

**Goshen Central School District**  
*2021-2022 School Planning Guide*



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# Introduction

At the Goshen Central School District our primary commitment is to the students and families we serve. The COVID-19 pandemic has challenged all of us to make significant changes in our lives, including in the daily education of our children. When the 2021-2022 school year begins, the district will endeavor to maintain a full time, in person learning schedule and offer both extra-curricular activities and interscholastic athletics in the safest possible fashion for all participants. This School Planning Guide will define clear guidance for operations for the upcoming school year.

The areas outlined in this plan represent the myriad considerations the Goshen Central School District will address to keep schools safely open and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

Scotchtown Avenue School (SAS): Mr. Henry Freedman, Principal - 845-615-6600

<https://www.gcsny.org/sas/>

Goshen Intermediate School (GIS): Mr. Matthew Wentworth, Principal - 845-615-6500

<https://www.gcsny.org/goshen-intermediate-school/>

C.J. Hooker Middle School (CJH): Ms. Heather Carman, Principal - 845-615-6300

<https://www.gcsny.org/cj-hooker-middle-school/>

Goshen High School (GHS): Ms. Jennifer Martin, Principal - 845-615-6100

<https://www.gcsny.org/goshen-high-school/>

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to insure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#) and [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to COVID-19 quarantines. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Ms. Nancy Ellefsen, and Ms. Dawn Kohler-Pawliczak will serve as the district's COVID-19 Coordinator. Both are school nurses and they will serve as a central contact for schools and stakeholders, families,

staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

## **Guiding Principles**

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

# **Communication/Family and Community Engagement**

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

The district remains committed to communicating all elements of this School Planning Guide to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at \_\_\_\_\_, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for healthy maintenance of operation 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 email messaging, School Messenger notifications, the use of our district website, and social media outlets – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

#### Goshen Central School District Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED and CDC, \_\_\_\_\_.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

The Goshen Central School District developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website
- School Messenger notification
- Email notifications
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Town Hall Meetings (Google Classroom, etc.)

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (CDC).
- The importance of social distancing where possible, 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 staff to stay home if they feel sick.
- 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).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures,\_\_\_\_\_.

## Health and Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our School Planning Guide incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#).

The following protocols and procedures will be in place in all district schools for the 2021-22 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinators at [nancy.ellefsen@gcsny.org](mailto:nancy.ellefsen@gcsny.org) or [dawn.pawliczak@gcsny.org](mailto:dawn.pawliczak@gcsny.org) or by dialing 845-615-6300 or 845-615-6100.

For more information about how health and safety protocols and training will be communicated to students, families and staff members, visit the [Communication/Family and Community Engagement section](#) of our reopening plan.

To ensure employees and students comply with communication requirements, the Goshen Central School District will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
  - Website
  - Email
  - Social media
  - Print copy mailings
  - Voice and/or video messaging
  - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school district 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

## Facility Entry

To ensure all faculty, staff, and students comply with building entry and exit procedures, the Goshen Central School District will do the following:

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point at the security station.
- A face covering must be worn by all individuals, students, staff, and visitors on the Goshen Central School District property when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, however face coverings can and will be provided by the Goshen Central School District daily.

## Daily Health Screening

To ensure all faculty, staff, and students comply with daily screening requirements, the Goshen Central School District will do the following:

- Prior to entering all Goshen Central School District locations, individuals must complete a medical screening questionnaire. This questionnaire is accessible through the Goshen Central School District website at <https://www.gcsny.org/reopening-our-schools-buildings/> or a QR code is posted at all main entrances that provides a direct link to the survey using an iPhone or android phone.
- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Although filing of the health survey is preferred to be done online, paper copies of the questionnaire for visitors will be available at security stations.
  - Screening Attestation
- Staff will be required to monitor their own temperatures prior to arrival on campus, *will be required to have their temperature taken upon arrival*, and are asked to continue to monitor throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Students and visitors will be screened for temperature at arrival.
  - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students will be screened at arrival for temperatures.
  - Visitors will have their temperatures taken upon arrival.
- All staff must sign in and out of each building with the security desk *each* time they enter and exit the building.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.

- Corridors will be utilized where individuals can enter the facility when in-person screening is necessary.
  - Multiple lines and entrances will be coordinated, if needed to reduce crowding.
  - Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will full access to the main areas of the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.

## Social Distancing

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within Goshen Central School District facilities will practice social distancing expectations:

- All individuals on Goshen Central School District premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
  - *Elementary Schools: Physical distancing of at least 3 feet between students in classrooms; Cohorting is recommended when possible*
  - *Secondary Schools: Physical distancing of at least 3 feet between students in classrooms; Cohorting is recommended when possible*
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

## Personal Hygiene

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



students comply with daily screening requirements, the Goshen Central School District will do the following:

- 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 aerolize germs);
  - Use of no-touch/foot pedal trash can where feasible;
  - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows
  - Upon entering the building and classrooms;
  - After sharing objects or surfaces;
  - Before and after snacks and lunch;
  - After using the bathroom;
  - After helping a student with toileting;
  - After sneezing, wiping, or blowing nose or coughing into hands;
  - Anytime hands are visibly soiled;
  - When 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. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
  - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
  - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

## **Visitor and Vendor Practices**

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

To ensure all faculty, staff, students, visitors and vendors comply with protective equipment requirements, anyone visiting Goshen Central School District facilities will will do the following:

### **Visitors**

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.

