School District relied on current best practices and guidance, collaborative efforts of stakeholders throughout the agency, and will modify plans as information evolves. The Nanuet School District Reentry Plan is designed to help individuals easily navigate the contents and is divided into chapters that covers nine main topics: Health, Safety, and Facilities, Instructional Programs, Social and Emotional, Nursing, Transportation, Professional Development, Communications, Technology, Business Operations, and Human Resources. It should be noted that there is tremendous cross-over throughout the sections of the document and content is cross-referenced. Also note that the plan is specific to Nanuet School District's operated facilities and operations.

The Nanuet School District would like to express its deepest thanks to its dedicated staff and parents who worked hard on this plan to ensure that students come back to a school environment that is prioritizing health and safety, both in the physical space as well as the social and emotional environment that is most conducive to learning.

NANUET SCHOOLS REENTRY COMMITTEE

Thank you to the members of the Nanuet School District's Reentry Committee for your collaborative work and contributions.

Central Administration

Dr. Kevin McCahill, Superintendent
Dr. Meredith Fox, Deputy Superintendent
Mario Spagnuolo, Assistant Superintendent of Business/School Attorney
Ursula Carbone, Director of Technology, Chief Information Officer
Judy Heaney, Director of Student Support Services
Christopher Polizzi, Director of Teaching and Innovation

G.W. Miller Members:

Admin: Catie Leahy, Maryellen Griffin,
Secretaries: Siobain Enright, Eileen Mitchell,
Custodians: Curt Simon,
Teachers: Kelly Larkin, Kelly Ryan, Beth Goodman
TAs: Lorraine Stocks, MJ Rutigliano,
Nurses: Lyne Louis-Charles, Giovanna Conklin,
Special Education and Support: , Kelly Voglio, Roberta Teiken, Astrid Allende-Mobray, Kelli Quartironi, Maureen Garrett, Katie McNamara
Family Resource Center: RoseAnn Mercado
Parent Members: Kristie Conway, Meg Maloney, Lauren Said

Highview Members:

Administrator: Nancy Bonner
Team Leaders: Karen Brooke, Marla Banks, John Lawless, Kelly Quartironi
Health Office: Eileen Ryan
Custodial / SRP: Dennis LaManna Jr, Jeanne Carbone
ERT / Union Leadership: Kathleen McGuire, Helene Collins
Instructional Coordinators: Ginny DeFeo, Jessica Keaveny
Psychologist / SEL Team: Elissa Lazev
Guidance / Social Work / SEL Team: Melissa Lipson, Rebecca Weiss
ENL Director: Maura King
Special Education / Support: Ann Mitlof, Alissa Frendel, Anna Sexton
Special Area: Sean Barron
Parent Members: Nicole Reynolds, Kelly Trombley, Jean Callahan

Academy and Barr Members:

Principal: Anne Chen

Team Leaders: Sheri Dempsey, Carole Dugan, JoAnn Fastiggi, Eric Lanks, Beth Henshaw, Brian Perry, Mark Skaba

Media Specialist: Dana Devita

Facilitator: Jess Keaveny

Clinicians: Tracey Polizzi, Alison Kersh

Nurse: Cathy White

Parents: Karen Nicosia, Patricia Bass

Guidance Counselors: Meghan Heim

RULER Team: Cathy Wison-Gardiner, Mike Henderson, Erin Connolly, Meghan Hayes, Meghan Heim, Julie D'Adamo, Julio Cotto, Fran Stefanoff

Student Council: Kerry Taylor

Dean: Brian Metcalf

Office: Melissa Merritt

Core Teachers: Erin Connolly, Robyn Capezzuto, Jean Cappiello, Meg DeMont, Heather Schucker, Cathy Wilson-Gardiner, Christine Doherty Carole Dugan, Kerry Taylor

Explore Teachers: Mark Skaba, Sue Travaglino, Brian Perry

Special Ed Teachers: Meghan Hayes and Michelle Hallenbeck

Languages/ ESL Teachers: Elizabeth Zoda

TAs: Julie D'Adamo, Karen Nicosia

High School Members:

Michael Mahoney(Admin), Lily DeGraw(Admin), Chris Campanella, Maura Hannigan(Health Services), Brian Metcalf(Dean of Students). Claire Reder (Clinician), Alison Kersh (Social Worker), Nancy Logan (Spec. Ed.), Phil Carbone(Athletics/Director of Student Affairs), Sean Kelly (SS Dept Chair), Christy Hudak (Teacher), Jackie Laurenzano(Director of Guidance), Gail Kearns(English Department Chair), Amy Chiapperino(World Language Dept Chair), Kim Gesty(Science Dept Chair), Joe Ryan(Math Dept Chair), Mark Skaba(Music Dept Chair), Kodi Tidd(Art Dept Chair), MaryAnn Gregor(Food Services), Jackie Umbrino, Julianna Laurenzano(ENL), Gina Hamosfakidis (SRP), Parent - Shara Abraham

GOVERNANCE AND ACTION ITEMS

The Nanuet Administration has worked with appropriate stakeholders to focus on the immediate need to open schools but also provide long-term planning in case it needs to adjust its methods of instruction due to COVID-19. Possible action items include:

| | |
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| | Draft the Nanuet Reentry Plan and submit to stakeholders for review and comments |
| | Align plan with recommendations issued by the NYS Department of Education and review for updated federal, state, and local guidance |
| | Submit for approval to NYS Department of Education |
| | Review and revise the facilities plan based on recommendations |
| | Revise the 20-21 school calendar and build in contingencies considering an alternative calendar in the case the start date is delayed |
| | Review and select instructional strategy and plan for modifying instruction as needed |
| | Review and revise technology plan and examine what steps are needed to ensure that students have access to technology at home |
| | Review and revise professional development plan based on recommendations from this document and guidance from local, state, and federal agencies |
| | Ensure that all facilities are prepared for reopening |
| | Review and revise Human Resource policies for clarity and to minimize absenteeism while still encouraging employees to remain at home if they are ill |
| | Communicate with school constituents and stakeholders regarding plans for reopening |
| | Ensure that an emergency planning team is in place and update the emergency operations plan after a thorough and ongoing evaluation of the response to the 2020 pandemic closure |

COVID-19 Safety Coordinator

Mario Spagnuolo has been designated as the COVID-19 Safety Coordinator 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.

HEALTH, SAFETY, AND FACILITIES

The health and safety of students and staff is the top priority when making the decision to reopen school campuses. Nanuet will work in collaboration with NYSED, the NYS Department of Health, and the Rockland County Department of Health to safely reopen. When schools do reopen, Nanuet will continue this collaborative effort to monitor current disease levels and the capacities of local health providers and health care systems. This checklist will support the Nanuet leaders in their ongoing collaboration with their school communities and health professionals about reopening strategies. Current recommendations provide guidance on the conditions that need to be in place in order to reopen schools safely and effectively.¹ These include:

Local Conditions

Nanuet will ensure that the following local conditions are in place to ensure a safe reopening process:

1. Flexibility or Lifting of County Stay-At-Home Order
 - a. The county has lifted the stay-at-home or shelter-in-place order to allow schools to physically reopen or the State has overruled that order.
2. New York State has determined that school districts may reopen based upon its own factors which include the infection rate of people tested, the hospitalization rate, and various trends of infections. At the time of writing, the School District is in a phase 4 area of the State.
3. Equipment Availability
 - a. Sufficient protective equipment to comply with NYS Department of Health guidance for students and staff appropriate for each classification or duty is available.
 - b. The District has an established supply chain for an ongoing supply of protective equipment.
 - c. The District has purchased a sufficient number of no-touch thermal scan thermometers or kiosks for symptom screenings.
 - d. The District has considered the differing requirements of PPE for populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance) and has acted accordingly.
 - e. The District has installed signage throughout buildings to provide individuals with

¹ Special note* Some items addressed in this document will overlap with other areas of concern and are being addressed separately, e.g. transportation, technology, instructional practice, etc.

appropriate COVID-19 related information and is continuing to do so.

4. Cleaning Supply Availability
 - a. The District has enough school-appropriate, NYS approved cleaning supplies to continuously disinfect the school building in accordance with NYS Department of Public Health guidance.
 - b. The District has sufficient supplies of hand sanitizer, soap, tissues, and paper towels.
5. Availability of safe transportation
6. The protocols for cleaning, safety and monitoring have been developed and are linked below:
 - a. [Hygiene](#)
 - b. [Cleaning and disinfecting](#)
 - c. [Ventilation/ Water System Maintenance](#)
 - d. [Personal Protective Equipment \(PPE\)](#)
 - i. Appropriate use
 - ii. Type of PPE by staff
 - iii. Management of Inventory and ordering of supplies
 - e. [Physical distancing for staff and students, while in the nurse's office](#), and [office staff](#)
 - f. [Addressing visitors, guests, contractors, and vendors](#)
 - g. [School Safety Drills](#)- Fire and lockdown drills
 - h. [Monitoring of the signs of illness of students and staff](#) with plans for response.
 - i. Daily temperature screening of all students and staff at home, along with daily screening questionnaires for faculty and staff and periodic use of the questionnaire for students.
 - ii. This includes actions for if a student or staff has symptoms with a designated isolation room and follow-up.
 - iii. Assessment by the school nurse.
 - iv. This also includes instructions for parents/guardians to observe for signs of illness in their child that require them to stay home from school.
 - i. [Management of Ill Persons](#) and [Addressing Active Cases](#)
 - j. [Vulnerable populations](#)
 - k. [Signage](#)
 - l. [School Safety Drills](#)
 - m. [COVID-19 Safety Coordinator](#)

Nanuet School District's Hygiene Protocol

1. Hand Washing- In accordance with the [CDC guidance on when and how to wash your hands](#) and the NYS Department of Health guidance, Nanuet's plan for hand washing includes:
 - a. Opportunities for students and staff to meet handwashing frequency guidelines.
 - i. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - ii. Wash hands when arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing your nose, coughing, and sneezing; before and after eating and preparing foods; and anytime hands are visibly soiled.
 - b. Sufficient access to handwashing and sanitizer stations.
 - i. Fragrance-free and approved hand sanitizer (with a minimum of 60 percent alcohol) will be available and supervised at areas convenient for students and employees.
 - ii. No child under the age of three years old should be permitted to use hand sanitizer. No child of any age should be permitted to use hand sanitizer without supervision. Teachers or other personnel should observe students when using hand sanitizer.
 - iii. Hand sanitizer is not effective on visibly soiled hands. It is recommended to wash with soap and water first when possible.
 - c. Students will be supported to do these tasks where they may need assistance.
2. Respiratory Hygiene- it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.
 - a. A supply of tissues and no touch trash cans will be available in each room when feasible.
 - b. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands.
 - c. Students and staff will be instructed to perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

All Nanuet buildings will be inspected to determine readiness for re-entry. Nanuet always has updated legal and safety inspections when necessary for occupancy. The following protocols will be implemented below:

Signage Protocol

Nanuet will use signage developed by the CDC, NYSDOH, other public health outlets, the NYSED, and create new signs where appropriate. [Appropriate signage and markings](#) will be placed throughout Nanuet's offices and buildings to remind staff, students, families, and visitors (when permitted) to maintain physical distancing, wash hands adequately, wear masks, etc. Specifically signage will be posted at all building entrances, restrooms, cafeterias, classrooms, administrative offices, auditoriums, and janitorial staff areas. However, not every location will feature every sign. Signage will also be installed, where appropriate, to mark the direction of flow in hallways to limit exposure.

