

Greenburgh-Graham Union Free School District
Reopening Plan Fall 2020
Oliver Levy, Superintendent

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July 31, 2020

Dear GGUFSD Community,

On March 16, 2020, Governor Cuomo issued an Executive Order to close schools due to the Covid19 Pandemic. Since that date, our school district has been delivering education to our students remotely. The current health crisis has placed a tremendous burden on the families of our school community. I am genuinely impressed by our students, parents, and staff members who worked together to overcome unique 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 Greenburgh Graham Reentry Plan that places the health and safety of everyone in our schools as its uppermost priority. Our Reentry Plan addresses many essential areas, including health and safety, transportation, facilities and operations, teaching and learning, emotional needs, and food services. We believe that we must plan for high equality that students may access, whether from home, their physical classroom, or moving between the two venues. Our plan is designed with the 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. This will include opportunities for remote learning for students at increased risk for COVID-19 illness or those who may not feel comfortable returning to an in-person educational environment. We recognize that our parents will be in the best position to make decisions for their children, and we intend to work with them 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 appreciate the efforts of all the individuals who assisted in the development of our Reentry Plan. On behalf of the District's Administration, please continue to stay safe and healthy.

Oliver B. Levy
Greenburgh Graham UFSD
Superintendent of Schools

“For these are our children, we will all
profit by or pay for what they become.”
James Baldwin

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Introduction

GGUFSD's commitment has always been and will continue to be to the learning community and families we serve. When the 2020-2021 school year begins, our educational programs will be considerably different than previous years due to the COVID-19 pandemic, which has shifted our course but not our dedication to quality education. This School Reopening Plan will outline clear guidance for the reopening of our two schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent many factors that GGUFSD will address to reopen schools safely and to sustain their safe operation. It is important to note that our strategy focuses on a strong focus on academic instruction and student performance, including learning loss. Our clinical team is also prepared to provide the attention and support for our students' social-emotional needs, which is a priority for our community.

This plan includes procedures that will be followed in all of our schools:

Zicolella Elementary School: Donald Griggs, Principal, Grades K-6,
<https://zicolella-elementary-school.echalksites.com/>

Zicolella Middle School: Marjorie Iglio, Interim Principal, Grades 7-8, https://zicolella-elementarymiddle-school.echalksites.com/home_page

Martin Luther King, Jr. High School: Marjorie Iglio, Interim Principal, Grades 9-12,
https://martin-luther-king-jr-high-school.echalksites.com/home_page

Moreover, the health and safety of our students, staff, and their families is our highest priority. We have developed a plan that intends to ensure that students and employees feel safe returning to the schools. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), and the [New York State Education Department \(NYSED\)](#).

Given the fluctuations in the trends of the current health crisis, we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus, and response to the disease in our community will be the core of our decision making as we move to re-open our schools.

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GGUFSD COVID-19 Coordinators: Raquel Campbell, RN, and Sandra Hamilton-Ross, LPN, will serve as the district's COVID-19 Coordinators. They will serve as a central contact for schools, stakeholders, families, staff, and other school community members. They will ensure the district complies and following the best practices per state and federal guidelines.

It is assumed by all stakeholders of our community that every plan being developed throughout New York State, is fluid and will change based on updated guidance from the state, CDC, and NYSED and in consideration of our families and our staff learning community.

Communicating with Family and Community Engagement

GGUFSD Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.

To help inform our reopening plan, the GGUFSD has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions, and community groups. Engagement efforts included online surveys, virtual forums/meetings, and one-on-one conversations. GGUFSD has created four task forces within the district the hosted two Parent Town Hall Meetings to engage our parents and learning community around this topic. This plan represents the culmination of the conversations with those various stakeholders and is available to all stakeholders via the district website at <http://www.greenburgh-graham.org/district>, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors, and education partners, and vendors. The district will use its existing communication modes – including those listed below – as well as signage and training opportunities to support the sharing of consistent information regarding changes to policy, protocols, expectations, and requirements related to school operations throughout the pandemic.

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Communications Plan: Parents, Staff, and Stakeholders

- District Website: Up to date and relevant information will consistently be posted to the GGUFSD website so that parents/guardians/staff/stakeholders can access the latest information and resources for COVID-19 as well as academic programming.
 - <http://www.greenburgh-graham.org/district>
- K-Alerts System: All parents/staff are engaged by sending text alerts to parents' phone numbers to alert them to any changes in the school program and or operations due to the presence of COVID.
- Emails: Parents and Staff are sent emails to alert them to new information that is posted on the website regarding program changes as well as COVID-19 updates.
- Social Media: Twitter, Instagram, and Facebook are used to alert parents and staff to the updated information section of the district website.
- Monthly Town Hall Meetings via ZOOM: Monthly Parent Meeting will be held via Zoom monthly to discuss parent concerns and share any recent updates regarding COVID-19.
- Staff Check-In: Administrations check in with staff weekly to disseminate information and updates regarding shifts in academic programs due to COVID-19.
- COVID-19 Hotline: A hotline has been created for the sole purpose of parents/staff reporting concerns linked to the health and wellness of someone in the community anonymously or identified at the caller's discretion. 914-478-1161 ext. 8888; NYSDOH Coronavirus Hotline 1-888-364-3065; NYS State Hotline 1-866-588-0195
- Parent Training via ZOOM: Parents are offered training workshops before school begins to guide conversations with their students about safety procedures in and outside of school. For example, they are wearing masks properly, frequent washing of hands, social distancing, and respiratory hygiene.
- Parent Survey: Parents will be surveyed quarterly regarding the support they need with distance learning any and or the social-emotional needs of their students.
- Attendance Teachers: Attendance teachers work with parents weekly regarding issues of in-person or distance learning concerns. Attendance support parents with resources and information to ensure that we are providing full services.
- PPE Signage: Safety and Health signage will be posted through the school buildings, including bathrooms and communal areas, as well as all entrances for visitors to ensure that all personnel and visitors are aware of the policies.
- At Home Language: All communications will be translated into Spanish and sixty additional languages via the language portal on the GGUFSD website.

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- Staff Training: Staff will receive online training regarding Health & Safety procedures as well as maintaining the social-emotional well-being of students.
- Regular Mail Correspondence: Parents will receive mailings of pertinent information to ensure that they are kept informed of the situation.

GGUFSD will provide clear communication with parents and staff weekly via multiple avenues regarding:

- Who to contact with questions, concerns, or suggestions surrounding academic programming?
- The facts, as we currently know them (NYSDOH & CDC).
- The importance of social distancing, monitoring symptoms of COVID-19, and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for the team to stay home if they feel unwell.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- We are educating the school community on district policies/procedures, including how to wear and dispose of a face mask/respirator properly.