- All visitors check in at Security for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING which can be found by scanning the QR Code posted on all doors. The visitors must sign in with their identification through the Ident-A-Kid system for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to Linda Finnegan, District Data Coordinator, through email at [linda.finnegan@gcsny.org](mailto:linda.finnegan@gcsny.org). Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf**.

## Vendors

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors must report to the Operations and Maintenance building first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING which can be found by scanning the QR Code posted on all doors. The vendors must sign in with their identification through the Ident-A-Kid 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 completion of their job. All meetings should be held outside or via Google Meet 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. All vendors should be accompanied by a staff member.
- 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 Linda Finnegan, District Data Coordinator, through email at [linda.finnegan@gcsny.org](mailto:linda.finnegan@gcsny.org). Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf**.

## Training

The Goshen Central School District will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

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

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

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

### **Training for Screeners**

The Goshen Central School District will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

### **Training topics for all staff and substitutes**

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use <https://www.cdc.gov/handwashing/when-how-handwashing.html>
  - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
  - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (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>
- 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](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)

- Hazard Communication – Right-To-Know
  - Proper use of chemicals and Safety Data sheets
    - <https://www.osha.gov/dsg/hazcom/>
  - No chemicals from home
  - Transfer of hand sanitizer in smaller containers
  - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
    - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
  - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
  - Proper type, use, and size
  - Cleaning and sanitizing of the face covering (if applicable)
  - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
  - [Face coverings don/doff video](#)
  - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
  - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
  - Training provided for identified personnel only

<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

## Signs and Messages

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

## When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
  - Train all non-food service staff on any meal service-related activities they will be responsible for.
- [https://www.cdc.gov/healthyschools/foodallergies/pdf/13\\_243135\\_A\\_Food\\_Allergy\\_Web\\_508.pdf](https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf)

## Space Design and Capacities

### General Office Area

- Offices must normally maintain a minimum of 150 sq. ft. per individual. Where applicable, offices and small spaces will be limited to one (1) individual at a time.

- In a multiple occupant office, occupants will maintain at least 6ft of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains will be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Where possible the Goshen Central School District will establish additional shifts to reduce the number of employees in the worksite at one time
- Will stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits
- Will reduce tasks requiring large amounts of people to be in one area
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

#### **Conference Rooms**

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- If meetings are to occur in person, they will be conducted in a quick manner
- Social distancing among participants will be required
- Lingering and socializing before and after meetings should be discouraged

#### **Break Rooms and Lunch Rooms**

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

#### **Copier Rooms/Areas**

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

#### **Elevators**

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

### **Restrooms**

- All bathrooms regardless of size will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry indicating one person at a time.
- Automatic hand dryer use will be discontinued and replaced with touchless paper towel dispensers.
- Touchless water fixtures will be installed where applicable.

### **Hallways/Stairwells**

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

### **Classrooms**

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

### **Nurse Stations**

- All students and staff are required to wear appropriate face coverings.
  - N95 Respirator use for nurses should be limited to situations of suspected COVID-19

- Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
  - Maintain social distancing of no less than 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.
  - Physical separation will be achieved by utilizing:
    - Individual exam rooms
    - Polycarbonate barriers
    - Retractable dividing curtain walls.
- Isolation Room/s
  - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
  - A separate room will be utilized where applicable.
  - *Reference the Isolation Room/s section for additional information.*

### **Isolation Rooms**

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.
- These rooms have been identified in each building
  - Scotchtown Avenue School (SAS) - Room # 23
  - Goshen Intermediate School (GIS) - Guidance Suite
  - C.J. Hooker Middle School (CJH) - Room # 118
  - Goshen High School (GHS) - Security Office in Main Atrium

### **Security Vestibule/Reception areas**

Security Stations will remain at all entrances of each building.

- Where a multi- entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- 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 or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

### **Computer 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 to not face each other or a polycarbonate barrier will be installed to create a physical barrier.
- Cleaning and disinfection of computer labs and keyboard will be frequent
  - Keyboards should be wiped and disinfected before and after each use.
  - Keyboard covers may be utilized to aid in the cleaning and disinfection process.
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

### **Library Spaces**

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

### **Engineering Controls**

- Portable hand wash stations will be installed in the main entrances of each building.
- Alcohol based hand sanitizer will be available in each entry, all corridors, and each classroom.
- Bathrooms
  - Limited to one occupant at a time.
  - Automatic hand dryer use will be discontinued
  - Touchless soap dispensers are in place at each sink
  - Touchless paper towels dispensers have been installed
  - Touchless faucets are currently in most bathroom spaces
    - Areas where old style fixtures exist- they will be replaced as applicable
  - Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle
- Vestibules/Reception Areas
  - Polycarbonate barriers will be installed to provide protection for Goshen Central School District staff and individuals presenting
    - Barriers have been designed in accordance with New York State Fire Code
- Water Fountains
  - As required by New York State Code a potable water supply will be provided per 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 drink 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
- Exterior Tenting and Corridors
- Medical Isolation Tents

### **Ventilation**

The Goshen Central School District will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- 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 Goshen Central School District will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

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

- Bathrooms
- 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)

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

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

- 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 frequency of use.