Cleaning and Disinfecting Protocol

Nanuet will meet cleanliness standards prior to reopening and maintain a consistent level of cleanliness during the school year. Cleaning protocols will follow the [NYSDOH Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19](#).

1. Only those disinfecting products that are approved for use against COVID-19 listed on the [Department of Environmental Conservation \(DEC\) list of products registered in New York State](#) and identified by the EPA as effective against COVID-19 will be used. All products will be kept out of children's reach and stored in a space with restricted access.
2. When cleaning, the space will be aired out before children arrive and a thorough cleaning will be done when children are not present. Therefore, students may not see the cleaning that is being done.
3. A schedule for cleaning will be developed and input has been received from each school to determine areas of special interest and need for additional cleaning.
 - a. Regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which should, when possible, be cleaned and disinfected between each individual's use, if shared.
 - b. Where cohorts are used, cleaning and disinfection may take place between each cohort's use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed.
 - c. Consistent with the NYSDOH's guidance, Nanuet will provide disposable wipes or other cleaning products to faculty and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene.
 - d. Teachers have been provided with personal keyboard and mice so that he or she will be the sole user of those high touch items
4. Disinfecting surfaces will occur between uses, when possible, such as:
 - i. Desks and tables
 - ii. Chairs
 - iii. Seats on bus (between AM and PM runs)
 - iv. Technology sanitization will be performed by the individual instructional staff
 - v. Phones (by the last user)
5. Disinfecting will be performed frequently, for high-touch surfaces, such as door handles,

handrails, light switches, drinking fountains, sink handles, restroom surfaces, toys, games, art supplies, and instructional materials.

6. Soft and porous materials such as rugs and chairs will be removed to the greatest extent possible.
7. Limit sharing of personal items, objects, and electronic devices, toys, books, and other games or learning aids as much as possible. Student's belongings will be separated from others' and in individually labeled containers or areas and ensure they are taken home and cleaned and disinfected regularly. Stuffed animals and any other toys that are difficult to clean and sanitize will not be allowed unless in accordance with special accommodations.
 - a. Where appropriate, schools are ordering supplies such as those used in art and PE for each individual student
8. Employees will be encouraged to self-clean individual workstations and shared spaces before and after use. Sanitization stations will be provided that will include disinfectant spray, wipes, and hand sanitizer to encourage new cleaning guidelines.
9. Receptacles will be placed around the school for disposal of soiled items, including PPE.
10. Areas that were used by any sick person will be closed off and not used before cleaning and disinfection. To reduce risk of exposure, Nanuet will wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, Nanuet will wait as long as possible.
11. If a facility has been unoccupied for seven days or more, it will only require normal routine cleaning to reopen the area. This is based on the current CDC recommendations.
12. Nanuet will retain cleaning and disinfection logs and descriptions as required by the NYSDOH are linked [here](#) and [here](#).

Ventilation/Water System Protocol

1. Ventilation systems and fans will operate properly and increase circulation of outdoor air as much as possible through open windows and doors and other methods. Central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13 if permitted by manufacturer guidelines) will be maximized.
2. Airflow within classrooms and office spaces will be maximized whenever possible to lessen the exposure to COVID-19.
3. All water systems will be monitored for safety after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
4. A schedule for changing the heat system filters will be maintained.

Personal Protective Equipment (PPE) Protocol

Nanuet staff have reviewed the [OSHA COVID-19 guidance](#) on how to protect staff from potential exposures as well as [CDC guidance on proper PPE use](#).

Training will be provided through the online platform GCN on proper PPE use including:

1. The proper way to wear face coverings;
2. Washing hands before putting on and after removing their face covering;
3. Proper way to discard disposable face coverings;
4. The importance of routine cleaning of reusable face coverings; and
5. Face coverings are for individual use only and should not be shared.

Staff PPE

1. All staff should wear face coverings as required.
2. Teaching staff can use face shields, in addition to clear facemasks, which enable students to see their faces and to avoid potential barriers to phonological instruction. These will be provided by Nanuet UFSD as needed.
3. For any staff wearing a face shield it is required that they also wear a surgical (or other) facemask. Nanuet will supply three masks per staff member. Although the District will provide disposable masks when necessary, it is the responsibility of the staff member to wash the masks and bring at least one to school each day.
4. Nanuet UFSD will supply other PPE appropriate for work assignments (complying with OSHA requirements).
 - a. Employees engaging in symptom screening will be provided with surgical masks, face shields, and disposable gloves.
 - b. Nurses will have access to a higher degree of PPE due to the nature of their work. Fit testing will be conducted to ensure appropriate fitting of N-95 face masks.
 - c. Food service personnel will also be provided with gloves.
 - d. Custodial staff: equipment and PPE for cleaning and disinfecting (disposable gown, gloves, eye protection, and mask or respirator in addition to PPE as required by product instructions) will be provided.

Student PPE Protocol

1. Pursuant to guidance from the NYSDOH, face coverings are required to be worn any time or place that individuals cannot maintain appropriate social distancing, in hallways, in restrooms, and in other congregate settings including buses. Students and teachers will wear masks during instruction.
 - a. However, Nanuet will permit students to remove their face covering during meals and for short breaks so long as they maintain appropriate social distance.
 - b. Acceptable face coverings include but are not limited to cloth based face coverings (e.homemade sewn, quick cut), and surgical masks that cover both the mouth and nose. This is subject to change as the science develops concerning this continues. However, it is critical that both the mouth and nose are covered whenever the mask is worn.
 - c. Exceptions include children under the age of two, or for anyone who is unable to medically tolerate such covering. This includes students for whom such covering

would impair their physical health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction, and anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

- d. Nanuet Instructional Plans have built in time for face covering breaks for students when they can maintain social distance.
2. Training on appropriate use of face coverings will be provided to students via video prior to the first day of in-person instruction. This will be followed up with regular reminders and training while attending school. Teachers will emphasize, in a non-punitive manner, the importance of using masks at all times.

*A daily checklist will be used by school personnel to inspect their areas and ensure that they have sufficient supplies each day. Inventory checklists will be monitored by the Facilities Department.

Nanuet School District's Physical Distancing Protocol

Nanuet has reviewed all spaces and facilities to be utilized in order to maintain the health and safety of students and staff, especially when tending to individual student medical or personal needs. Specifically:

1. Appropriate physical distancing will be maintained in all directions between individuals. Alternatively, in some cases, it may be appropriate to use physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk.
 - a. If used, physical barriers will be in place in accordance with United States Department of Labor's Occupational Safety and Health Administration guidelines and may include strip curtains, cubicle walls, plexiglass or similar materials, or other impermeable divider or partition. They must also comply with NYSED requirements.
2. Nanuet will ensure that appropriate social distancing is maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless safety or the core activity (e.g., instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household. Alternatively, masks will be worn in those areas that social distancing cannot be maintained.
3. The number of people in all campus spaces will be limited to the number that can be reasonably accommodated while maintaining social distance between individuals in all directions. Recommendations for physical distancing will come from the NYSDOH, but Nanuet will pay attention to future modifications in public health recommendations as information evolves. When, for any reason, social distance is not maintained, masks will be worn by all employees or students.
 - a. A distance of twelve feet in all directions will be maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).
2. To the extent possible, and as recommended by the NYSDOH, Nanuet will attempt to

create student/educator cohorts to minimize the mixing of student groups throughout the day. Nanuet will minimize the movement of students, educators, and staff as much as possible.

3. Outdoor spaces will be used at the greatest extent possible.
4. In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with CDC guidelines.

For Student Physical Distancing Nanuet will:

1. Review the student and staff capacity of each school to meet physical distancing objectives.
2. Outside of classrooms, post social distancing markings that denote spacing in commonly used and other applicable areas.
3. Limit the number of students physically reporting to school, in order to maintain physical distancing. Various strategies have been outlined in the Instructional Program Models section of this document and include blended learning models.
4. Classrooms
 - a. Determine maximum capacity for students of each classroom to meet physical distancing objectives.
 - b. Desks will be placed so that students are distanced and arranged in a way that minimizes face-to-face contact.
 - c. Physical distancing objectives will be addressed as students move between classrooms. Floor decals will guide the direction of traffic in the hallways.
 - d. Other campus spaces may be utilized for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).
 - e. Developmentally appropriate activities will be arranged for smaller groups and furniture and play spaces will be rearranged to maintain separation, when possible.
 - f. Physical barriers will be used where possible but in compliance with all governmental regulations.
5. Ensure that student and staff groupings are as consistent as possible by having the same group of students with the same staff.
6. Schedule virtual activities in lieu of field trips and intergroup events.
7. Install barriers/signage to direct traffic around campus.
8. Buses (see [Transportation](#))
 - a. Staggered drop off and pick up times are currently being considered.
9. Playgrounds/Outside Spaces/Athletics
 - a. Increase supervision to ensure physical distancing.
 - b. Physical education and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials. Physical Education in a traditional sense may not be possible and the Regents have provided alternatives.
10. Food Service/ Nutrition

Nanuet provides food service in each of its buildings. The service in each building will vary due to the ages of the students.

- a. All payments will be cashless. Parents should maintain a sufficient balance in the account. However, no student will be refused a meal because money is not in their account.
 - b. Students can remove face covering when seated and eating as long as they are appropriately physically distanced.
 - c. Students on Free and Reduced lunch will be provided with meals (to go) for days that are not in school. Students not on free and reduced lunch may also purchase those meals to go.
 - d. In some or all buildings, meals will be ordered and delivered to the classrooms to limit close contact between students.
 - e. Students will perform hand hygiene before and after eating.
 - f. Food sharing will be discouraged.
11. Restrooms
- a. Students and staff will reduce the bathroom occupancy to maintain distancing.
 - b. Where possible, use bathrooms in the classroom.
 - c. Where feasible, every other stall and sink will be closed off to ensure six feet of separation.
 - d. Everyone is expected to thoroughly wash their hands using the 20 second guidelines.
12. Nurse's Office- this section is addressed in the [Nursing](#) section of the Nanuet Reentry Plan

For staff physical distancing, Nanuet will:

1. Evaluate workplaces to ensure that employees can maintain physical distancing to the extent possible (see also Business Operations)
 - a. Workspaces will be rearranged to incorporate a minimum of six feet between employees and students.
 - b. If physical distancing between workspaces or between employees and students and visitors is not possible, physical barriers that cannot be moved will be added to separate workspaces.
2. The use of small spaces such as elevators, supply rooms, personal offices, and vehicles should be limited to use by not more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings. However, even when face coverings in use, occupancy must never exceed 50% of the maximum capacity of the space or vehicle, unless it is designed for use by a single occupant.
3. Adjust staff schedules to accommodate new student schedules and physical distancing strategies.
4. Staff congregation in work environments, break rooms, staff rooms, and bathrooms will be avoided. The teachers' lounges may be closed temporarily.
5. Grouping staff together for conferences, training or staff development will be avoided. Virtual training will be conducted, or, if in-person, distancing will be maintained.
6. Staff members should wear masks whenever a student can see him or her. Setting a good example to students is paramount.