Health and Safety:

The well-being of our learning community and their families is our top priority. We want students and employees to feel safe returning to our schools. Our reopening plan includes recommendations from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all of our schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at rcampbell@greenburghgraham.org.

To ensure employees and students comply with communication requirements, GGUFSD will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Use all modes of communication to engage staff, students, parents, and visitors.

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- Maintain a daily log of every person, including staff and visitors, who may have close contact with other individuals at the worksite, school, or area, including deliveries that are performed with appropriate PPE or through contactless means.
- If a staff member tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

GGUFSD Daily In-Person School Procedures:

- Hand sanitizer applied upon entry for staff and students.
- Educate and demonstrate positive hygiene practices through online and in-person workshops.
- Clean and disinfect facilities daily or more as needed. The schools will be deep cleaned on Thursday and Friday of every week.
- All staff must have hand sanitizers, tissues, and disinfectant wipes in each classroom.
- No more than five students per class seated 6 ft apart.
- Everyone **MUST** wears facemask at all times in each building (Unless in the office alone).
- Social Distancing: All staff have participated in discussions and will receive training regarding maintaining the social distance of 6ft between students and colleagues. Plexiglass barriers will be installed around standard desks for the safety of the reception staff in the main lobbies of each building. Colorful markers will be placed on the floor of the hallways and classrooms to space students and staff 6ft apart.
- Lunch will be delivered to classrooms at designated times and cleaned by classroom staff members to prevent insects/rodents.
- Classroom Window open for circulation.
- Educate students and staff on no physical contact policies (including touching or shaking hands).
- All individuals may choose to utilize their face covering; however, face coverings can and will be provided by GGUFSD daily.

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Health and Safety: Temperature Scanning

- Thermal Kiosks by Strategem will scan staff and students, upon arrival to the main buildings.
- Staff and students will enter into separate entrances. The temperature camera will scan students and faculty in the designated areas. If the temperature reading is above 99.9 degrees, the students will be ushered to an observation tent outside of the main doors for further evaluation by one of the Registered Nurses within the district.
- If a student is showing signs of COVID-19, the parent will be notified and sent back home on the school bus, or transported home by district personnel.
- Staff will also be scanned at a separate entrance into the main buildings. Any staff member showing signs of COVID-19 will immediately be sent back home. The results of each scan are logged with the district administrator and nurse for a follow-up around medical clearance.
- Neither staff nor students will be allowed back into the building without clearance from his or her primary care physician.
- The Zicollela Elementary School (room 109) and M.L.K. Jr. High School (room 207) both contain sterile rooms for quarantining students who are awaiting transportation home. Said student would be monitored by one of the nurses until picked up or transported home.

Daily Health Screening

- Before entering GGUFSD, all individuals must complete a medical screening questionnaire. This questionnaire is accessible through the GGUFSD website at <http://www.greenburgh-graham.org/district>
- Staff should complete this screening before arriving at work via the electronic submission form on Google.
- Although the filing of the health survey is preferred to be done online, paper copies of the questionnaire for visitors will be available at security stations <http://www.greenburgh-graham.org/district>
- Colorful Markings will be placed on the ground or in the hallways and classrooms to indicate six (6) foot lengths to provide for more significant social distancing for individuals while in line or traveling throughout the hallway.

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- Students and visitors will be screened for the temperature at arrival.
- Parents are encouraged to monitor for temperatures and symptoms before sending their students on a bus; however, students will be screened at arrival for temperatures.
- Staff will be required to monitor their temperatures before arrival on campus and throughout the day. The Nursing team will also monitor students and staff throughout the day. Anyone whose symptoms response changes from **Green** to **Red** during the day, must contact their supervisor immediately and await further instruction.

Vendors

All vendors will be directed to the sterile area in the garage of the main building so that all packages can be sanitized before entering the building. Additionally, all food deliveries will be handled by the GGUFSD upon arrival into the garage. All visitors will be scanned by thermal scanning before they are accepted into the building. If a visitor or parent exhibits signs of COVID-19, they will have to reschedule in-person appointments and receive a virtual appointment to conduct affairs. The district has created virtual tours for parents and visitors so that physical visitation of the campus is not necessary.

- Parents/guardians will report to the main doors of the Zicolella Elementary School Building and not go beyond unless it is for the safety or well-being of their child.
- All visitors to facilities, including parents and /guardians, will be required to wear face coverings and will have restricted access to our school buildings.
- All vendors must be wearing proper face-covering before entering any building, and it must be worn at all times.
- All vendors must report to the garage of the Zicolella Elementary School building first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING, which will be given verbally via the GGUFSD maintenance team. The vendors must sign in with their identity through the Lobby Guard system for a visitor badge. This will indicate to all other Security locations that the vendor has been screened.
- No vendor should enter a building unless necessary for the completion of their job. All meetings should be held outside or via ZOOM when possible.
- All vendors must sign in and out at the main entrance of each building, stating their destination at that building for contact tracing. A staff member should accompany all vendors.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to GGUFSD, rcampbell@greenburghgraham.org. Each document must be labeled indicating the location and date, following this format:
LOCATIONMMDDYYYY.pdf.

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Visitor Limitation

Visitors must have an appointment to gain access to any of the schools within the district. All visitors will undergo the health check, mask application, and hand sanitizer before entering the building. All deliveries will be taken through the garage to the main building away from the main entrances used by students and staff. Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).

Visitors must adhere to the screening questionnaire below:

- Have you or anyone in your household had any of the following symptoms in the last 21 days: sore throat, cough, chills, body aches for unknown reasons, shortness of breath for unknown reasons, loss of smell, loss of taste, fever at or greater than 100 degrees Fahrenheit?
- Have you or anyone in your household been tested for COVID-19?
- Have you or anyone in your household visited or received treatment in a hospital, nursing home, long-term care, or other health care facility in the past 30 days?
- Have you or anyone in your household traveled in the U.S. in the past 21 days?
- Have you or anyone in your household traveled on a cruise ship in the last 21 days?
- Are you or anyone in your household a health care provider or emergency responder?
- Have you or anyone in your household cared for an individual who is in quarantine, or is a presumptive positive or has tested positive for COVID-19?
- Do you have any reason to believe you or anyone in your household has been exposed to or acquired COVID-19?
- To the best of your knowledge, have you been close to any individual who tested positive for COVID-19?