For more information about how cleaning and disinfection information will be communicated to students, families and staff members, visit the [Communication/Family and Community Engagement section](#) of our reopening plan.

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

### **Suspect or Confirmed COVID Cases**

- Emergency Response - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient

- Isolation - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
  - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
  - Opening outside doors and windows to increase air circulation in the area
  - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
  - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
  - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
  - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Notification - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

## Contact Tracing

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

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Goshen Central School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.

- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

### **Return to School after Illness**

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

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

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

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

### **Closure Considerations**

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

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree at the district level.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:

- Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
- Opening outside doors and windows to increase air circulation in the area.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
- Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
  - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
  - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
  - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
  - 7 metrics - NYS Dashboard
    - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
    - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response)
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available

## Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

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

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

The following actions will be taken as needed:

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

## **Emergency Response Protocols & Drills**

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

### **Emergency Response Protocols**

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

### **Shelter-In-Place**

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

Shelter-In-Place protocols will be the same with the following changes:

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

## **Hold-In-Place**

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

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

## **Evacuate**

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

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

## **Lockout**

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

## **Lockdown**

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

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

# Child Nutrition

All schools in the Goshen Central School District 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 website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

The Goshen Central School District has identified Mr. Alan Muhlnickel, Director of Food Services, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service 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 application is available from our Director of Food Services.

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

For information about how 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.

Students being served on-site breakfast will be provided with meals utilizing insulated rolling carts and disposable place settings. This meal will include all of the required components. Students will consume their breakfast in the classroom setting. At service time, students may remove their masks while maintaining proper social distancing measures. There will be no sharing of meals or meal components permitted. Upon conclusion of the meal the student will clean hands and desks/workstations with the included hand wipe. Students will replace face coverings and then dispose of the place setting in trash receptacles located at the front of the room, one row at a time. During breakfast service attendance will be taken along with the students' lunch order. Where age appropriate, students will be asked to state their choice of hot lunch, sandwich or salad. Upon return to the kitchen, after delivery of lunches, rolling carts will be sanitized by food service staff and readied for lunch. Staff will be socially distant when practical and wear face coverings and gloves at



all times in the kitchen. Before lunches are delivered, students will be entered into our point of sale system to document served meals and to check for allergies.

Lunch service will commence on a three or four run schedule using the insulated carts and disposable place settings. As with breakfast, there will be NO sharing of food. Face coverings may be removed and proper social distancing measures will be maintained. Sanitizing wipes will be provided for students to allow each to clean their hands and desks/workstations prior to putting on face coverings and disposing of the service settings. Food Service will continue to follow all New York State and Federal regulations.

### **Meals offsite/remote**

For students participating in remote instruction, each will have the opportunity to receive “grab-and-go meals” consisting of all the required meal components. “Grab-and-go meals” can be picked up at the school building on the prior day on which the student attended.

## **Transportation**

The Goshen Central School District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned/ disinfected once a day. High contact surfaces will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session, remote or otherwise, pupil transportation will be provided to students attending nonpublic, parochial, private, charter schools. Additionally, pupil transportation will be provided to students with an Individualized Education Plan that have been placed in out of district locations, which are holding in-person sessions.

All students are entitled to transportation provided by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

## **Cleaning and Disinfecting**

Refer to the cleaning standard operating procedures guidance for further information.

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

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

Karen Wells, Director of Transportation, will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus. Bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. Bus will be disinfected following CDC guidelines.

## **Students on Transportation**

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;

- Students must social distance (six (6) feet separation) on the bus;
  - *Members of the same household may be seated directly next to one another*
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation

### **Training (Office Personnel, Drivers, Mechanics, Aides)**

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
  - New cleaning Protocols (buses, transportation center)
  - Handwashing
  - Face Covering (sizing, use, wear & care)
  - Personal Health and Hygiene
  - Special working conditions with face coverings (strenuous activity)

### **Required Personal Protective Equipment (PPE)**

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

### **Transportation Communication**

- The Goshen Central School District will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles
- The Goshen Central School District will communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- 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)

### **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 11 students on a 66-passenger bus. (85% capacity reduction)
  - Consider these restrictions when planning transportation routes
- As a density reduction strategy, another consideration is to seat one student per seat, all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
  - This results in approximately 21 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 loading/unloading and in transit
- 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**

- The Goshen Central School District had developed multiple routing scenarios for administration to analyze different instructional scheduling options
  - Split sessions
  - Alternating days
  - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning
  - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- Limit rotation of substitute drivers and aides if possible
- 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. First student on the bus sits in the back, when going to school, 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
- Adjustments will be made by buildings:
  - For unloading and entry, and loading and departure
  - Route timing which will be affected by delayed loading/unloading processes
  - 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

- The Goshen Central School District will be transporting to BOCES and will follow similar protocols as previously described
  - *Members of the same household may be seated directly next to one another*
- The Goshen Central School District 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 Emotional Well-Being