Outside Visitor Protocol

- In order to protect the health of students, visitors to the building are severely limited. If parents wish to bring a forgotten item, it must be labeled with the student's name and left with the security guard.
- Visitors, including parents, should call the main office before leaving to come to the building to obtain permission to enter the building.
- No visitor will be allowed in without a mask.
- All buildings will require visitors to sign in and a log will be maintained with the date, time, and places visited to assist with contact tracing efforts, if necessary.
- All visitors coming into Nanuet buildings for any reason will complete a COVID-19 questionnaire either online or on paper.
- Nanuet will evaluate whether and to what extent external community organizations can safely utilize the site and campus resources.
- If external community organizations are allowed to use the facilities, they will follow the school district's health and safety plans and NYS Department of Health guidance.
- Nanuet will review facility use agreements and establish common facility protocols for all users of the facility.
- Nanuet will establish protocols for accepting deliveries safely.

Fire and Lock Down Drills

1. Fire and lock down drills will be conducted as per the regular schedule but in a different manner. The class line up map will be reviewed to ensure that physical distancing is maintained between students and classes.
2. Nanuet will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.
3. Modifications to Lockdown Drills may include, but are not limited to:
 - a. Conducting lockdown drill in classroom setting while maintaining social distancing and using masks;
 - b. Conducting lockdown drills on a "staggered" schedule with smaller numbers of students present to maintain social distancing
 - c. Lockdown drills will be conducted in classrooms without "hiding"/ "sheltering" but provide an overview of how to shelter or hide in the classroom.
4. Students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Screening and Monitoring

Staff members and parents/guardians will be provided with resources to educate them regarding the careful observation of symptoms of COVID-19 and health screenings that must be conducted each morning before coming to school. Any student or staff member with a fever of 100.0 degrees Fahrenheit or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. An updated list of symptoms is maintained by the CDC and can be found [here](#). All Nanuet employees will receive training on recognizing symptoms of COVID-19.

Students—Screening and Entering Campuses

1. Nanuet will instruct parents to screen their child before leaving for school, check the temperature to ensure that it is below 100.0 degrees Fahrenheit and observe for symptoms outlined by public health officials. Nanuet has purchased an online system to assist in this. While parents should check temperature and symptoms each day, they should fill out the online form at least once a week. No health record will be kept, only whether one or more symptoms were detected.
 - a. Students who require screening to be completed at school will be treated in a confidential manner and will be screened upon entering the school.
2. Parents/Guardians must keep their child home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
3. All students must wash and sanitize their hands after going to the lavatory. Sanitizing stations will be placed at various locations on campus.
4. Plan if students are symptomatic when boarding the bus
 - a. Students who are symptomatic cannot board the bus. For this reason, parents should remain with students at the bus stop if they cannot return home on their own. However, if a symptomatic student presents himself alone at the bus stop, the bus driver should not allow the student onboard but remain at the location and call the school to contact the parent.

Staff—Screening and Entering Campuses

1. Nanuet will instruct staff to self-screen by taking the [COVID-19 Screening Questionnaire](#) before leaving for work daily and to stay home if they have answered yes to one or more of those questions (excluding the “I will go to work” question). They must contact their Principal or other supervisor to discuss the protocols to follow.
2. All staff must wash or sanitize hands as they enter worksites or after visiting the restroom.

Management of Ill Persons

1. Any person exhibiting symptoms should be required to continue wearing a face covering or to put one on if they were not wearing one.
2. Staff and/or students who are symptomatic while entering campus or develop symptoms during the school day should be separated from others right away to a designated area that is isolated where others do not enter.
 - a. This person will be assessed by the school nurse who will ensure that he/she is wearing appropriate PPE.
 - i. The school nurse will assess for the possibility of other chronic conditions such as asthma and allergies or chronic gastrointestinal conditions that may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.
 - ii. The school nurse will assess for symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19, a serious

condition associated with COVID-19 in children and youth. Nanuet will notify the parent/guardian if their child shows any of the following symptoms: fever, abdominal pain, vomiting, diarrhea, neck pain, rash, and/or bloodshot eyes feeling extra tired.

- iii. The school must contact the parent/guardian and call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs.
3. If more than one person is in an isolation area physical distancing will be preserved whenever possible.
4. Individuals should remain in an isolation area with continued supervision and care until picked up by a parent/guardian or authorized adult.
 - a. Staff members who develop symptoms of COVID-19 during operation hours should leave the campus and seek medical attention from their own medical provider, if they are able to do so.
 - b. Students should wait in the designated isolation area until they can be transported home or to a healthcare facility. Students should be escorted from the isolation area to the parent/guardian with instructions that will include seeking medical attention, [NYSDOH resources for identifying testing sites](#), and the protocol for returning to school. Awareness information of the Multisystem Inflammatory Syndrome in Children associated with COVID-19 should also be provided.
 - c. If a person believes they have had close contact with someone with COVID-19, the person should self-quarantine even if they are not sick. Individuals should watch for signs of fever, cough, shortness of breath, and other COVID-19 symptoms during the 14 days of quarantine, beginning with the last day they were in close contact with the person sick with COVID-19. They should not go to work, child care, school, or public places for 14 days.
5. Nanuet will notify the NYSDOH and RCDOH immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff, and visitors.
6. Nanuet staff will notify their direct supervisor if they are experiencing COVID-19 symptoms outside of the work day.

Returning to School Protocol

Nanuet's returning to school/work protocol is in accordance with [NYSDOH's Interim Guidance for Public and Private Employees Returning to Work Following COVID 19 Infection or Exposure](#) which includes:

1. At minimum, documentation from a health care provider following evaluation, negative COVID 19 diagnostic test result and symptom resolution, or if they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
2. If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
 - a. It has been at least ten days since the individual first had symptoms;
 - b. It has been at least three days since the individual has had a fever (without using

- fever reducing medicine); and
- c. It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

This will be coordinated with Nanuet's Central Office, the individual staff member, and the supervising administrator.

Addressing Positive COVID-19 Cases or Community Surges Protocol

1. Nanuet will work closely with the RCDOH in the event that large scale testing at the District is needed.
2. Nanuet has a plan to close schools based on guidance from the NYSDOH formula for closing schools and in coordination with local public health officials.
3. When a student, teacher, or staff member or a member of their household tests positive for COVID-19, and has exposed others at school, Nanuet will implement the following steps:
 - a. Students whose parents/guardian (or a member of their household) test positive for COVID-19 are not permitted to return until they have met CDC criteria to discontinue home isolation.
 - b. In consultation with the local public health officials, the Superintendent will consider whether school closure is warranted and the length of time, based on the risk level within the specific community as determined by the local public health officer.
 - c. Closing off area where the COVID-19-positive individual was based;
 - d. Areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection. Appropriate notification will be made to the occupants of such areas.
 - e. Open outside doors and windows to increase air circulation in the area.
 - f. Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - g. 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.
 - h. Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - i. 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.
 - j. Additional close contacts such as teachers, direct aides, classmates, and others may be asked to quarantine at home.
 - k. Implement the plan for continuity of education, social services, and meal programs for individuals in isolation.
 - l. Additionally, please see the [Nursing](#) section of this document.

Contact Tracing

1. Nanuet will make every effort to assist the local health department and contract tracers to trace all persons who had contact with a confirmed case of COVID-19 consistent with Federal and State privacy laws. To do this, Nanuet will ensure that it:
 - a. will keep accurate attendance records of students and staff members
 - b. ensure student schedules are up to date
 - c. keep a log of any visitors which includes dates, time, and where in the school they visited.
2. Contact Tracing Responsible Parties will be principals at each school in coordination with the COVID-19 Coordinator.
3. The nurse will notify the state and local health department immediately upon being informed of any positive COVID 19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors.
 - a. This is in accordance with Education Law § 906
4. Nanuet will support RCDOH's efforts in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the [New York State Contact Tracing Program](#) and mindful of Federal and State Laws.
5. Confidentiality will be maintained as required by federal and state law and regulations. Responsible Parties must cooperate with all state and local health department contact tracing, isolation, and quarantine efforts.

School Closing Protocol

Similar to closures due to COVID-19 in March 2020, if Nanuet is mandated to close by NYS's closure formula (or for any other long term reason), schools and office operations will go remote. Details for how schools will operate remotely are included in the [Instructional Programs](#) section below. Parents have been notified that this is a possibility and all students have been provided with the technology to support remote learning.

CHILD NUTRITION

Nanuet will ensure that all nutrition programs follow the requirements set forth by the NYSED child nutrition requirements. Nanuet will:

1. Provide access to school meals for all students enrolled in the SFA while in school and while learning remotely.
2. Address all applicable health and safety guidelines.
3. Consider safety measures for students with food allergies, while recognizing the difficulties in providing multiple different meals during a pandemic.
4. Have students perform hand hygiene before and after eating.
5. Comply with the Child Nutrition Program requirements.
6. Communicate all protocol and procedures with parents in multiple languages as well as policies about meal service, eligibility, options, and changes in operations.
 - a. Communications will include program-specific information that details program activities that affect families such as:
 - i. availability of meals
 - ii. payment methods
 - iii. use of vending machines
 - iv. a la carte sales
 - v. outside food brought into the building, and
 - vi. restrictions on visitors during the meal service.
7. Nanuet will work with its contractors to ensure that food preparation and services including staffing are in compliance with the safety and sanitation standards developed by the NYSED.
8. Adequate supplies of face masks, soap, hand sanitizer, and tissues will be available in the food service areas.
9. Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads. Touch pads may be disabled during the pandemic.
10. Instruct students on how to appropriately wash hands and to not share food.
11. Consider using outdoor spaces or eating in the classroom to minimize students congregating in common areas. This may include scheduling food pick up.
12. In the case of a hybrid model or fully remote, Nanuet will assess service methods that are most appropriate to the school site and consider equitable access to food (packaged food for at-home days and curbside pick-up).