Social Distancing

- All individuals on GGUFSD premises must maintain social distancing and face-covering when social distancing cannot be continued.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in a private office or ample meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways, or bathrooms, the face-covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel is less than six (6) feet apart from one another; staff must wear acceptable face coverings.

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- Only one individual will occupy small offices and spaces with poor ventilation at a time unless all occupants are wearing face coverings.
- Social distance separation will be using floor markers or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited. GGUFSD will use ZOOM to host mass gatherings and training.

Student and Staff Personal Hygiene

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19.

Hand hygiene includes:

- Signage encouraging hand washing and correct techniques;
- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
- Adequate facilities and supplies for hand washing including soap and water;
- Use of paper towels or touch-free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolize germs);

- Extra time in the schedule to encourage frequent hand washing.

Students and staff should wash hands as follows

- Upon entering the building and classrooms;
- After sharing objects or surfaces;
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping, or blowing the nose or coughing into hands;
- Anytime hands are visibly soiled;
- When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times, when hand washing is not available, students and staff may use a hand sanitizer. For the sanitizer to be effective, it must contain a minimum of 70% isopropyl alcohol. Students must be supervised when using hand sanitizer.
- Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
- Placement of sanitizer dispensers should be located near entrances and throughout common areas.

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COVID-Positive Case in School:

If there is a confirmed positive case in the school, the nurse, parent, DOH, and staff will be notified. Isolate and transport those who are sick home or to the nearest healthcare facility. All of the students and faculty that came into contact with the positive students or staff will be asked to be tested immediately and then quarantine for two weeks before returning with clearance from a doctor. Students or staff members will have to bring negative test results back to school to re-enter the district.

Advise Staff and Families of Sick Students of Home Isolation Criteria

Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation:

- Make sure that staff and families know that they (staff) or their children (families) should not come to school and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
- Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility that is sick.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
- Establish procedures for safely transporting anyone who is sick to their home or a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- Clean and Disinfect the known areas where the sick person traveled.
- Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of including storing products securely away from children.
- Notify Health Officials and Close Contacts

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- Following state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality per the [Americans with Disabilities Act \(ADA\)](#)
- Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.

CDC Guidelines for return after illness or diagnosis of confirmed COVID-19 will be followed, which entails.

- [Clean and disinfect](#) frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible or cleaned between use.
- If the school uses transport vehicles (e.g., buses), drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#).
- Develop a schedule for increased, routine cleaning, and disinfection.
- Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#)
- Including storing products securely away from children. Use products that meet [EPA disinfection criteria](#)
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared Objects

- Discourage the sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (e.g., assigning each student their art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

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GGUFSD will ensure all students are taught how to follow new COVID-19 protocols safely and correctly via online training, including but not limited to hand hygiene, proper face-covering wearing, social distancing, and respiratory hygiene. Additional training will be provided virtually before coming back to school:

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

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

Training for Screeners:

GGUFSD has identified individuals who will be trained in CDC, OSHA protocols, and DOH guidelines in each building, which will serve as trainers. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings, and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

Training topics for all staff:

- Proper handwashing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use <https://www.cdc.gov/handwashing/when-how-handwashing.html>
- Proper cough and sneeze etiquette
- Social Distancing

Provide training for faculty/staff on how to address close contact interactions with students as part of everyday job tasks. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick-up
 - Staff who are sick or suspected to be sick

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

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- Proper cleaning techniques
 - Cleaning and disinfecting
<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
- Proper use of chemicals and Safety Datasheets <https://www.osha.gov/dsg/hazcom/>
- No chemicals from home
- Transfer of hand sanitizer in smaller containers
- List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
- <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
- Update Hazard Assessment and PPE Selection Worksheet for all identified employees
- Proper type, use, and size
- Cleaning and sanitizing of the face-covering (if applicable)
- Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respiratory Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respiratory Protection Program or can be a separate Respiratory Protection Program for medical staff only
 - Training provided for designated personnel only
<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

When Students Eat in Classrooms

- The nurse will train staff on food allergies, including symptoms of allergic reactions to food.
- The executive chef will train all non-food service staff on any meal service-related activities they will be responsible for via the ServSafe Guidelines.
https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

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Contact Tracing

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

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

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

Physical Space Protocols

General Office Area

- All offices will be limited to 50% of the rated occupancy for space. Offices must generally maintain a minimum of 150 sq—Ft. Per individual.
- Where applicable, all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced to 50% average load in addition to maintaining at least 6ft of separation between individuals.
- Additional protective barriers such as polycarbonate screens are utilized to create a physical separation without hindrance to airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple-use office settings and windows open for access to airflow.

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- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks.
- Where possible GGUFSD will establish additional shifts to reduce the number of employees in the worksite at one time
- GGUFSD will stagger start and end times to eliminate employees from congregating from overcrowding at entrances and exits
- Will eliminate tasks requiring large groups of people to be in one area
- Employees will use virtual meeting tools to conduct meetings and training.

Conference Rooms

- Will limit in-person meetings to no more than four team members (refer to NYS guidance), if virtual meetings are not feasible
- Social distancing among participants will be required
- Socializing before and after meetings will be prohibited.

Break Rooms and Cafeteria

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff is advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic table throughout the campus.
- Staggered break schedules will be utilized to assist with separation concerns.
- If staff wish to take breaks together, they must do such in an ample space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks, will be replaced with alternatives.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged. Copiers have been placed on each floor of each building to mitigate congregation. Cleaning supplies will be provided at copier stations. Staff is encouraged to wipe down touch surfaces post and prior use.

Elevators

- One person in an elevator at a time.
- Personnel must wear acceptable face coverings when in everyday use areas.
- Elevators will be frequently disinfected.

Restrooms

- All bathrooms, regardless of size, will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In particular, circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all appropriate personal protective equipment, including a face covering. When medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry, indicating one person at a time.

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- Touchless paper towel dispensers will be installed.
- Touchless water fixtures will be installed where applicable.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to a single flow direction.
- Where a single flow is not applicable, bi-direction traffic will be permitted.
- Indications on the floor/stairs will identify the directional flow
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors/ stair treads.
- All individuals must also allow for adequate space when traveling in the same direction.

Classrooms

- Occupancy in each classroom will be no more than four to five students, accompanied by 2-3 staff.
- Each student, teacher, and support staff will remain not less than 6 ft. of separation from others.
- Students, teachers, and support staff will be required to wear proper face covering.
- Push in teachers and PPS staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of visible use.
 - Unnecessary furniture has been removed from overcrowding classrooms.
 - All materials with soft surfaces have been removed.