In planning for our re-entry in September, the District has formed Task force teams to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs that the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social-Emotional Learning team was created consisting of certified teachers, certified school counselors, licensed mental health professionals, community members and school administrators. This task force team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distances and adapt to new learning experiences. Counselors, school based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students. Before school resumes, school administrators, teachers and mental health practitioners (school counselors,

school psychologists and/or school social workers) should meet to create an asset map of already existing foundational assets within school districts and community-based organizations, and build upon them. In addition, it will be critical to determine students who might be at risk for needing mental health support. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Support will include resources from local agencies such as Orange County Department of Mental Health and agencies leading in Social/Emotional Learning such as the Institute for Social and Emotional Learning (IFSEL). In an effort to facilitate a safe, social and connected learning environment for all students, the district will implement “advisory” periods during the regular school day. These periods will provide students with a space to connect with staff and peers in an environment conducive to social and emotional well-being. Although training opportunities in the area of social and emotional learning are already being offered at Goshen Central Schools, the district will place further emphasis on providing an increased number of targeted, specific professional development opportunities in the area of trauma-informed classroom practices. Additionally, all Goshen Central School District employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the Goshen Central School District community through the [Reopening Our Schools](#) section of our website. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. Districts should support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning:

***Emotional reactions to coming out of quarantine may include***

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes

**Addressing Social-Emotional Health**

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families

- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
  - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
  - The warning signs for quarantine related mental health needs
  - How to access crisis support and other mental health services

### **What Mental Health Professionals can do in schools**

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance
- Promote social emotional learning competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage good physical health
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports

## **School Schedules**

**For the beginning of the 2020-21 school year, the Goshen Central School District will begin with a hybrid schedule as follows:**

- Grades K-12 will receive in-person instruction on alternating days (Last name A-K on A days; last name L-Z on B days), combined with at-home, remote instruction on alternate days
  - Remote instruction will be provided by the classroom teacher in a live stream format through the use of Google Meet
  - *All students will learn remotely on Wednesday mornings with professional development and parent/family instructional support provided in the afternoon*

***\*The Goshen Central School District will do everything possible to accommodate families with students of differing last names. Please contact your building principal(s) to discuss this matter if the need should arise.***
- Special education students in special classes will receive in-person instruction on Monday, Tuesday, Thursday, and Friday. Further details are listed under the [Special Education section](#).
- K-12 students receiving Special Education services in an inclusion and/or Resource Room setting will follow an A/B weekly schedule at this time.

- English Language Learner (ELL) students will receive in-person instruction on Monday, Tuesday, Thursday, and Friday. English Language Learner (ELL) students will receive remote instruction on Wednesday.
- The hybrid model school day for SAS and GIS students will begin at approximately 9:00 A.M. each day, while students at CJH and GHS will begin at approximately 8:00 A.M.
- Students learning remotely will follow the same in-school schedule with a combination of synchronous (live online) and asynchronous (recorded) teacher lessons, online group work or small group instruction.
- Student attendance will be taken daily, according to Class Link login and general class participation (i.e. Google Meet login, participation in class discussions, handing in required assignments, small group work)
- **All remote learning will be available to any student/family who requests it due to health or safety concerns.**
  - Requests must be made, in writing or through email, by the parent/guardian
  - Requests must be sent to the building principal for each student requesting remote instruction
  - Requests will be revisited at the end of each trimester/marking period
    - Students requesting remote instruction will continue to receive instruction in this format throughout the entire trimester/marking period in which the request was made; requests to change format will not be honored while a trimester or marking period is in session
- A return to remote learning for all students may be necessary based on public health data and/or decisions made at the state level.
- In the event school buildings are compelled to close, school will resume remotely following the same in-school schedule with a combination of synchronous (live online) and asynchronous (recorded) teacher lessons, online group work or small group instruction. Time spent on instruction will vary by grade level, however, students will engage in learning activities daily and attendance will be recorded.

For families who choose the remote learning option, there will be a combination of real-time daily connections with a teacher/staff and self-directed learning. At each grade level:

- The remote learning schedule and format is subject to change.

For information about how school schedule information will be communicated to students, families and staff members, visit the [Communication Section](#) of our reopening plan.



# Attendance, Attendance Reporting and Chronic Absenteeism

## Attendance and Attendance Reporting

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

## Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, the Goshen Central School District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The Goshen Central School District addresses chronic absenteeism as follows.

1. Nurture a culture of attendance
  - Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
  - Explain the importance of attendance to the entire school community
  - Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.
2. Early Identification and Intervention
  - Each school regularly monitors attendance data and communicates with parents about issues as they arise.
  - Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
  - Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.
3. Create a more positive school culture and a focus on engaging instruction
  - Evaluate and address your students' engagement in learning
  - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
  - Help students achieve positive social and emotional character development, while reinforcing

the behaviors that make up your ideal school culture.

- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

## Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Goshen Central School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. The Goshen Central School District recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.). In the event, students and/or teachers do not have access, the district will take the necessary steps to meet their needs where plausible.
2. Conduct and/or maintain an inventory of equipment and other assets.
  - a. Identify which students, families, and staff have district assets in their possession.
3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
4. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
5. Arrange a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The Goshen Central School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom or other LMS). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students’ homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

## Teaching and Learning

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that instruction is

aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

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

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

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

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

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

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

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

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website <http://ouboces.org/SpecialEd.cfm>.