Pre-K

All children are capable of learning, achieving, and making developmental progress through access to a high-quality Pre-kindergarten program. When planning for the reopening of Pre-kindergarten programs, care must be taken to ensure that the needs of our youngest learners are addressed, whether instruction is provided in-person, remotely, or through a hybrid model. It is essential that districts, schools, and eligible agencies, including Community Based Organizations (CBOs), operating Prekindergarten programs create a plan for providing continuity of instruction for in-person, remote, and hybrid learning models.

Staffing Regulatory Flexibilities

To provide flexibility for in-person Pre-kindergarten programs in the 2020-2021 school year, the following will be allowable:

Primary Instruction

- Primary instruction should be delivered by a certified teacher as outlined in Education Law sections 3602-e and 3602-ee. All programs are required to have either a certified teacher instructing the class or a teacher in place with a 5 y plan to receive the proper certification. If the teacher has a five yr plan a certified teacher must be on the premises during instruction time and oversee the teacher until the proper certification has been obtained. The overseeing of this teacher includes 5 yr plans are submitted annually and must be updated every 6 months to show progress.
- For flexibility and to comply with social distancing requirements for the 2020-21 school year, another staff member can oversee students during learning centers in an alternate learning space so the lead teacher can provide primary instruction to students.

Staffing Ratios

8 NYCRR 151-1.3 requires that for classes with 18 or fewer students, 1 teacher and 1 paraprofessional are required to be in the classroom. For classes with more than 18 students, but not exceeding 20 students, 1 teacher and 2 paraprofessionals are required to be in the classroom.

Programs will maintain a ratio of 1 teacher and 1 aide at all times with classroom attendance of 1 to 18. 19-20 children the staff ratio will be 1 certified teacher and 2 aides. This will be a stricter best practice and will be stated in contracts.

For districts and programs receiving UPK/SUFDPK funding, any class size above 7 students for 3-year-olds or 8 students for 4-year-olds must adhere to the staffing ratios required by 8 NYCRR 151-1.3 (as described above).

Continuity of Learning

Each of the UPK sites will be planning for a virtual option for students should the need arise. The District is actively working with UPK programs to continue Creative Curriculum and standards based instruction through virtual resources.

INSTRUCTIONAL PROGRAMS/ SCHOOL SCHEDULES

The Nanuet School District utilizes the *Understanding by Design* model to allow educators to link together curriculum, instruction, and assessment. [Curriculum maps](#) are a tool to communicate to educators, students, and parents the essential understandings upon which all units of instruction are built. Prior to the pandemic, the following committees were established and met at least three times per year:

- Mathematics Curriculum Council
- English Language Arts Curriculum Council
- Science Curriculum Council
- Social Studies Curriculum Council
- Mental Health Committee
- Professional Development Committee
- Math Task Force
- Literacy Task Force
- Social Emotional Learning Committee
- Technology Committee

Since the COVID-19 closure, all district committees have been meeting frequently to discuss ways to improve instruction, both virtually and in-person, as well as ways to assist students with closing learning gaps that may have occurred as a result of the school closure. Teachers have also been working throughout the summer to create lessons, materials, and resources to assist with the return to school in September.

With regard to school schedules, the District has surveyed parents to determine the community's preference with regard to re-entry. Each building also created re-entry teams that consisted of administrators, teachers, and parents so that all stakeholders were included in the development of the school schedules. It is important to note that schools may start the school year with one instructional schedule model and, as new information becomes available about health and safety and other related developments, there is a continuity of learning as the program may transition to a different model.

Checklist for Instruction Planning

Each Nanuet School District curriculum council carefully considered the following when developing its plan for reentry:

- Identified various instructional models based on given factors and resources, including information that is currently available, safety, space and building capacity, transportation, student and family needs, and staffing, with special attention to ensuring that FAPE is being met.
- Reviewed schedules to ensure that academic and IEP goals can be met for all special education students regardless of the instructional modality.
- Ordered materials and resources needed to come back to school safely.

- ❑ Cleared out and reconfigured classrooms to ensure that physical distancing requirements can be met.
- ❑ Identified alternative spaces in the school that can be used for students and offices.
- ❑ Identified specialized PPE needed.
- ❑ Identified time for teacher collaboration and meetings to address student learning.
- ❑ Used assessment tools to determine individual student needs and extra supports required such as remediation, SEL, tutoring, etc. to ensure both academic and social-emotional needs are addressed.
- ❑ Developed a protocol for grading and progress reporting and documenting teaching and meeting NYS Learning Standards and IEP goals. This will be reflected in the updated At-Home Learning Guide.
- ❑ Planned for communicating strategies to staff, parents, and the community as well as how the schools should be contacted with questions/concerns.
- ❑ Ensured that all staff and students receive health and safety training to cover new protocol and procedures.
- ❑ Updated the technology plan to ensure that all students have equitable access.

Options for Vulnerable Populations

Nanuet School District's Instructional Plans are below and include multiple options for instructional modality. Regardless of the program, virtual instruction will be provided to a student unable to physically attend school due to illness, in a medically vulnerable /high-risk population and/or with a family member in this population, and/or students who require quarantine or isolation. Nanuet School District will work in consultation with the child's parent/guardian and healthcare provider, when possible, to make an informed decision on how best to meet a medically fragile student's needs while in school and/or in remote instruction.

Instructional Models:

All Nanuet schools identified a cohort-based or blended model as an option in their Instructional Plan. To the greatest extent possible, cohorts will be self-contained, pre-assigned groups of students with appropriate group sizes. These groups will be fixed for the duration of the COVID-19 public health emergency. Measures, such as teachers pushing into the classroom and limited transitions, are being taken to prevent intermingling across cohorts.

K-12 Blended Learning Hybrid 50% Capacity Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|-------------|-------------|-------------------------------|-------------|-------------|
| In School Learning | Group "A-L" | Group "A-L" | All Students At-Home Learning | Group "M-Z" | Group "M-Z" |
| At-Home Learning | Group "M-Z" | Group "M-Z" | | Group "A-L" | Group "A-L" |

*Groups "A-L" and "M-Z" will split students by last name for 50% capacity.

To prepare a seamless transition between models, the Nanuet School District administrators and staff established best-practices and lessons learned to improve outcomes for distance learning:

1. Continue the use of Google Classroom and look at the use of additional platforms/extensions to improve digital pedagogy: breakout rooms (zoom or meet), conversation, etc.
2. Make sure every student has a Chromebook and wifi. Allow students to bring chromebooks home if they are in and out of school.
3. Set up clear expectations for students - schedule (start and end times for each class), live conferencing with teachers, amount of work, required work, required classes, communication, etc.
4. Provide online counseling, tutoring, skills classes, ENL, and IEP services.
5. Weekly staff meetings will include PD on digital success, techniques, case management, student support, etc.
6. Support students to help them mitigate the impacts of financial stress and food insecurity that includes providing daily food (breakfast and lunch) delivery to all students who request it, helping students find community-based resources, etc.
7. Provide professional development and training for parents/caregivers on use of google classroom and eSchool. Parents/ caregivers will be given their child's account info (get passwords from students if allowed under FERPA) as the parent view of google classroom is limited.
8. Divide school into small social-emotional support/advisory groups.
9. Provide support that may include home visits for students who are absent during distance learning (possible social-emotional issues) to discuss needs with families--to increase engagement; more at home intervention and counseling; use of TAs to structure and engage students; and tutoring.
10. Reduce language barriers by having bilingual staff available for student and parent phone calls when needed.

SPECIAL EDUCATION

IEP Implementation

Whether services are provided in-person, remote, and/or through a hybrid model, Nanuet Schools will provide students with disabilities a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Special education and related services will be provided to students with disabilities, to the greatest extent possible, as identified in each student's IEP. In order to protect students with disabilities, and those providing special education and services, the mode and manner in which services are provided will be consistent with district decisions on necessary health and safety measures. There may be a need for flexibility with respect to IEP implementation for the delivery of services to be delivered in person or remotely. Where possible and consistent with the public health and safety requirements, in-person programming will prioritize students who require the most learning support.

Provision of Special Education Services

The Nanuet Public School District is committed to implementing IEP and 504 plans for the 2020-2021 school year. All special education services listed below include multiple options for instructional modality. To prepare a seamless transition between models, Special Education administrators and staff have established best-practices and examined lessons learned to improve outcomes using a variety of platforms, including but not limited to face to face instruction, online instruction and/or a hybrid model.

| | |
|---------------------------|---|
| Resource Room | The Special Education teacher will provide regular academic support either in-person, remotely, or a combination of both, to students who have Resource Room listed as a Program on their IEP. Content area material will be reinforced and IEP goals will be addressed during both in school and distance learning. Suggestions may be offered for how to complete activities/assignments for content area classes. Students may communicate with their teacher via Google Suite, Gmail, video/audio conferencing or by phone. |
| Consultant Teacher Direct | Consultant teachers will provide specialized instruction and supplemental materials in a variety of ways both in school and remotely through the Google classroom to complement classroom assignments. The materials will support and enhance student learning. The materials will help students learn through all modalities, visual, auditory and kinesthetic. Teachers will provide contact through email |

| | |
|-----------------------------|--|
| | or phone conversations to their case manager families/students. |
| Consultant Teacher Indirect | The Consultant Teacher Indirect will collaborate with the subject area general education teacher to design instruction and provide suggestions about assignments created for students with IEPs. Content area material may require accommodations during both in person and distance learning. Suggestions may include the use of differentiated readings and/or videos, clarity of vocabulary, revision/breakdown of directions, revision of questions, spacing/highlighting key terms, etc. Consultant Teacher Indirect will be provided through various platforms |
| Special Class | Special class teachers will provide differentiated activities and modified content during both in person and distance learning. The activities will be provided through a variety of platforms, which may include video conferencing or telephonically. Online interactive resources will be used to provide quality instruction, as appropriate. Case managers and classroom teachers will maintain regular communication with parents. |
| Speech and Language | Speech therapists will provide in person and/or distance learning activities and opportunities to engage students in a variety of ways to target and enhance their language and communication skills relating to their IEP goals and overall functioning. Specifically, student needs will be addressed through multiple modalities. In a remote setting this may be provided through various platforms. Providers will maintain regular communication with parents/guardians. |
| Occupational Therapy | Occupational therapy will be provided either in person, remotely, or a combination of both, for all students currently receiving OT. Ways to reach students will be provided in a variety of ways to target their goals. Various platforms may be used to provide services per students' IEPs. Providers will maintain regular communication with parents/guardians. |
| Physical Therapy | Physical therapy will be provided either in person, remotely, or a combination of both, for all students currently receiving Physical Therapy services. As needed, distance learning activities/materials will be posted through multiple platforms. Opportunities will be made available to engage students in a variety of ways to target and enhance their gross motor skills relating to their IEP goals. Providers will maintain regular communication with parents/guardians. |
| Counseling | Counselors will provide in-person and/or distance learning activities, |

| | |
|----------------------------------|--|
| | resources, or strategies to engage and promote skills in the areas of social, emotional, and behavioral development. Therapy and resources are related to developing students’ skills according to their IEP goals as well as their current needs. This may be provided through a variety of platforms including phone conversations, video conferences and email as well as in-person therapy sessions. |
| Parent Training and Consultation | Parent communication to support social/emotional functioning will be maintained and available through direct consultation and resources. Providers will maintain regular communication with parents/guardians. |
| Vision Services | Vision Services will be provided either in person, remotely, or a combination of both, for all students who currently receive Vision Services. Vision Services will be conducted in-person and/or through a variety of platforms. Providers will maintain regular communication with parents/guardians. |
| Hearing Services | Hearing Services will be provided either in person, remotely, or a combination of both, for all students that currently receive hearing support through various platforms. Hearing Services will address students’ unique needs to address clarification, breakdown and revision of assignments, vocabulary preview and review and continued support of self advocacy skills. Consultation with classroom teachers will continue to be ongoing and parents/guardians can continue to communicate with provider on a regular basis. |

Parent Engagement

The Nanuet School district will ensure clear, ongoing shared communication and collaboration with parents. This can take the form of communication (to the greatest extent possible this will take place in the parent/guardian’s language of choice) through email, zoom, phone calls, e-school and office hours. The district will also continue to provide progress monitoring information toward IEP goals and, where applicable, Prior Written Notices (PWN). Nanuet schools will utilize support staff (school counselors, nurses, social workers, teaching assistants, related service providers, psychologists, Family Resource Center, etc.) for communication and collaboration purposes.