Nurse Stations

- All students and staff are required to wear appropriate face coverings.
- N95 Respirator use for nurses should be limited to situations of suspected COVID-19
- Nurses have received proper training and fitment of N95 Respirators before use.
- Where applicable, nurse stations have been reconfigured to:
 - Maintain social distancing of no less than 6ft.
 - Create “sick” and “well” zones.
- Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
- Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
- The physical separation will be achieved by utilizing individual exam rooms and retractable dividing curtain walls.

Isolation Room/s

- Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce the risk of transmission.
- A separate room will be utilized where applicable.
- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.

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- Where excess space is not available, nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.
- These rooms have been identified in each building
- Zicolella Elementary School) - **Room # 109**
- Martin Luther King, Jr. High School) - **Room 207**

Security Stations will remain at all entrances of each building.

- Where a multi- entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been installed to protect all individuals.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed.

Technology Labs

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

Hygiene Controls

- Alcohol-based hand sanitizer will be available in each entry, all corridors, and each classroom.
- Bathrooms
 - It is limited to one occupant at a time.
 - Automatic hand dryer use will be discontinued
 - Touchless soap dispensers will be in place at each sink
 - Touchless paper towels dispensers will be installed
 - Touchless faucets will be upgraded in the Zicolella Building.
 - Entry doors to gang bathrooms will be left open where applicable to reduce the need to touch handles.
- Vestibules/Reception Areas
 - Polycarbonate barriers will be installed to provide protection for K. Bates in the GGUFSD main reception area.
 - Barriers have been designed in accordance with New York State Fire Code
- Water Fountains

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- As required by the New York State Code, a portable water supply will be provided per 150 occupants, but not less than one source per floor.
- To reduce cross-contamination, the bubbler/drink spout has been removed or disabled.
- Automatic/touchless bottle filling equipment is installed in place of the drinking spout.
- Additional bottle filler stations will be installed where necessary.
- These appliances will be routinely cleaned and disinfected, as described in the Cleaning and Disinfection Section.
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six(6) feet of separation between all individuals
 - All Corridor floors and Stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.
- Temperature Screening Equipment will be placed at the main entrances.
- Medical Isolation Tents have been designated for the main entrances of both buildings.

Ventilation

- Ensure ventilation systems are open and ease the circulation of outdoor air as much as possible, for example, by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
- Air handling systems have been inspected for function with higher MERV rated filters.
 - Where applicable filters will be exchanged for MERV rating ranging from 11-13.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
 - Options for replacement and modification to existing systems will be explored.
 - Engineers will design new systems capable of increased fresh air and filtration.
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

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

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

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

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

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

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

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

For more information about how cleaning and disinfection information will be communicated to students, families, and staff members, visit the Communication with Families and Community Engagement section of this document. Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19 and be appropriate for the surface.

- Water Systems

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- To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, [take steps](#) to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their water to minimize the use and touching of water fountains.

GGUFSD does not run morning or aftercare programs. All staff will be dismissed at 3:15 daily so that maintenance can thoroughly clean the building.

Closure Considerations

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

- Having school administrators collaborate and coordinate with local health officials to make school closure and significant event cancellation decisions.
- Establish a plan to close schools again for the physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH.
- Develop a plan for continuity of education, medical, and social services to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, the CDC recommends the following methods:
 - Closing off areas used by an ill person(s) and locking off domain (s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection have taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing primarily on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, a school official may consider whether school closure is warranted and a period (before re-opening) based on the risk level within the specific community as determined by the local DOH.
 - Under guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.

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Closing of schools could be a regional decision using the Seven metrics - NYS Dashboard

- Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
- Schools will close if the regional infection rate is higher than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available

Facilities

Any changes or additions to the GGUFSD facilities will be reviewed by the Office of Facilities Planning (OFP) since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. Should GGUFSD require alterations, all proposed changes will be submitted to the OFP for review and approval.

Doorways: Several of the stair and corridor doors within GGUFSD have closers with automatic hold opens. These doors are typically held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged upon re-entry into the school buildings.

Emergency Drills: GGUFSD will conduct standard operations and procedures to the best of our abilities without deviating from current requirements. Education Law and regulation require fire (evacuation) Drills and Lockdown Drills, and the Fire Code must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans, and these plans include how lockdown and evacuation drills are conducted. Fire safety plans will be updated to include social distancing during drills.

Inspections:

GGUFSD recognizes that the statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines must be met. At present, the statutory requirement that lead testing occurs in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “customarily occupied.

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Means to Control Infection:

- Time Management: Building level class schedules will include schedules that reduce student use of the hallways, Limits the changing of classes between periods, and encourage social distancing.
- Instructional and Maintenance staff will leave non-fire doors open to prevent the spread of the virus from touching door levers and knobs.
- Plastics Separators have been ordered for open reception areas. Those areas include but are not limited to the spaces where office managers, principal assistants, attendance teachers, and main lobby receptionist perform their duties.
- Alcohol-based hand rub dispensers/containers have been placed in all offices, classrooms, and communal areas.
- Dividers at doors and points of congregation. GGUFSD staff and students will be going through the temperature check process outside of the building; therefore, the dividers are not necessary at this time.
- Required square footage: Each GGUFSD classroom has been measured for square footage. We have determined that our ratios will be no more than four students per classroom due to the usage of the hybrid model.
- Facility alterations and acquisitions: All spaces within GGUFSD will remain in the same physical condition as of this document. All spaces meet the requirements of the 2020 NYS Uniform Fire Protection and Building Code and State Energy Conservation Code.
- GGUFSD does not anticipate any changes or alterations to the current physical spaces or the building this school year.

- GGUFSD will not expand any spaces in the 2020-2021 school year.
- GGUFSD will not use permanent tents in the 2020-2021 school year.
- GGUFSD does not need to reduce toilets or sink fixtures in the 2020-2021 school year.
- GGUFSD does not need to reduce the number of drinking fountains in the 2020-2021 school year.
- GGUFSD does not require additional ventilation equipment in the 2020-2021 school year.

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Child Nutrition

All schools in the GGUFSD will follow SFA policies when communicating about school meal services, eligibility, options, and changes in operations. All meals provided during the public health emergency will be available at no cost to all children. All communications will be provided through a variety of communication methods, including websites, social media, emails, robocalls, newsletters, and regular mail, and translated into the languages spoken by families.

GGUFSD has identified Bea Gavish, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded of foodservice communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the form is available from our attendance teachers.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely via sending districts.