## In-person Instruction

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.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into elementary classrooms.

- *As of April 20, 2021, students in the Scotchtown Avenue School and The Goshen Intermediate school will attend four days per week while utilizing the cohort model and maintaining three feet of distance at all times*
- *As of April 20, 2021, students in the C.J. Hooker Middle School will attend four days per week while utilizing the cohort model and maintaining three feet of distance at all times*
- *As of April 20, 2021, students at Goshen High School will attend four days per week while maintaining six feet of distance at all times*

Current staffing levels may be insufficient to accommodate the expanded number of classrooms needed to ensure social distancing.

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

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction. We 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, so as to reduce their exposure to additional students.

For information on school schedules, visit the [School Schedules section](#) of our reopening plan.

### K-12- In-Person Instruction

- *All K-12 students will be in school five days a week if/when possible.*
- All teachers will teach using the New York State standards and curriculum resources and materials available in school, as well as through the online resources the district is providing for use during mandated virtual learning times.
  - Teachers will collaborate with each other and the Educational Consultants/Specialists to prioritize the NYS standards to ensure all students are learning the required content articulated within the NYS standards.

- Teachers have the responsibility to maintain grade level standards and course work, but are expected to scaffold for students as needed.
- Teachers will ensure that the instructional experiences for students will be inclusive, culturally responsive, and consider the needs of all students.
  - As appropriate, the teachers will determine how best to provide and support instruction in whole-group, small-group, and individual student settings.
- State-mandated additional support for special education students, students requiring AIS services, and ENL students will be scheduled appropriately during the school day and provided in-person to the extent practicable.
- It is anticipated that specials (art, music, PE, library) will be incorporated into the schedule as the daily routine becomes more closely related to that of a normal school day.
  - Activity schedules requiring 12-foot social distancing (such as band and chorus) will be developed as the school year progresses to the extent possible.
- Classroom teachers will evaluate students and assign grades according to the established system with the grade level and school.
  - Grading will continue to be based on student achievement, student improvement, and participation in classroom activities and discussions.
  - Progress reports and report cards will be completed and issued based on the traditional trimester/marking period schedule.
- Students will continue to be regularly assessed using the traditional school-specific and State-mandated assessments.
- During in-person instruction, teachers and staff should continue to prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.)
- Teachers and staff should continue to determine methodologies to connect with students and support learning while students are at home.
- Teachers should:
  - identify content that takes precedence in the event instructional capabilities are modified and/or changed throughout the year.
  - organize curricular lessons according to topics, skills, and content which is best delivered in person vs. which of those can successfully be completed remotely and supported through in-person instruction.
  - prepare for remote learning by planning activities that can connect and reinforce in-person classroom learning.
  - consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
  - create a consistent plan and approach for how to give students assignments, feedback, and track their progress.
  - determine which regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.

*For information about how in-person instruction information will be communicated to students and families, visit the [Communication/Family and Community Engagement section](#) of our reopening plan.*

## Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in 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.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons 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 learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students’ mastery of course content. We will use a grading rubric based on levels of proficiency (1-4) at SAS and GIS, and a 0-100% grading scale (for GPA purposes) at CJH and GHS.

For information on school schedules, visit the [School Schedules section](#) of our reopening plan.

### Hybrid Instruction

- Grades K-12 will receive in-person instruction on alternating days (Last name A-K on A days; last name L-Z on B days), combined with at-home, remote instruction on alternate days
  - Remote instruction will be provided by the classroom teacher in a live stream format through the use of Google Meet
  - *All students will learn remotely on Wednesday mornings with professional development and parent/family instructional support provided in the afternoon*
- Special education students in special classes will receive in-person instruction on Monday, Tuesday, Thursday, and Friday. Further details are listed under the [Special Education section](#).
- K-12 students receiving Special Education services in an inclusion and/or Resource Room setting will follow an A/B weekly schedule at this time.

- English Language Learner (ELL) students will receive in-person instruction on Monday, Tuesday, Thursday, and Friday. English Language Learner (ELL) students will receive remote instruction on Wednesday.
- The hybrid model school day for SAS and GIS students will begin at approximately 9:00 A.M. each day, while students at CJH and GHS will begin at approximately 7:30 A.M.
- Students learning remotely will follow the same in-school schedule with a combination of synchronous (live online) and asynchronous (recorded) teacher lessons, online group work or small group instruction.
- Student attendance will be taken daily, according to Class Link login and general class participation (i.e. Google Meet login, participation in class discussions, handing in required assignments, small group work)