Case managers/mentor teachers will directly outreach to parents and guardians to ensure understanding of the schools' efforts to provide services consistent with IEP's and discuss progress monitoring.

The district has, and will continue to, elicit parent feedback regarding special education related topics through district and building wide parent surveys. Additional information will also be attained through continued parent/guardian participation in re-entry committee meetings.

Communication and Coordination

The district will provide frequent opportunities for communication between casemangers/service providers and CSE/CPSE chair people and other committee team members to ensure an understanding of the provisions of services.

In addition, the Nanuet School District will continue to inform parents of students with disabilities regarding their legal rights in terms of identification, evaluation, educational placement, and the provision of FAPE to their child. Whether special education programs and services are provided in-person, remotely, or through a hybrid model, effective communication between school personnel and parents includes the following:

- Working collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress.
- Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

IEP- Evaluation/Reevaluation and Annual Meetings

The Nanuet Public School District will continue to conduct special education evaluations in whatever format (in-person or remote) that is allowable at that point in time and will utilize technology when necessary to meet the timelines.

CPSE/CSE meetings will be conducted in-person and remotely as well to ensure the safety of all participants.

The Nanuet office of Student Support Services will provide Procedural Safeguards and Prior Written notices to parents/guardians through mail and email.

Progress Monitoring

The Nanuet School District Special Education teachers and service providers will continue to collect data, whether in-person or remotely, and use this data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Case managers will maintain regular communication with parents on progression toward annual goals.

Accommodations, Modifications, Aids Services and Technology

In order to ensure equity and access to the general education curriculum, case managers/mentor teachers, CPSE/CSE chairpersons, and other support staff will collaborate with their general education colleagues and administration regarding student accommodations and modifications. Each student's unique disability related needs will be considered, whether instruction is provided in-person, virtually, or in a hybrid model.

Nanuet schools will also ensure students with disabilities have access to supplementary aids, services, and technology that meet students' individual instructional and social emotional needs. Support staff will work in collaboration with the Nanuet technology department in order to ensure students have access to working technology. All students will be provided with access to a district chromebook as needed.

BILINGUAL EDUCATION AND WORLD LANGUAGES

All new students will be screened and assessed to determine the need for ENL services in the timeframe prescribed by NYSED, but every effort will be to administer the NYSITELL as soon as possible to students that have been identified as possible ELLs.

1. The provision of the required instruction units of study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
2. Nanuet Schools will maintain regular communication with parents/guardians to ensure that they are engaged in their children's education during the reopening process. This will be provided in their preferred language and mode of communication.

3. Teachers will utilize materials and instructional resources that are linguistically age/grade appropriate and aligned to the Next Generation Learning Standards.
4. Teachers will collaborate with school support personnel and community-based human resources such as the Family Resource Center Coordinators, to address the multiple needs of ELLs.
5. Teachers will review the [Blueprint for English Language Learners/Multilingual Learners](#) to ensure that educational expectations are clear for ELL/MLL to provide a foundation for academic success.
 - a. Areas where teachers need additional professional development to support ELL/MLL instruction will be provided.

ENL students will continue to receive traditional Integrated and Standalone Units of Study from their ENL teacher(s) based on their identified proficiency level in a hybrid learning environment when they are physically attending school. When students are working remotely, they will complete independent work that is assigned and monitored by their ENL teacher as well as utilize various on-line learning resources such as Google Classroom, Rosetta Stone, Lexia, Achieve 3000, RAZKids, SmartyAnts, Zoom meetings and Screencastify that will allow for practice and application of standards based classroom instruction. In a remote only model, ENL teachers will join full class Zoom meetings to provide Integrated instruction as well as provide Standalone small group sessions when needed. Teachers will provide meaningful feedback and track student progress and engagement in hybrid and or fully remote learning settings.

ATTENDANCE AND CHRONIC ABSENTEEISM

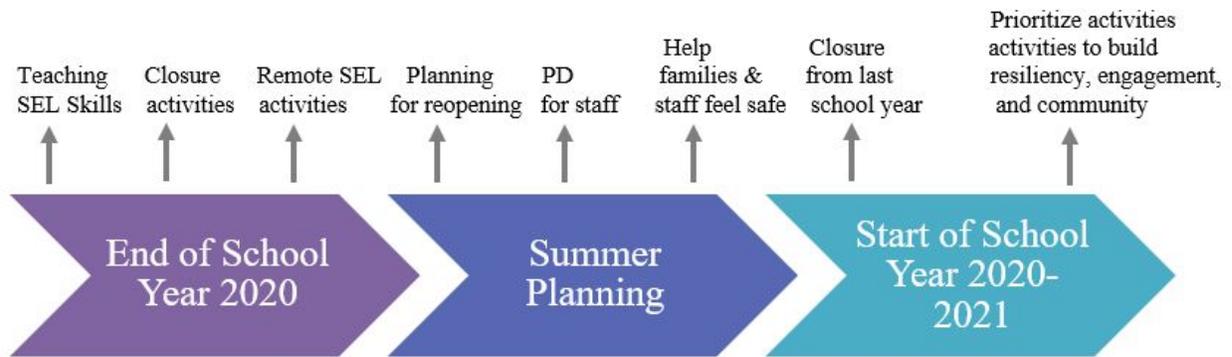
1. All Nanuet schools will collect and report daily teacher/student attendance regardless of the instructional setting.
2. Encourage students and staff to stay home when they are not feeling well.
3. For students who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, Nanuet schools will deploy a number of strategies for reaching out including:
 - a. phone calls to families with translation services were necessary.
 - b. collaborating with the home school district to see if the student is participating there (for students who spend part of their school day in their home district).
 - c. physical distancing check-ins with students whose families are not responding to phone calls or other methods of communication.

4. Nanuet schools may assign students to teachers that can check in with students who are not showing up in person or participating in online work.
5. Nanuet Schools will work closely with the Rockland County Department of Social Services in the case where Educational Neglect is suspected.

SOCIAL-EMOTIONAL LEARNING

Nanuet Union Free School District is committed to placing student and staff wellness first to establish a positive, safe, and supportive learning environment. Leading with Social-emotional learning is essential because children need social and emotional support as they navigate the unprecedented challenges of alternative learning contexts, and because social-emotional learning helps students access academic content through building essential self-management skills, resilience, and connections. Teachers and staff also need to be supported as they support their students to navigate the individual and collective trauma felt in our community and social and emotional learning is essential as we prepare for student and staff return and before any academic advancements or remediation takes hold. This section of Nanuet Union Free School District Reentry Plan focuses on providing administrators, staff, families, and the communities with links to resources for ensuring social and emotional health and wellbeing while ensuring that staff feel their physical and mental health needs are supported and students continue to build empathy, resiliency, in an environment that is culturally sensitive and ensures equity and access for all students.

Road Map for SEL Reentry



Planning for Reopening and SEL Considerations

Nanuet Union Free School District will engage with staff, students, and families to provide professional development and activities and support to help them feel comfortable coming back to the school. Before school begins, Nanuet Union Free School District will:

1. Review and update the Nanuet Union Free School District’s developmental school counseling plan to meet the current needs of the Nanuet school community.
2. Conduct stakeholder working group meetings to reflect and plan. We plan to do this by forming a “Social Emotional Learned Re-Entry Committee”. The Committee will be made up of teachers, custodians, social workers, psychologists, administrators and parents.
3. Families and staff will be asked to fill out a voluntary questionnaire that focuses on social emotional needs amongst our families and staff. This survey will allow us to address concerns and feelings prior to the start of school. An example of a comprehensive checklist that is being considered for adoption by Nanuet Union Free School District can be found [here](#).
4. Develop video messages and animated social stories to set expectations for new regulations and protocols for facilities, transportation, hygiene, and social distancing. Examples for how this may be accomplished include:
 - Students will be sent social stories and screen castifies to highlight how school will look and new expectations.
 - Community building activities - A school wide SEL program will be implemented(Yale Ruler).
 - Organize informal events for school to reunite while practicing recommended social distancing practices
5. Be mindful that the economic health of the family may have changed.
 - Review school supply lists to ensure only necessary supplies are included.

- Review enrollment process to minimize requests for additional expenditures.
 - Provide families multiple opportunities to apply for the free and reduced-lunch program.
6. Provide updated information about leveraging community-based resources for support (United Way, NAMI) - Centralized Resource Guide located through Family University which is located on Nanuet Union Free School District Website.
- [Family University](#)
 - A Staff Resource Webpage will be created and easily accessible
 - Family Resource Center
 - Collaboration with CANDLE, BRIDGES, Wendy Blanchard, Dr. Pickens
7. Plan for the increased number of learning, behavior, and emotional problems that are likely to manifest as students transition-back to school. The situation will require new thinking about how staff works together. ([UCLA document](#))

Reassurance for Parents/Guardians on Student Safety

- Reassure parents schools are cleaned and provide detailed information on steps to ensure safety [CDC cleaning guidelines](#)
 - See CDC's [interim guidance](#) for schools and child care programs to plan, prepare, and respond to COVID-19.
 - Reassure parents about student's safety- schools will share BOCES protocols with parents
 - Re-assure parents about teachers' safety schools will develop policies on how to protect faculty and staff that fall into high risk categories, then communicate that to parents. Parents care about their children's teachers and it may be one more source of anxiety to them if they don't know what the schools are doing about it.
- Reassure parents who have a high-risk household member
 - Support parents with reminders about adjusting back to a school schedule: sleep schedules, proper nutrition, etc.