For information about how to meal information will be communicated, visit the Communication/Family and Community Engagement section of our reopening plan.

Meals Onsite

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

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

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

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Safety and Nutrition

- GGUFSD will update and uphold standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- GGUFSD has identified additional equipment or supplies such as heat-sealing technology, three extra hot boxes, and heated delivery bags that are necessary to deliver meals to classrooms safely. No-touch thermometers have been ordered for the use of culinary staff in addition to PPE other equipment that may be needed to keep food, students, and staff safe.
- GGUFSD has considered the special feeding needs of one student with severe disabilities whose safety and sanitation needs at mealtimes may differ from those of their peer. This student's one to one para has been made responsible for meal support.
- GGUFSD will install barriers at the point of sale/point of pickup (see the Facilities Guidance section). Additionally, all staff meal sales will be managed over the phone and paid for through contactless methodology. The PPE for culinary staff has been ordered and has received adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas (see the Health and Safety section). The Culinary staff routinely clean and disinfect high-touch surfaces, including tables, chairs, carts used in transportation, and point-of-service touchpads. The culinary team uses timers for cleaning reminders, wear single-use gloves when handling or delivering all foods, wears disposable aprons when handling or providing meals, and only allows only program staff and custodial staff to enter the workspace.
- GGUFSD has evaluated staffing and make any needed adjustments where the number of essential personnel has been reduced from six to four.
- GGUFSD has trained staff on district policies and protocols on health and safety. We will continue to review and retrain staff as needed on standard operating procedures for foodservice, including but not limited to Safe SERV training.
- GGUFSD has identified thirty additional staff members who will be ServSafe Certified to serve meals in the classrooms beginning in September of 2020 in addition to performing essential activities in the event of critical absences or emergencies.
- GGUFSD via Laura Daniels will contact Vendors and Suppliers in the event of unexpected closures may have impacted food supply chains or availability of certain services, and it will be essential to account for any of these changes before the start of operations;
- GGUFSD will work with food service vendors to determine the safest way to handle deliveries. We identified and sectioned off a clean space for all food and supply deliveries through the main building's garage. Deliveries will not come into contact with a student or non-custodial or culinary staff.

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- GGUFSD Culinary Program has supplies on hand for in-person and grab and go meal delivery.
- Note: Application of USDA Waivers approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021
- Laura Daniels will notify the NYSED Office of Child Nutrition of the SFA’s plan to use any of the following waivers necessary for operations: Non-Congregate Feeding; Meal Service Time Flexibility; Bulk meals require both non-congregate and meal service time waivers; Parent/Guardian Meal Pick Up; Meal Pattern Flexibility; “Offer Versus Serve” Flexibility for Senior High Schools.

Meal Service:

- GGUFSD will revise district, charter, and site food safety plans to include standard operating procedures for meal service in the classroom, additional meal service procedures in the cafeteria, social distancing, and PPE during meal prep and delivery and receiving and storage;
- GGUFSD will ensure meals meet meal pattern requirements.
- GGUFSD has production records that are completed for each meal.
- GGUFSD has developed meal counting procedures for meals served outside of the cafeteria by way of Power Lunch via the student information system PowerSchool; Procedures depend on eligibility determinations – CEP, Provision 2, or Free/Reduced/Paid status.
- GGUFSD has determined that the POS system for staff will be contactless via an online system. All cash will be handled with gloves through a secure dropbox, and change returned through the same secured box. Staff purchases will be scheduled and timed in an effort not to interfere with meals for students.
- GGUFSD via PowerSchool manages all documented requests for children with special dietary needs (e.g., food allergies) and have already made accommodations

Meals Consumed Onsite:

- GGUFSD has determined that meals will be served in classrooms rather than in the cafeteria.
- GGUFSD will continue to discourage food sharing between students;
- GGUFSD has designed cleaning schedules to support classroom cleaning after each meal. Coordinate with custodians to establish sanitation procedures;
- GGUFSD custodians will clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students;

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- GGUFSD has increased access points for providing meal service. Meals will be delivered to classrooms during designated mealtimes by Serv Safe Staff.
- GGUFSD will provide physical distancing guides in food service areas such as tape on floors, signage, increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables
- GGUFSD will not use the cafeteria for serving meals during 2020-2021 unless, in conjunction with NYSED and DOH, the levels of virus transmission have slowed to sufficient levels.
- GGUFSD classrooms will receive the following items at mealtime: pre-portioned heat-sealed meals with disposable cutlery, napkins, sealed snacks, and beverages. If additional meals are needed, classroom teachers can take meal orders in classrooms and send requests to the kitchen via email, Google Docs, or phone.
- GGUFSD will ensure teaching staff is trained on food allergies, including symptoms of allergic reactions to food.
- GGUFSD will train all non-food service staff on any meal service-related activities they will be responsible for or obtain or develop posters or other aids to assist non-food service staff to implement meal service.
- GGUFSD Offsite Meal Consumption: Sending school districts will manage off-site meals.

Transportation

GGUFSD is a referral-based Special Act School district that is driven by districts throughout the state of NY, including but not limited to the five boroughs of NYC. Therefore, the sending districts will be responsible for ensuring this requirement is met.

Transportation Communication

- GGUFSD will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles
- GGUFSD will communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an "opt-out" option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)

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Density Reduction, Social Distancing, Bus Capacity

- CDC guidelines suggest creating distance between children on the school bus when possible.
 - Seat one child per row, skip rows. This results in approximately six students on a 66-passenger bus. (90% capacity reduction)
 - Consider these restrictions when planning transportation routes
- As a density reduction strategy, another consideration is to seat one student per row, all students wearing masks
 - This results in approximately 22 students on a 66-passenger bus
- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles
- Sneeze guards to protect the driver
- Do not seat students directly behind the driver
- Provide hand sanitizer of at least 60% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles
- Provide additional adult supervision (monitors) on buses to manage social distancing
- Students shall wear face masks (if required) while in transit when social distancing is not possible
- If applicable, have an aide take student attendance/screening on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing

Routing

- GGUFSD had developed multiple routing scenarios for administration to analyze different instructional scheduling options
 - Alternating Weeks
 - Hybrid schedules – some grade levels in-person learning at school buildings, other grade levels virtual remote learning
- Limit student movement between bus routes
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. The first student on the bus sits in the back when going to school; the last student off sits in the back when going home from school
- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Buildings will make adjustments:
 - For unloading and entry, and loading and departure
 - Route timing which will be affected by delayed loading/unloading processes

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- Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses

Transporting to BOCES

- GGUFSD will be transporting to BOCES and will follow similar protocols as previously described
- GGUFSD will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings or during transportation

- Social and Emotional Well Being
- GGUFSD has developed a district-wide counseling framework under the direction of Carol Dahir, a professor and former chair of the School Counseling Department at NYIT. Under Carol's direction, the PPS department of GGUSFD has completed the 2020-2021 Counseling Framework. (See Appendix)
- GGUFSD has developed an Advisory Council regarding the School Counseling plan.
- GGUFSD will continue to use telehealth to engaged students and parents weekly. Each team member will assess the resource needs of students and parents within contact. Graham Windham will continue to provide local mental health resources in the community for our students and families.
- GGUFSD, in collaboration with Carol Dahir, will continue to provide professional development opportunities for faculty and staff on how to talk with students during and after the ongoing COVID 19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty and staff.