### Tentative K-5 Hybrid Instruction Plan

- All students in grades K-5 will attend school on a hybrid A/B schedule. A day (blue group) or B day (red group) each week.
  - Grades K-5 will report 2 days a week (A or B days) according to their group assignment (blue last names A-L or red last names M-Z).
  - All K-5 students assigned to a 15:1, 8:1:2, 8:1:1, 6:1:2 special education classrooms will attend school all four days. Further information can be found in the [Special Education section](#) of this document.
  - All ENL students will also attend school all four days.
  - Wednesday instruction will be remote ½ day with live online teaching.
  - School begins at 9:00 AM with **no student drop offs prior to 9:00 AM.**
  - A hybrid schedule means that half of the students in grades K-5 will attend school in person on an A day twice each week, and the other half of the students will attend school in person on a B day twice each week.
  - Instruction will be provided using our daily class schedule.
  - On at home instruction days, students will be required to participate in classroom work remotely and/or complete assignments.
  - Attendance will be recorded in each class.
    - *As of April 20, 2021, students in the Scotchtown Avenue School and The Goshen Intermediate school will attend four days per week while utilizing the cohort model and maintaining three feet of distance at all times*
- Mental Health checks will be provided throughout the day.
- Time will be dedicated during each grade level's first week of school to familiarize incoming students with school, code of conduct and new safety protocols.
- Teachers and students will use the Google Suite platform, specifically Google Classroom and Google Meet as the way to share assignments and resources virtually and to have virtual meetings.

- All teachers will teach using the New York State standards and curriculum resources and materials available in school, as well as through the online resources the district is providing for use during mandated virtual learning times.
- Teachers have the responsibility to maintain grade level standards and course work, but are expected to scaffold for students as needed.
  - Instructional experiences and evidence of learning are not defined only by the amount of time students spend with their teacher(s) in person, or virtually. Instructional experiences and evidence of learning also include engaging in standards-based learning under the guidance and direction of a teacher.
    - The completion of assigned tasks,
    - the viewing of instructional videos,
    - responding to posts or questions,
    - engaging with class peers in an online format or phone discussion,
    - conducting research,
    - working on projects, or
    - meeting with faculty and staff face to face, or via an online format.
- Teachers will ensure that the instructional experiences for students will be inclusive, culturally responsive, and consider the needs of all students.
  - As appropriate, the teachers will determine how best to provide and support instruction in whole-group, small-group, and individual student settings.
- State-mandated additional support for special education students, students requiring AIS services, and ENL students will be scheduled appropriately during the school day and provided in-person to the extent practicable, as well as virtually on Wednesdays.
- Scheduled time allocated to specials (art, general music, PE, library, FACS, Health) will be scheduled in accordance with state guidelines and social distancing protocols.
- Orchestra, Band and Chorus will be evaluated and scheduled in accordance with state guidelines regarding use of classroom space and proper social distancing.
- Classroom teachers will evaluate students and assign grades according to the established system with the grade level and school.
  - Grading will continue to be based on student achievement, student improvement, and participation in classroom activities and discussions.
  - Report cards will be completed and issued based on the trimester schedule.
- Students will continue to be regularly assessed using the traditional school-specific and State-mandated assessments.
- All students are expected to complete the assigned class work and homework as directed by their assigned teacher(s) during both in person and remote instruction.
- Students are also expected to participate meaningfully in class discussions and activities.
- If work is missed due to absence, the student is expected to make up the work.



- During in-person instruction, teachers and staff should prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Teachers and staff should determine methodologies to connect with students and support learning while students are at home.
- Teachers will identify content that takes precedence in the event instructional capabilities are modified and/or changed throughout the year.
- Teachers will organize curricular lessons according to topics, skills, and content which is best delivered in person vs. which of those can successfully be completed remotely and supported through in-person instruction.
- Teachers will prepare for remote learning by planning activities that can connect and reinforce in-person classroom learning.
- Teachers will consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Teachers will create a consistent plan and approach for how to give students assignments, feedback, and track their progress.
- Teachers will determine which regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.

### **Tentative CJH Middle School Hybrid Instruction Plan**

- All students in grades 6 - 8 will attend school on a hybrid A/B day schedule. A day (blue group) OR B day (red group) each week.
  - Grades 6 - 8 will report 2 days a week (A or B days) according to their group assignment (blue last names A-L or red last names M-Z).
  - All 6 - 8 students assigned to a 15:1 and 12:1:4 (ADL) special education classroom will attend school all four days. Further information can be found in the [Special Education section](#) of this document.
  - All ENL students will also attend school all four days.
  - Wednesday instruction will be remote ½ day with live online teaching.
  - School begins at 7:30 AM with **no student drop offs prior to 7:30 AM.**
  - A hybrid schedule means that half of the students in grades 6-8 will attend school in person on an A day twice each week, and the other half of the students will attend school in person on a B day twice each week.
  - When not in school students are expected to be engaging in online remote learning classes.
  - Instruction will be provided using our 44 min class time.
  - On at home instruction days, students will be required to participate in classroom work remotely and/or complete assignments.
  - Attendance will be recorded in each class.