Psychosocial and Emotional Recovery of Staff and Students

Nanuet Union Free School District will coordinate with appropriate stakeholders to assess and assist in the psychosocial and emotional recovery of staff and students:

- Utilize Psychologists, Social Workers and Guidance Counselors, community based resources and partnerships to address identified crisis needs.
- Continue to follow program and agency specific crisis response procedures.
- Conduct ongoing behavior/mental health monitoring and assessment for the school community. (A survey will be given to students, staff and parents throughout the school year for assessment and planning)
- Select locations appropriate to confidentially administer psychological and emotional aid.
- All communications and services provided that are culturally and linguistically relevant. We will continue using language line.
- Review the suicide awareness and prevention policy and ensure an appropriate number of staff have been trained to respond to an incident and screen high-risk students.
- Review the district anti-bullying policy.
- Check in time - relationship building or engagement / students will be provided with mentors at the Middle and high School levels. For the elementary schools it will be done in the form of class meetings. Middle school will utilize advisory groups and Highschool will assign advisors.
- Nanuet will utilize RULER District wide
- Each school will utilize age appropriate programs.

Educator Wellness

Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.

1. Adult SEL/ wellness resources include
 - [Educator Wellness and Mental Health Supports Infographic](#)
 - [The Science of Happiness Course](#)
 - [Self-Care Action Plan](#)
2. Complete the National Alliance on Mental Illness (NAMI) [“Self-Care Assessment”](#)
3. Free Apps to assist in gaining a sense of mindfulness through guided meditations include: MyLife Meditation (Previously - Stop, Breathe, & Think), Stop, Breathe, & Think Kid, Calm, Relax Melodies, Headspace - explore virtual staff wellness lounge (ex: google classrooms).

4. Encourage staff to establish self care buddy and follow up with check ins regularly either in person or virtually.
5. Create opportunities for movement, mindfulness and breathing at staff meetings to model and emphasize healthy coping techniques.
6. Ensure that educators know where and how to receive extra support for their own mental wellness (Staff Resource Page)
7. Wendy Blanchard professional development on Self Care
8. Nanuet Union Free School District will be providing relevant professional development.

Providing SEL for Students

Recognizing that social and emotional health and wellbeing is vital for students academic and personal growth, Nanuet Union Free School District is committed to providing SEL in multiple modalities to respond to the evolving nature of COVID-19. The practices, activities, and links below provide resources and guidance for clinicians and educators to provide a continuum of SEL regardless of modality of instruction with considerations for age, disability, and culture.

Remote support for mental health and/or counseling services include: virtual groups, Screen castify, telehealth, useful resources. referrals for parents either in person or virtual formats, Nanuet Family University.

Emotional Closure

While Nanuet Union Free school district staff made an enormous effort to provide opportunities to celebrate student milestones and transitions, these things looked very different than in years past. Events and celebrations for the most part were cancelled and emotional closure for these missed celebrations is recommended to move forward in a positive way. Some activities for emotional closure include:

1. Acknowledgement of experience and feeling related changes due to COVID-19.
 - Classroom discussions on opening day for students to talk about the impact of closure and how to move forward (empathy building spectrum of impact).
 - Remain calm and reassuring. Students will react to and follow your verbal and nonverbal reactions to the changes.
 - Emphasize to your students that they are safe at school. Remind them that you and the adults at their school are there to keep them safe and healthy.
 - Let your students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts. (Utilizing a growth mindset)

- Give students information that is truthful and appropriate for the age and developmental level of the child.
 - Students can be referred to a clinician and/or counselor if there are emotional/behavioral concerns
 - [Commons behaviors and reactions from COVID-19](#)
2. Flexibility of staff, class make-ups and looping teachers as appropriate
 3. Nanuet plans to implement a clear SEL curriculum over the first 3 days of school opening. We are going to use the Indiana reopening 3 day curriculum plan.

Grief Work

Grief work may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
- [Help for Kids - Grief](#) (Resources for Primary, Intermediate, Secondary Students and Parents)
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)
- [Transforming Grief into Hope](#) (Resources best for Intermediate and Secondary Students; as well as, Parents)
- If there has been a loss of a student, staff member or a member of the school community carefully plan appropriate messaging to the school community and an opportunity for recognition and grief. Ensure that there are counselors available to students and staff.

COVID-19 Safety Practices and SEL Supports

Activities to help students understand the importance of following CDC and NYSDOH regulations for COVID-19 safety:

1. Wearing masks and understanding emotions
 - Clear masks as appropriate - clinician communication
 - Velcro strips of visual feeling on mask/ popsicle stick expression
 - Written identification of feelings
 - Teacher have clear mask for elementary in particular
 - Building school-wide empathy for those who can not wear a mask for medical reasons (anti-bullying)

2. Communication of the necessity for physical distancing and mask wearing
 - [Sesame Street Caring for Each Other resources and videos](#)
 - Empathy building theme and activities can be linked to social justice as well
 - [NYS Wear a Mask video contest](#)
 - Mask making as a jumping point for mask discussion- school mask pride.
 - Art component/ written for secondary or elementary - art class template for mask design to create positivity - emphasis culture
 - Nurse engagement
 - Child Mind Institute
 - Classroom layout with the possibility for a mask-free
 - Where safe, build time into day areas where mask can come off - outside as long as far apart - build in outside time as part of day
 - Social stories
 - Short Videos about mask wearing

First Days of School - days one to day three of SEL activities

- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills

- [Primary Template](#)
- [Secondary Template](#)

Continued SEL/mental health services and build resiliency

- Community and trust building
 - Classroom meetings to set clear expectations
 - [Guidance for adults facilitating these classroom meetings](#)
- Use social and emotional learning as a way to create a safe and supportive environments for all students
 - Insight
- Help students identify their personal strengths. Direct them to reflect on what they may have learned about themselves while being at home/out of school (i.e. strengths within their family role, new skills/talents, adaptability.etc.)
- Ruler Help students name label feelings- Provide a list of emotions and ask students to choose one or two each day which they identify with in order to build emotional awareness, vocabulary and empathy. This will also allow us to collect data while rolling out Ruler amongst the student body. For George W. Miller rather than using feeling words we will implement feeling pictures.

■ Mindfulness- Facilitate deep breathing exercises (such as [Square Breathing](#)) and prioritize physical activity opportunities.

- Growth Mindset- Help students understand how their brains work and can react to stress. Use this [video](#) teaching the hand model of the brain.
- Encourage students to think about how feelings are connected with their body using the [How Does my Body Feel?](#) handout.

■ Provide opportunities for collaborative learning games and facilitate the creation of group expectations with specific roles/responsibilities for each student before beginning

○ Connection

■ Create adult to student and/or student to student mentoring opportunities to serve as an additional system of support for students. The Highschool will be implementing advisors, middle school will have advisory groups and the elementary buildings will engage in morning meetings!

Middle School Advisory groups

○ Critical-Thinking

■ Help students identify a cause or problem that arose in their community

over the past few months. Ask students to come up with action steps or solutions to these issues.

- Elementary Students will continue to use KELS0 in order to solve conflicts.

○ Nanuet Union Free School District will continue to utilize Growth Mindset

■ Praise students' process rather than students' outcome. For example, "I can tell you practiced!" or "I noticed you supported your friend in need today."

- Act to remove anxiety about academic performance and prioritize the healing and belonging that will foster academic learning.

- Assess your strengths and areas to develop as you promote SEL through distance learning and at-home assignments

○ **Teacher self assessment *Addressing Lack of Student/Family Engagement***

Safety supports

- National Suicide Prevention and Crisis Line: 1(800)273-8255
- Or text TALK to 741741
- Students, teachers and families will collaborate with Nanuet Union Free School District Staff do welfare check ins if needed. Check ins will be done by school personnel.
- Behavioral Health Response Team - 845-517-0400

NURSING

Nanuet’s plan for Nursing provides guidance on how to create and maintain a safe and healthy educational environment for every student and all staff while ensuring that their unique health needs are being met. Compliance with health and safety regulations and recommendations provided by the CDC, the NYSDOH, the local department of health, and National Association of School Nurses are being closely monitored and the protocols below adhere to current guidance.²

Staffing

When possible, each school should have one staff member to help manage the flow of students into the Nurse’s Office when circumstances warrant it. Students should always be walked down to the Nurse’s office by a staff member.

Inventory

1. School nurses have created an inventory of supplies in their respective school Nurse’s offices and have requested necessary supplies.
 - a. Equipment such as non-touch thermometers have been purchased.
 - b. Classrooms will be provided with basic first aid supplies to be able to handle some health office requests in class.
 - c. PPE is addressed in more detail in the [Health, Safety, and Facilities](#) section of this plan but includes N-95 face masks, gloves, shields, and other disposable PPE.

Nurse’s Office Space and Physical Distancing

² Special note* Some items addressed in this document will overlap with other areas of concern and are being addressed separately in Health, Safety, and Facilities, and Professional Development.

Physical distancing measures are the most effective intervention but the most disruptive. In the absence of any pharmaceutical interventions, physical distancing, hygiene, and PPE will help to reduce the risk of infection.

1. Nanuet has reviewed and revised nurse's office configurations to address the need for physical distancing.
 - a. Each Nanuet school is considering spacing plans for triage and medical care for students who need suctioning, tube feeding, and nebulizers to minimize contact with potentially ill children.
 - i. Nurses will utilize a go-bag (first aid kit) to bring to students for the "walking well".
 - b. Where possible, schools may designate two spaces in the Nurse's office. One for healthy students for routine care, medications, diabetic checks, first aid, and injury assessment and the other for ill students.
 - i. Polycarbonate safety glass on casters when available will be utilized to maintain social distancing and help to provide a barrier.
 - ii. Mark the floor with 6 ft distances.
 - iii. Remove excess furniture
 - c. A separate room for students/staff who might have COVID-19 has been identified in each school and a plan for frequent disinfecting has been established.
2. Where feasible, supplies and equipment used for treating students will be disposable.

Nursing Response to a Sick Student with COVID-19 Related Symptoms/ Contact Tracing

1. Nurse should wear appropriate PPE (see page 12)
2. Place a mask on students with fever of greater than 100.0 F and or respiratory symptoms, if not wearing one.
3. Student should be moved to the designated isolation area.
4. Staff caring for these students should wear additional PPE.
5. Notify parent/guardian as soon as possible.
6. Refer to healthcare provider for assessment/testing if exhibiting symptoms of COVID-19.