Considerations for Re-Opening:

- GGUFSD, in collaboration with Carol Dahir, will continue to develop the SEL Framework using the NYS SEL Guidance released in August 2018.
- GGUFSD will continue to deepen our understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation. GGUFSD will host online parent training sessions throughout the school year to support families with SEL components.
- GGUFSD will communicate social-emotional well-being and learning as a priority and engage members of the school community in implementation efforts. School Counselors have already begun planning to push in or pull out lessons with classroom teachers to support the collaborative model
- GGUFSD has identified the team that will lead the implementation. Lesson design and scheduling are underway.

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- GGUFSD will use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan.
- GGUFSD's schools' counseling/guidance program will be reviewed and revised annually to plan, develop, and implement a Multi-Tiered System of Supports (MTSS). As part of an MTSS framework, SEL, mental health, and well-being support offered at all levels.
- GGUFSD's Pupil Personnel staff will adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students. Once student needs are broadly and individually defined, tier 1, 2, and 3 activities and services can be developed or adopted to address those needs.
- GGUFSD will support students and families by engaging in Trauma-responsive practices, which help shift adverse reactions to inappropriate student behavior to thoughtful responses that consider the root causes of action and help to support individual students' needs to address those causes.
- GGUFSD will engage students in MTSS, as outlined in the Comprehensive Counseling Framework.
- GGUFSD will engage in restorative practices and approaches with the SEL Task Force in collaboration with Carol Dahir.
- GGUFSD Adult SEL and Well Being: School leadership will support through daily and formal weekly check in to discuss and plan through this unprecedented time. GGUFSD will build school community structures that encourage human connection, and that acknowledges we must take care of our physical and emotional safety and comfort before we can effectively teach and learn.
- GGUFSD will offer ongoing professional development opportunities for adults to develop and strengthen their own social and emotional competencies.
- GGUFSD will offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.
- GGUFSD will offer professional learning opportunities to all staff. Address critical topics related to personal, student, and community well-being, including trauma-responsive practices, social, emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- GGUFSD will, before the re-entry of students, invite the staff into a digital training to talk about differences, losses, and newness of preparation for teaching and learning.
- GGUFSD has surveyed staff twice in the past few months and will continue to do so regularly ask about their needs.
- GGUFSD will support access to mental health and trauma supports for adults in the school community. Via EAP support services.

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- GGUFSD will leverage Transformative SEL to support the work of adult anti-racism and anti-bias work. GGUFSD is committed to implementing SEL competencies to improve cultural and linguistic responsiveness and sustainability within the district.
- Student SEL and Well Being: GGUFSD will schedule a prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content.
- GGUFSD will continue to encourage connection, healing, and relationship-building through various point of contact with our students and families through daily and weekend check-ins
- GGUFSD will use virtually as well as in-person community-building circles to ensure all voices can be heard
- GGUFSD will foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- GGUFSD will create safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- GGUFSD will nurture adult-student relationships to ensure that every student has a trusted adult at their school and that the adult checks in on the student regularly, regardless of the mode of instruction.
- GGUFSD offers opportunities for movement and physical activity to the extent possible. Social-emotional and physical well-being are interconnected GGUFSD offers physical activity daily with three spaces for students to engage in healthy connections.
- GGUFSD will continue to survey students regularly, asking about their needs and concerns via counselors and support staff.
- GGUFSD will leverage transformative SEL to support the work of anti-racism and anti-bias. Support access to mental health and trauma supports for students, as is the current practice. Leverage the expertise of all school community members, including pupil personnel services staff, to help students. Gather input from staff delivering or distributing meals. Provide professional learning to support all team in developing a deeper understanding of their role in supporting student social, emotional competencies, and well-being via virtual training. Scaffold SEL to best support the developmental needs of students at all grade levels, from Pre-K through high school through the School Guidance Framework. Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic experiences. Embed SEL and trauma-responsive practices in restorative discipline policies by way of SEL Task Force and committee work. Consider ways to mitigate the absence of school social activities, like sports or clubs, with socially distanced or online replacements. GGUFSD, as practice, encourages teaching teams that work with the same cohort of students, with

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teacher teams meeting and communicating regularly. GGUFSD engages in a case-management style of checking in on students in the cohort.

- We are using Data for Continuous Improvement. The GGUFSD PPS department engages in regular collection of data to deepen the relationship between students, staff, and families via counseling sessions, classroom observations, in-class sessions, etc.

School Schedules

GGUFSD will engage in a hybrid model of remote and in-person instruction beginning on September 8, 2020, being informed by health and safety standards and the most up to date guidance from NYSDOH. Please see the Appendix.

Attendance and Chronic Absenteeism

- GGUFSD uses PowerSchool as the digital platform for collecting in addition to two attendance teachers to collect, report, and engage students and parents around attendance daily both remotely and in person.
- GGUFSD provides flexibility monitoring attendance in a remote model. GGUFSD has provided all students with technology; therefore, mitigating circumstances where students are not able to participate in remote learning. Tech support services accompany all online learning accounts via school staff.

Attendance for Reporting Purposes:

- GGUFSD follows we are NYSED attendance reporting guidelines. All attendance data can retrieve via PowerSchool and the attendance teachers by parents or any reporting agency.
- GGUFSD complies with all reporting requirements under SAMS.
- GGUFSD will be applying for the waiver under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020. Under this guidance, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor under the State of emergency declared for the COVID-19 crisis, or according to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. GGUFSD understands that the successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in the statute, and for the 2020-21 school year, there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the full school year.