■ *As of April 20, 2021, students in the C.J. Hooker Middle School will attend four days per week while utilizing the cohort model and maintaining three feet of distance at all times*

- Mental Health checks will be provided throughout the day.
- Time will be dedicated during each grade level's first week of school to familiarize incoming students with school, code of conduct and new safety protocols.
- Teachers and students will use the Google Suite platform, specifically Google Classroom and Google Meet as the way to share assignments and resources virtually and to have virtual meetings.
- All teachers will teach using the New York State standards and curriculum resources and materials available in school, as well as through the online resources the district is providing for use during mandated virtual learning times.
- Teachers have the responsibility to maintain grade level standards and course work, but are expected to scaffold for students as needed.
  - Instructional experiences and evidence of learning are not defined only by the amount of time students spend with their teacher(s) in person, or virtually. Instructional experiences and evidence of learning also include engaging in standards-based learning under the guidance and direction of a teacher.
    - The completion of assigned tasks,
    - the viewing of instructional videos,
    - responding to posts or questions,
    - engaging with class peers in an online format or phone discussion,
    - conducting research,
    - working on projects,
    - or meeting with faculty and staff face to face, or via an online format.
- Teachers will ensure that the instructional experiences for students will be inclusive, culturally responsive, and consider the needs of all students.
  - As appropriate, the teachers will determine how best to provide and support instruction in whole-group, small-group, and individual student settings.
- State-mandated additional support for special education students, students requiring AIS services, and ENL students will be scheduled appropriately during the school day and provided in-person to the extent practicable, as well as virtually on Wednesdays.
- Scheduled time allocated to specials (art, general music, PE, library, FACS, Health) will be scheduled in accordance with state guidelines and social distancing protocols.
- Orchestra, Band and Chorus will be evaluated and scheduled in accordance with state guidelines regarding use of classroom space and proper social distancing.
- Classroom teachers will evaluate students and assign grades according to the established system with the grade level and school.

- Grading will continue to be based on student achievement, student improvement, and participation in classroom activities and discussions.
- Progress reports and report cards will be completed and issued based on the traditional quarter schedule.
- Students will continue to be regularly assessed using the traditional school-specific and State-mandated assessments.
- All students are expected to complete the assigned class work and homework as directed by their assigned teacher(s) during both in person and remote instruction.
- Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit.
- If work is missed due to absence, the student is expected to make up the work.
- During in-person instruction, teachers and staff should prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.)
- Teachers and staff should determine methodologies to connect with students and support learning while students are at home.
- Teachers will identify content that takes precedence in the event instructional capabilities are modified and/or changed throughout the year.
- Teachers will organize curricular lessons according to topics, skills, and content which is best delivered in person vs. which of those can successfully be completed remotely and supported through in-person instruction.
- Teachers will prepare for remote learning by planning activities that can connect and reinforce in-person classroom learning.
- Teachers will consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Teachers will create a consistent plan and approach for how to give students assignments, feedback, and track their progress.
- Teachers will determine which regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.

### **Tentative GHS High School Schedule**

- All students in grades 9-12 will attend school on a hybrid A/B day schedule. A day students will attend on Mondays and Thursdays, B Day Students will attend on Tuesdays and Fridays with all students receiving remote instruction on Wednesday with an abbreviated schedule to provide for Professional Development and Professional Learning Communities for teachers in the afternoon.
- All 9-12 students assigned to a 15:1 and 12:1:4 (ADL) Special Education classroom will attend school all four days.
- All ENL students will also attend school all four days.

- *As of April 20, 2021, students at Goshen High School will attend four days per week while maintaining six feet of distance at all times*

- **Goshen High School Bell Schedule**

- A “brain break” will be scheduled between 3rd and 4th periods to allow students to participate in socio-emotional activities such as meditation, mindfulness or restorative circles
- All students will remain in their 6th period classes for lunch with Food Service Staff delivering lunch to the classrooms.
- Students will be able to participate in their classes on their “remote days” with the use of a webcam that will be provided by the district to outfit each classroom with the capability of live streaming. This is in an effort to maintain the direct connections between students and teachers, promote engagement and support students’ needs.
- Inclusion Classes will be balanced to reflect an appropriate proportion of each group of students to maintain the tenets of the principles of the model
- Teachers will utilize NYS Standards making the transition to NGSS throughout the year with an emphasis on an explicit instruction model in which teachers will provide modeling, guided practice and time for independent practice for students.
- Teachers and students can utilize Educational Technology platforms such as Class link, Google Classroom and others that meet the Education Law 2-d requirements for Data Privacy and Security. These platforms can be leveraged to provide a high level of scaffolding and differentiation based on students’ needs.
- To address areas of regression:
  - Teachers will develop common skill assessment methods by the Department to determine the greatest areas of need for students and then utilize PLC meeting time to plan for remediation of those Academic Skills.
  - Teachers can utilize STAR and Castle Learning platforms for remote assessment capabilities.
  - Office Hours will be provided daily to support students' needs as well as independent skills exercises for each course being posted to Google Classroom.
- Wednesday Professional development sessions will rotate by groups to prepare teachers with a greater skill set in the areas of Socio-Emotional Learning, Embedding Restorative Practices into the classroom experience and utilizing Trauma-Informed Practices.
- Teachers will host daily office hours to provide additional support to students in areas of challenge or to provide enrichment opportunities.
- Content for Wednesdays remote instruction will be developed by teachers from a Standards-Based perspective with a focus on engagement.

## Remote Learning Model

- **All-remote learning will be available to any student/family who requests it due to health or safety concerns.**
  - Requests must be made, in writing or through email, by the parent/guardian.
  - Requests must be sent to the building principal for each student requesting remote instruction.
  - Requests will be revisited at the end of each trimester/marking period.
    - Students requesting remote instruction will continue to receive instruction in this format throughout the entire trimester/marking period in which the request was made; requests to change format will not be honored while a trimester or marking period is in session.
- A return to remote learning for all students may be necessary based on public health data and/or decisions made at the state level.
- For families who choose the all-remote learning option, there will be a combination of real-time daily connections with a teacher/staff and self-directed learning aligned to the course objectives and State Standards.
- At each grade level the remote learning schedule and format is subject to change based on the current needs of our students.