Protocol for Administering Medication and Medical Care (non-COVID-19 related care)

1. As per NYSED guidelines, school nursing staff should continue to administer only those medications that must be given during school hours as directed by the student's healthcare provider.
2. An online scheduling system will be developed for daily medication administration and other medical procedures to avoid crowding in the Nurse's Office.
3. Masks should be worn by students when not able to maintain required physical distancing.
4. As per CDC guidance, nurses will wear the following PPE when administering aerosol generating procedures: gloves, an N-95 face mask (or surgical mask with a face shield), eye protection, and a gown (if necessary).
5. Treatments such as nebulized medication treatments and oral or tracheostomy suctioning will be, where possible, conducted in a room separate from others with nursing personnel wearing appropriate PPE.

- a. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the treatment is completed.
- b. Cleaning of the room should occur between use and cleaning of the equipment should be done following manufacturer's instructions after each use.
- c. In accordance with the CDC, respiratory medications utilizing metered dose inhalers (MDI) with a spacer or valved holding chamber be used over nebulizer treatments whenever possible (see page 35 of the NYSED' guidance).

Health Physicals and Screenings

1. Nanuet will postpone routine hearing, vision, and scoliosis screenings, unless otherwise deemed necessary and will use updated physicals to access that information.

Monitoring Absenteeism

1. Nanuet will clearly communicate with parents/guardians the need for notifying the school in the event that their child is diagnosed or quarantined due to COVID-19 or absent for a non COVID-19 related reason.
2. Parents will be required to provide the required documentation when their child returns to school.
3. Each building will have a key person responsible to monitor student returns dates and maintain accurate records of all cases.
4. If a student is absent for more than three days without parental notification, the attendance person shall reach out to seek clarity on the reason for absence. Any disclosure of medical reasons for the absence(s) will be shared with the nurse who will follow-up.

TRANSPORTATION

Transportation will be aligned with the instructional model that is chosen and collaboration between Nanuet instructional program staff and school transportation staff has been integral to finding an appropriate strategy. Key points that need to be considered is that in order to practice physical distancing on the school bus, the seating capacity will need to be reduced. Physical distancing at bus stops and school loading and unloading zones will also be considered and that fact will be communicated to parents/guardians. However, Nanuet is not responsible for maintaining social distancing at bus stops.

Bus Drivers

- Are required to self-screen by completing the COVID-19 questionnaire before reporting to work.
- Face covering will be worn by everyone on the bus (except those with a medically documented exemption) at all times.
- Will wash their hands before and after the AM/PM routes with soap and water for at least 20 seconds. The regimen should be done regularly throughout the day as well.
- Must wear gloves if they have direct physical contact with a student.

Modifications to Transportation and Physical Distancing on School Buses

1. Parents who can do so are encouraged to transport their students to and from school.
2. Parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100.0 degrees or more prior to them boarding the bus.
3. Students must wear a mask while on the bus.
 - a. Students should bring and wear a mask to the bus each day. This is a personal responsibility and should be taken seriously as a responsible citizen.
 - b. However, students who do not bring a mask will not be denied transportation and will be provided one by the district. If this becomes a chronic problem, the parent will be called. If the parent cannot afford a mask, three may be provided and the parent/guardian will be expected to clean and have the child wear one each day to the bus.
 - c. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. Parents who believe their child be fall into this category must clear this with the Principal in the appropriate building before the first day of school (or before transportation).
4. Place floor decals or tape to indicate where students should sit.
5. Assign a bus monitor where possible to ensure distancing.
6. A plan for seating based on maximum capacity determined above will be created that is aligned with the instructional model.
7. Prevent students from walking past each other by taking the following measures:
 - a. Seat students from the rear of the bus forward.
 - b. Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
 - c. Allow siblings or those that live in the same household to sit together
8. Continue to prohibit eating or drinking on the bus.
9. Hand sanitizer is not permitted on the bus.
10. Take attendance on the bus where possible to assist with contact tracing when necessary.
11. Drivers will have an updated route sheet at all times.

Vehicle Cleaning

Nanuet, and its contractors including Peter Brega, Inc. and Rockland BOCES will follow cleaning practices in adherence with the NYSDOH guidelines. Some precautions include:

1. Inspect all buses and vehicles daily for cleanliness and safety with special attention to high contact areas.
2. Purchase enough cleaning equipment and hygiene supplies with the understanding that buses will be disinfected more frequently and thoroughly than previous years.
3. Wait 24 hours before cleaning and disinfecting a bus that transported a passenger or had a driver who tests positive for COVID-19 or exhibited symptoms of COVID-19. If 24-hours is not feasible, wait as long as possible.

PROFESSIONAL DEVELOPMENT/TRAINING

Reopening schools utilizing new instructional models require special attention to professional relationships and learning. Educators must be supported in ways that allow them to focus on student learning. Additionally, training will be provided to support staff including custodians, meal preparation staff, transportation providers, technology personnel, and others. Nanuet staff will engage in safety training for all employees prior to the start of the school year.

Training consultants and individuals coming to Nanuet schools to attend training will be required to attest to having reviewed Nanuet's Health and Safety protocols before conducting/attending in person training at any Nanuet facilities.

Nanuet Professional Development will include:

1. Disinfecting frequency and tools and chemicals used in accordance with New York State Department of Health guidance. For staff who use hazardous chemicals for cleaning, specialized training is provided:
 - a. GCN trainings on Bloodborne Pathogens and Hazard Communications
 - b. Training on cleaning guidelines
2. Symptom screening, including temperature checks.
3. Symptom screening for COVID-19
4. Health and Safety Training- Nanuet Schools will be using tutorials through Global Compliance Network (GCN). A COVID-19 specific tutorial (PLAN, PREPARE, and RESPOND) will be required of all staff members.
 - a. What is COVID-19 and How is it Spread?
 - b. Recommended Resources for School Administrators
 - c. Guidance for School Staff, Teachers, Aides and Nutritional Service Personnel
5. An additional Superintendent's Conference day will be added to the beginning of the school year to help people acclimate to new procedures and protocols.
6. [Recommended standards for safety and hygiene](#) include, but not limited to, the following:
 - a. Physical distancing of staff and students.
 - b. Proper use of PPE, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
 - c. Cough and sneeze etiquette.
 - d. Keeping one's hands away from one's face.
 - e. Frequent handwashing and proper technique.
 - f. Confidentiality around health recording and reporting .
7. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions will be done through staff accessing the National Association for School Nurses (NASN) training and resources. NASN has devoted their training and resource library to preparing School Nurses for return: <https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19>
8. Training on trauma-informed practices and suicide prevention will be offered through a

- variety of resources.
- a. Dr. Isaiah Pickens will be doing webinars throughout the summer and school year on BRIDGE Trauma-Informed Culturally-Responsive (TICR) Program:
<https://www.iopeningenterprises.com/we-transform/schools>
 - b. The District will utilize Rockland BOCES Professional Development Center, specifically training from the Brandon Smith Foundation on Suicide Prevention and Columbia University Suicide Rating Scale Training with Adam Lesser, to support our students and families.
 - c. The District will continue to utilize the YALE RULER professional development for our buildings.
 - d. The District will be contracting with mental health consultants to support our staff throughout the school year.
 - e. Self guided PD offerings for Staff: INSERT OUR LINK
9. Signs of mental health stress
- a. Access to EAP resources
 - b. Support staff will provide guidance on signs of stress, PTSD and anxiety in students.
10. Anti-bullying with a focus on cyberbullying: Nanuet will continue to use the programs currently in place along with resources from <https://www.stopbullying.gov/>
11. How to identify deficits in learning and how to respond
- a. Training in MTSS and RTI through Jim Wright
 - b. Building leadership and reading specialists will support staff in assessment and data trends
12. Individual staff member's responsibilities if shutdown occurs during the school year will be relayed through ongoing staff communications including but not limited to staff meetings, memos, and videos.
13. Effective remote learning techniques.
- a. Staff will be able to sign up for course offerings through the My Learning Plan's Professional Development Catalogue.
 - b. Homogeneous user groups will be created to collaborate and discuss what worked and what did not work for distance learning, sharing ideas and resources. These will be facilitated by Nanuet administrators and teacher leaders.
 - c. Use of instructional facilitators and department coordinators to support staff in online assessment and instruction.
 - d. Best practices and equitable instruction for ELL students.
 - e. Addressing the learning gaps caused by COVID-19 school closures.
14. How to use the technology Nanuet provides for effective remote learning.
- a. Technology Education Specialist will provide PD and support
 - b. Staff use of GAFE site and Schoology
 - c. Professional Development through Instructional Services
15. Implementing collaborative models of instruction for ELL/MLL as recommended by the Blueprint for ELL/MLL Learner Success.
- a. Co-planning, sharing best practices to support
 - b. Standards-based curriculum accessibility for ELLs
 - c. Progress monitoring

- d. Analyzing and interpreting data to inform instructional decisions
 - e. Differentiating instruction
 - f. Designing lessons that accelerate learning
 - g. Utilizing formative and summative assessments to identify and address instructional gaps
 - h. Implementing language-based strategies in all four modalities and teaching language skills across a standards-based curriculum;
 - i. Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement
 - j. Building positive relationships/rapport among teachers, students and parent/guardians.
16. Cybersecurity is done throughout the year through:
- a. Training campaign through Infosec
 - b. PhishNotify on email
17. Maintaining professional boundaries with students and electronic communication.
- a. Faculty/staff meetings will be used to review appropriate use of technology with students along with review of BOE Policy 4526.

TECHNOLOGY

The District conducts annual technology surveys to gather accessibility (device and Internet) data from parents, students, and staff. These surveys will continue and will be supplemented with additional data gathering as needed.

Students and families will continue to individually communicate with support staff in buildings should the need arise (due to changed circumstances) for the district to provide access to the Internet or a replacement device.

The District is implementing a 1-1 Chromebook initiative for the re-opening of schools. All students district-wide will have a Chromebook to be used at home and at school.

The District will work with the Lower Hudson Regional Information Center regarding the purchasing of portable Internet access devices for those families that may need them. Devices will be distributed to those who are in need of same.

The individual schools will provide a blended learning environment consisting of part-time in-person learning and remote learning. Our remote learning platform will be designed to support part-time and/or full virtual learning in the event of school closure.

All students will have access to a Chromebook through the District's 1-1 initiative. The District will provide devices for Internet access if needed by families.

COMMUNICATION/ FAMILY AND COMMUNITY ENGAGEMENT

Developing and sharing a clear process helps Nanuet school leaders to thoughtfully and proactively design systems and processes that can be deployed easily when needed. When considering the impact of communications efforts, it is important to remember that communication is only deemed effective when information is delivered, received and understood by all stakeholders.

An effective plan to reopen schools must be rooted in sound medical judgement and driven by health metrics, so that every member of the school community feels safe as they return to their daily activities. A targeted communications strategy is critical to ensuring public confidence in all COVID-19 mitigation strategies.

Reopening Nanuet schools and programs with public confidence can be optimized with regular communications. Health and safety issues must be communicated transparently, while still protecting the privacy of students, staff and families.