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Chronic Absenteeism

- GGUFSD will continue to address chronic absenteeism through counselor outreach, attendance teachers outreach, as well as offering community resources through Graham Windham for those families who are struggling due to the current health crisis.
- Educational Neglect reporting will continue as per the practice of the PPS department of GGUFSD.
- Nurture a culture of attendance
- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.
- Early Identification and Intervention
- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans, parent phone calls, home visits, counseling, instructional modifications, engage community partners, etc.
- Create a more positive school culture and a focus on engaging instruction
- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance, and positive student behaviors were age-appropriate.

Technology and Connectivity:

- GGUFSD has provided all students with Chromebooks, MiFi hotspots, Google Classroom accounts, school email addresses, access to the ZOOM platform, access to Telehealth services, and access to credit bearing digital curriculum. Students who do not prefer to use technology have been provided with hard copies of the curriculum. (See Appendix)
- GGUFSD students have been surveyed regarding technology needs and have access to technical support between 9:00 a.m.-5:00 p.m. daily via S. Kumar skumar@greenburghgraham.org and M. Jackson at mjackons@greenburghgraham.org.

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- GGUFSD will continue to provide professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings. Provide instruction to students to build digital fluency.
- GGUFSD ensures student data privacy and security will be maintained and that the school and district are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

Teaching and Learning

Our plan is centered on Instruction and academic programming that includes regular and productive interactions with certified teachers regardless of the delivery method (e.g., in-person, remote, or hybrid). Our teaching and learning plan consists of a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and various ways for students and families to contact schools and teachers (e.g., email, online platform, and by phone) to assure learning for all.

The school calendar will allocate several days of online training for teachers to master the necessary remote and hybrid teaching skills essential for the required success of our students. GGUFSD will use the designated Superintendent's Conference Days to support staff in the areas of social-emotional health and technology integration.

One of the areas of focus for GGUFSD is assessing student learning loss. Formative assessments before a unit of instruction will be used to evaluate student understanding of pre-requisite skills.

GGUFSD recognizes that curriculum adjustments will have to be made throughout the academic year; therefore, NYS power standards, essential understandings, and core competence skills will be used as an anchor for the planning and execution of content.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

Opting In/Out of In-Person Instruction:

Parents have been engaged via online surveys as well as touchpoints regarding the choice to opt into or out of in-person learning for their students. GGUFSD is a commitment to supporting parents by way of whichever method they choose.

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In-person Instruction

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

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart and all face in the same direction. Our schools will minimize the movement of students by eliminating assemblies, field trips, and other large-group activities. Special-area subjects such as Art and Music will be pushed into the classroom. Students will utilize outside space for physical education instruction and will adhere to 12 feet between students when engaging in physical activity. To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, to reduce their exposure to additional students.

Cohorts: Identifying Small Groups and Keeping Them Together (Cohorting)

- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Limit mixing between groups if possible.
- decreasing opportunities for exposure or transmission of SARS-CoV-2,
- reducing contact with shared surfaces,
- facilitating more efficient contact tracing in the event of a positive case, and
- allowing for targeted testing, quarantine, and isolation of a single cohort instead of school-wide measures in the event of a positive situation or cluster of circumstances.

For information on school schedules, visit the School Schedule portion of the appendix.

Remote/Hybrid Instruction

The possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures within our district, is a reality. GGUFSD has developed a hybrid/blended learning model and schedule that can continue as a fully remote environment. Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards. Remote learning opportunities for high school students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While the recording of experiences is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them, and their class peers in experiential learn regularly.

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To ensure high-quality remote learning experiences, GGUFSD uses Google Classroom, a ZOOM, to standardize the use of a single online learning platform.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

For information on school schedules, visit the School Schedules section of the appendix.

Career and Technical Education

GGUFSD will not participate in CTE programming during the 2020-2021 school year.

Athletics

GGUFSD will not participate in athletics in the 2020-2021 academic year due to the current health crisis.

Special Education: GGUFSD is a Special Act District; therefore, all of our contingency plans have been and will continue to be aligned with FAPE and IDEA.

- GGUFSD's school reopening plan includes CSE contingency plans to address students' remote learning needs in the event of potential future intermittent or extended school closures. GGUFSD's current educational policy takes into account the disabilities of all of the students who are high needs.
- GGUFSD is a non-public school for students with a variety of disabilities. All students have an individualized schedule and receive support services as prescribed in each student's IEP. Our current program is in alignment with LRE regulations.
- IEP Implementation: GGUFSD has continued to provide all services mandated in each student's IEP via virtual services since the school closures due to the COVID-19 outbreak. All students receive the designated, OT, SP, CO, and PT services mandated on the IEP in addition to small group instruction.
- GGUFSD is in alignment with the Provision of Services consistent with previously issued OSE guidance from March 27, 2020, and April 27, 2020. Students are currently receiving all mandated services virtually. Upon re-entry into the district, students will receive all mandated services in person.
- GGUFSD Progress Monitoring: Teachers and service providers have continued to collect data, remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Reports of progress to parents are made via telephone, email, or virtual conference.
- IEP Implementation: All IEPs and associate documentation are housed and updated using IEP Direct. During this period of remote instruction, GGUFSD has continued CSE

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meetings to review the placement needs of students whose IEP was under annual or triannual review. All conferences were held remotely via ZOOM, Microsoft Teams, Google Hangouts, and or phone conferences.

- GGUFSD utilizes online assessment tools Mastery Connect and IReady, to administer formative assessments and ongoing monitoring of student progress. Data from the evaluations are shared with all stakeholders during the CSE Review Meetings. All interactions with parents are recorded and shared with participating school districts and outside agencies. All service providers keep detailed notes which are uploaded into student's online files and shared with participating communities and agencies. All documentation is translated into the parents' preferred language verbally and written.
- GGUFSD is a Special Act School District; therefore, it complies with the procedures outlined in Commissioners regulations section 200.4(a).
- GGUFSD regularly conducts initial evaluations/reevaluations virtually as per the mandates in each student's IEP. GGUFSD follows the guidelines outlined in the OSE memo dated March 27, 2020, and April 27, 2020.
- GGUFSD reviews all special education evaluations regularly (i.e., initial and reevaluations) and ensures that they are conducted whether in-person or remotely within required timelines. GGUFSD schools continue to follow OSE's March 27, 2020, and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the individual education timelines.
- Eligibility Determination/Annual Review Meetings: GGUFSD continues to follow procedures and expectations for CSEs to meet as required, including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually.
- GGUFSD Communication/Coordination: GGUFSD continues to utilize multiple methods to communicate with families and school districts regarding approved programs serving students with disabilities. We collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.
- GGUFSD will continue to provide the procedural safeguard notices to parents in a reasonable time before a change in the identification, evaluation, educational placement, or provision of FAPE to the student. Notifications will send via email and regular mail. We recognize that prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and tele-practice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement.
- Partnership and Collaboration to Reflect All Settings Where Students are Served: GGUFSD is a Special Act School District where special education programs and services

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are delivered via a contract with a school district or county. The provision of instruction and related services will continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved particular education program, Special Act school district, State-operated school, State-supported school, preschool special class or special preschool class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs.