Nanuet Schools affirms that it has reviewed and understands the NYS issued guidance and as such will submit its reopening plans prior to reopening. These plans will be posted on www.nanuetd.org for faculty, staff, students, and parents/legal guardians to access. These plans were developed in collaboration with Nanuet School stakeholders and community members to ensure that the best options for reentry were considered. Individuals involved are listed on the [Committee page](#) of this document. A County-Wide Committee was also facilitated by Rockland BOCES and included stakeholders from all eight school districts in Rockland County.

Communication Plan

Nanuet Schools communication plan for students, parents/guardians, staff, and visitors includes applicable instructions, training, signage, and communication strategies to ensure that stakeholders are provided with up-to-date information. Means of communication used by Nanuet Schools includes:

- 1. Official Website-** Nanuet Schools will have a designated place on the agency's homepage for all COVID-19 information, school operations information, and other critical reopening information. Content will be maintained regularly to build confidence in this "one click" resource.
- 2. Official Social Media-** Based on information from state and local government, health and education officials, a comprehensive Nanuet Schools social media campaign will be created with a focused component for one or more days. Relevant photographs or videos will serve as a great "hook" for social media posts. Content will be frequently updated to build confidence in this resource. ***Shared content will ONLY come from a trusted source like NYSED and the CDC.*
- 3. Video-** Quick videos (three minutes or less) will be developed to illustrate procedures students and staff will be required to follow new COVID-19 protocols safely and correctly including but not limited to hand hygiene, proper face covering (wearing and

removal), physical distancing, respiratory hygiene, entering buses and school buildings, etc.

4. **Phone Alert/Text Systems-** Mass notification systems (phone alert/text messaging/email) are often the quickest and most effective ways to connect with students, families and staff. Nanuet Schools will ensure that parents know how to update their contact information to make sure they do not miss important messages. An expectation will be set as to when this system is used and communication will be provided to parents to expect to receive “routine” information (for example, a Sunday afternoon call). These systems will be limited to communication to matters of utmost importance. This will help ensure families actually listen to the calls or read the text alerts. Metrics will be monitored to see what the connectivity rates are and set incremental goals to improve that connectivity. **Disseminate operational and COVID-19 information and combat misinformation through multiple channels to staff, students and families. Ensure that families are able to access communication channels to appropriate staff at the school district/BOCES with questions and concerns.*
5. **COVID-19 specific signage for schools and programs-** in adherence to CDC and NYSDOH guidance regarding the use of PPE, specifically acceptable face coverings, when a physical distance cannot be maintained and other important protocol for health and safety.

Through the various platforms above, communication on the CRITICAL FACTORS for reopening will include:

1. Contact information for Mario Spagnuolo COVID-19 Safety Coordinator who is the main contact upon the identification of positive COVID-19 cases and is responsible for initiating subsequent communication. This person will be responsible for answering questions regarding the COVID-19 public health emergency and plans implemented by the school. See [link here](#).
2. Student Health and Needs and Hygiene/ Hand washing
3. Employee Health and Needs
4. Guidelines for When to Stay Home that adheres to the CDC and NYDOH guidelines.
5. Addressing a Positive Case in the School/District
6. School Nutrition
7. Transportation and Safety
8. School facilities, water and ventilation systems
9. Instructional Planning and Scheduling
10. Special Education
11. Social and Emotional Supports and Resources
12. Technology
13. Issues of Equity
14. Athletics
15. Before and After School Programming
16. Extracurricular Activities

Best Practices and Additional Considerations for Effective Communication and Family Engagement

1. Communicating to the entire education family of stakeholders in the community, especially taking into consideration linguistic differences and visual and/or hearing impairments.
2. Regularly updating families and staff on policies for conduct while on school property and during drop-off and pick-up.
3. Using multiple means to communicate e-blasts, rob calls, websites, text, official social media; once instruction resumes, utilize classroom lessons, community meetings, one-to-one outreach.
4. Communicating the actions to be taken, step-by-step, by a school district to reopen.
5. Considering having parents complete an affirmation that they will not send their children to school with symptoms.
6. Communicating the economic importance of supporting parents' return to a normal workday.
7. Reinforcing topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.
8. Illustrating steps taken to keep school clean and extracurricular activities safe.
9. Showing compassion for families and staff, as they will be cautious.
10. Expressing a willingness to always evaluate, improve and reevaluate as necessary.
11. Regularly soliciting feedback from parents, students, staff and the community.
12. Recognizing differences between district-wide messaging, building-level messaging and classroom-level messaging.

BUSINESS OPERATIONS AND BUDGET

District offices have reopened for in-person work, with telecommuting available to staff to ensure that work can be conducted safely, and in small groups. Nanuet's goal is to provide a safe, clean environment for employees given the onset of COVID-19 and resources available. Schedules and physical space are conducive to necessary in-person work. In accordance with [NYSDOH's Interim Guidance for Office-Based Work During the COVID-19 Public Health Emergency](#), Nanuet focused on key considerations that include social distancing, protocols for entering office spaces, cleaning and disinfecting, supplies and PPE, facilities staffing, and budget.

1. Office Physical Distancing
 - a. Restrooms will be limited to one person at a time.
 - b. The use of shared spaces such as employee lounges will be discouraged and if use is absolutely necessary, employees will be encouraged to disinfect all areas that they use such as sink handles and microwaves.
 - c. The use of small spaces such as elevators, supply rooms, personal offices, and vehicles should be limited to use by not more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings. However, even when face coverings in use, occupancy must never exceed 50% of the maximum capacity of the space or vehicle, unless it is designed for use by a single occupant.
 - d. Physical barriers will be installed where needed such as reception desks where staff have frequent contact with students, parents, and the general public.
 - e. Employees will endeavor to remove non-essential items off their desks and store in an enclosed cabinet or drawers.
 - f. Nanuet encourages the use of Zoom, whenever possible, for meetings to reduce the density of in-person gatherings.
 - g. Non-Essential travel outside the District will be limited.
2. Protocols for employees and visitors entering office spaces include
 - a. Complete and submit the online COVID-19 screening questionnaire that attests that employees and visitors do not have any related COVID-19 symptoms.
 - i. Central points of contact have been established at each Rockland BOCES building to receive all employee and visitor questionnaires.
 - b. Hand sanitizing and regular hand washing when entering the building and throughout the day.
 - c. Face masks are required to be used when within 6 feet of another person. They are recommended to be used at all times unless you are inside a private office. Even if you are not within 6 feet, a mask should always be available to be worn should another person enter within 6 feet. Should an employee require PPE, Nanuet will provide this at no cost.
 - d. Limited hours and seating for in-person services (e.g. payroll and human resources customer service window) with expanded opportunities to complete paperwork and services online.
3. Cleaning and Disinfecting

- a. Building hours have been established and a schedule for cleaning will be developed with special consideration for highly trafficked and used areas.
 - b. Custodial staff have been trained in appropriate cleaning and disinfecting techniques and use of permitted cleaning products.
 - c. Open windows and increased ventilation to circulate air in office areas.
 - d. If someone is suspected or confirmed to have COVID-19, Rockland BOCES will follow the CDC guidelines on [Cleaning and Disinfecting Your Facility](#) as follows:
 - i. Close off areas used by the person suspected or confirmed to have COVID-19.
 - ii. Shared building spaces used by the person suspected or confirmed to have COVID-19 (e.g. elevators, lobbies, building entrances) must also be shut down and cleaned and disinfected.
 - iii. Open outside doors and windows to increase air circulation in the area.
 - iv. Wait 24 hours before you clean or and disinfect. If 24 hours is not feasible, wait as long as possible.
 - v. Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, bathrooms, common areas, and shared equipment.
 - vi. Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
 - vii. Employees without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the work area immediately after cleaning and disinfection.
 - viii. Nanuet currently refers to DOH's "[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)" for information on "close or proximate" contacts.
 - ix. 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.
4. Supplies and PPE
- a. Nanuet will be increasing the purchasing of PPE, especially masks and gloves, sanitizer, disinfecting wipes and cleaning supplies. These products will be purchased in bulk where available.
 - b. Cleaning supplies will adhere to CDC and NYSDOH recommendations.
 - i. Cleaning and disinfecting supplies will be available for shared and frequently touched surfaces and Rockland BOCES will encourage employees to use these supplies, following manufacturer's instructions, before and after use of these surfaces followed by hand hygiene.
 - c. Employees will be encouraged to supply their own PPE such as gloves and masks but these items will also be available in the building to ensure equitable access.
 - d. Special PPE items such as clear face masks and shields will be provided if necessary for the employees function.
5. Facilities Staff
- a. Nanuet is considering a plan for if more than current staffing is needed due to the

higher frequency cleaning schedule, as an example, or if high rate of absenteeism due to exposure/illness.

6. Budget

- a. Balancing and modifying the budget may be necessary to accommodate the need for additional facility staff and supplies. This may be possible by postponing projects planned for the year if funding is able to be reallocated.
- b. Materials and supplies needed to support Nanuet's efforts for health and safety are being closely tracked to support efforts for FEMA reimbursement. However, most expenditures will not be reimbursable.

HUMAN RESOURCES/ MANAGEMENT

Vulnerable Populations: Policies regarding vulnerable populations including students, faculty and staff who are at increased risk for severe COVID 19 illness may be allowed to safely participate in educational activities and, where appropriate, accommodate their specific circumstances. These accommodations may include but are not limited to remote learning or telework, modified educational or work settings, or providing additional PPE to individuals with underlying health conditions. Responsible Parties must also identify and describe any modifications to social distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID 19 exposure risk for students, faculty, and staff to the greatest extent possible.

ATHLETICS REOPENING GUIDELINES

As of 7/27 the Officers of the New York State Public High School Athletic Association (NYSPHSAA), voted to delay the official start date of the Fall 2020 sports season, cancel the Fall 2020 Regional and State Championships and prepare to implement a condensed season schedule in January 2021 if high school sports remain prohibited throughout 2020 due to COVID-19.

- The NYSPHSAA Officers' decision includes:
- Delay Fall sports start date until Monday, September 21st (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by State officials, to offer off-season conditioning workouts. Workouts could begin once we receive notice from the New York State Governor's Office that School Districts can open their campus for school events. Any approved workouts will follow safety guidelines.

At the discretion of the NYSPHSAA Officers and authorization from state officials, if the Fall sports seasons are interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented.

APPENDIX A- HEALTH AND SAFETY RESOURCES

CDC Decision-Making Tree

Visit

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf> for guidance on reopening decisions.

Campus Access

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

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

Hygiene and PPE

[CDC: Hygiene Practices](#)

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

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

Cleaning and Disinfecting

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

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

[NYSDOH Guidance on Cleaning and Disinfecting](#)

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

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

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

Instructional Models and Other Guidelines

[Link to ACTE's High-Quality: Planning for a COVID-19 Impacted School Year](#)

[SAMPLE MODELS FOR REOPENING SCHOOLS](#)