- GGUFSD will continue to execute the modifications and accommodations in each students' IEP, as is current practice.
- GGUFSD students who require assistive technology will continue to that the technology provided by the district at no cost to the parent.

Bilingual and World Languages:

GGUFSD provides world language instruction in Spanish 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs K-12. This assistance will be provided in all formats (live-person, hybrid, or remote).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person or hybrid instruction, we will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within the required ten school days of initial enrollment as required by Commissioner's Regulations Part 154.

GGUFSD is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, we will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process, which includes telephone contact, text messages, social media, emails, and regular mail in their preferred language. GGUFSD will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. To ensure that students have opportunities to study world languages, we are prepared to teach Spanish, in the live in-person, hybrid, or remote format upon reopening.

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Staffing:

GGUFSD will ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment. GGUFSD can also employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment. We will continue to work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction. GGUFSD is reviewing whether our currently approved APPR plans may need to be revised to be consistent with their plans for reopening, whether in-person, remote, or a combination of the two.

Teaching Evaluation System:

- GGUFSD Each educator’s evaluation must include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals). The Commissioner’s regulations for 16 Governor Andrew Cuomo’s Executive Order (202.39) related to APPR only suspended the requirement to complete APPRs for the 2019-20 school year. Therefore, GGUFSD student performance measures are inherently flexible and are designed to encourage educators to be systematic and strategic in their instructional decisions. LEAs should also review the assessment(s) that were chosen as the evidence of student growth in the approved APPR plan to ensure that these assessment(s) are aligned with their instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning.
- Similarly, GGUFSD will review their processes for setting growth targets and measuring student growth to ensure strong alignment to instructional priorities. Understanding that learning and demonstrating understanding during the COVID-19 crisis has taken on new complexities, what is locally determined to be a year’s worth of growth may look different from previous years.
- The Observations/School Visits subcomponent for educators can also be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model. Elements of the teacher and principal practice rubrics locally selected by GGUFSD should be reviewed to determine the priority areas depending on the given instructional model. GGUFSD will designate the subcomponents of a rubric that they deem to be observable. This may be all subcomponents in the rubric or a limited number of observable rubric subcomponents for focus. GGUFSD will review the practice rubrics in collaboration with their educators to determine the types of evidence that could be collected and used for evaluation in each instructional model with the priority on collecting authentic evidence of practice that can be used to provide feedback and support to educators. GGUFSD recognizes that if we desire greater flexibility when designing an evaluation system that is responsive to a local context, the most recent APPR regulations adopted by the Board of Regents include an option for GGUFSD to submit an APPR

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Variance to develop and implement a new and innovative evaluation plan. While some aspects of New York State's evaluation system are prescribed by the law, several critical decisions are described in regulations. The variance process allows GGUFSD to implement a system that varies from what is outlined in the Commissioner's regulations and through the Department's guidance documents, so long as it is still consistent with the minimum statutory requirements. GGUFSD may apply for an APPR variance through the NYSED Business Portal for one or more of the requirements of APPR (e.g., student performance category, observations) that meets the specific needs of the applicant.

- **Certification Requirements:** GGUFSD recognizes 5 Under Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.

- **Substitute Teachers:** GGUFSD Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days in a school year, they must be employed in an area for which they are certified. Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by GGUFSD in a school year, they must be employed in the area for which they are seeking certification. Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days in GGUFSD in a school year, except as described below. During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by GGUFSD beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the GGUFSD superintendent certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position. In rare circumstances, GGUFSD may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year

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Appendix:

1. Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings; <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>
2. CDC Recommended Parent and Staff Training Videos. <https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html?Sort=Date%3A%3Adesc>
3. Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019 (COVID-19), May 2020. <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>
4. COVID-19 Training Package For K-12 Schools. https://www.educationadminadvisor.com/?mkt_tok=eyJpIjoiWW1VM016UTBNMkk0TWpoaiIsInQiOiJcLzViZlV4YjdhZGFpdEFkSFdza05qYkpOQnNTbXE2TUtGUFIQSzF5NjQ1d1ZQcVR5a0IwMk5YcnhEbWtKYmJ1UGlNM1wvdUJzdVU2REtwbGJtMVdNTzNcLzQ5RGR2bTdKXC9OVHVjOTZHb0xiTFIOa01CY3ZpOUdkRnZJaUVKZmJ2a2kifQ%3D%3D
5. Pikmykid. Symptom Tracker. https://www.pikmykid.com/the-best-health-check-in-app-for-back-to-school-2020/?utm_source=drip&utm_medium=email&utm_campaign=Planning+Daily+Health+Checks+at+Your+Schools%3F
6. Updated COVID-19 Data by Borough. <https://www1.nyc.gov/site/doh/covid/covid-19-data-boroughs.page>
7. School Guidelines for COVID-Testing. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html?source=email>
8. NYS Contact Tracing. <https://coronavirus.health.ny.gov/new-york-state-contact-tracing>
9. Guidance for Cleaning and Disinfecting. https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
10. Cleaning and Disinfecting Tool Kit. <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
11. OSHA COVID-19. <https://www.osha.gov/SLTC/covid-19/controlprevention.html>
12. Cleaning the playground. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
13. SFA Guidelines: https://schoolnutrition.org/uploadedFiles/Resources_and_Research/Research/KITSEquipmentReport.pdf
14. Culinary Health Inspection Certificate from Oct 2019.
15. CNMA: <http://www.cn.nysed.gov/>

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16. USDA: <https://www.fns.usda.gov/>
17. ICN: <https://theicn.org/>
18. NYSHG: https://www.health.ny.gov/environmental/indoors/food_safety/guidance.htm
19. CDC Guidance for Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
20. GGUFSD School Counseling Framework-Link
21. NYS SEL Framework:
<http://www.p12.nysed.gov/sss/documents/SELEssentialforLearningandLife.pdf>
22. Digital Curriculum-See Attached
23. GGUFSD School Schedules: See Attached