*For information about how remote/hybrid instruction information will be communicated to students and families, visit the [Communication/Family and Community Engagement section](#) of our reopening plan.*

***In the event school buildings are compelled to close, school will resume remotely following the same in-school schedule with synchronous (live online), online group work or small group instruction. Students will follow their same time schedule throughout the day and enter their classes online during the same time they would be given if they were in the building. Students will have live classes daily and attendance will be recorded.***

## Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, The Goshen Central School District has collaborated with Orange-Ulster BOCES to ensure high school instructional plans are aligned. OUBOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

# Athletics and Extracurricular Activities

## Interscholastic Athletics

As a result of the COVID19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

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

Additional guidance can be found in the *Roadmap for Return to To Interscholastic Athletics* at:

[https://docs.google.com/document/d/1ZG2vP\\_2hG-PZb5jfYYJfvrK8VgQYhv6Y4AT9Q1Wb42M/edit?usp=sharing](https://docs.google.com/document/d/1ZG2vP_2hG-PZb5jfYYJfvrK8VgQYhv6Y4AT9Q1Wb42M/edit?usp=sharing)

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

- **Season I (Winter Sports)**
  - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
  - \*Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), \*wrestling, \*competitive cheer. \* Because of the high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II (Fall Sports)**
  - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
  - \*Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.
- **Season III (Spring Sports)**
  - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
  - \*Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

## Extracurricular Activities

Extra-Curricular Activities, existing clubs and student organizations, will be maintained to promote socio-emotional wellbeing and build community in the upcoming year. Groups will meet using the preferred method of Google Meet with Advisors overseeing the sites. Student groups will be afforded space after instructional hours on a case by case basis abiding by the same guidelines as followed during the instructional day; social distancing of at least 6 ft (12 for musical or oratory groups) wearing a mask at all times, supervision by staff, Faculty or Administration and remaining in only the assigned space for the duration of the meeting. Custodial teams will be made aware of the usage of this space so the proper additional disinfecting can be completed after use. All attendance lists, with location, date and time of meeting will be submitted to the Administration to maintain accurate records of building use and student presence for possible contact tracing. At no time can students from another school enter the school building as a part of a club activity. Access to facilities by outside agencies will be restricted until further notice. Additionally, there will be no field trips or assemblies until further notice. Please note that if a decision is made to alter the current extracurricular plan, the district will do so following all CDC, New York State Department of Health, and New York State Education Department guidance.

*\*The Goshen Central School District has been able to allow some extracurricular activities to resume while others may take place utilizing a modified format.*

## Special Education

The Goshen Central School District reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the Goshen Central School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students to the extent practicable. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). Communications with parents in their preferred language and mode of communication will continue. The district will ensure access to the necessary accommodations, modifications,

supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students to the maximum extent practicable.

The Goshen Central School District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the [Communication/Family and Community Engagement section](#) of our reopening plan.

### **Vulnerable Students with Special Needs:**

Some special needs students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. As these students transition back to the school environment, our trained teaching staff will plan and coordinate with the following so that a healthy transition is made:

- school health services personnel
- special education personnel
- pupil personnel services and
- administration.

Students who have family members who are in high risk groups may also need to attend school remotely.

Additional PPE for staff caring for such students will be provided on a case-by-case basis. Staffing assignments will be examined to provide the lowest teacher-to-student ratios possible.

### **Provision of Special Education Services:**

The Pupil Personnel Services (PPS) department recognizes the unique learning needs of our Special Education population. The COVID-19 pandemic had significant implications for students with disabilities. The Pupil Personnel Services Department recognizes that the provision of programs and services are best delivered in person. We are committed to ensuring the health, safety, and welfare of our students and staff. As additional guidance is provided to local school districts, the PPS department will continue to review the procedures and protocols necessary to provide an appropriate education to our students.

The Goshen Central School District will meet the needs of students with disabilities in the following ways:

- Students with disabilities who require a highly specialized program such as special class will attend in-person instruction 4 out of 5 days a week (Monday/Tuesday and Thursday/Friday).



- Students with disabilities who participate in less restrictive programming such as integrated co-teaching, consultant teacher services, and a period of Resource Room follow the same in-person/hybrid/remote model as their general education peers, supported by their special education teacher/case manager daily.
- Having related services (speech therapy, occupational therapy, physical therapy, school counseling) scheduled and prioritized on students' in person days to the maximum extent practicable. Scheduling and planning will occur in accordance with each child's individualized education plan.
- Progress monitoring will continue as written on the IEP. If necessary, progress monitoring will be communicated electronically with parents/guardians.
- In the event of an extended school closure, programs and services will be provided via remote instruction to the maximum extent practicable utilizing synchronous and asynchronous modalities
- Making individualized determinations through the CPSE/CSE committees about whether and to what extent compensatory services are to be provided for any student with a disability who may have experienced a loss of skill(s) despite best intentions, efforts and creative solutions when providing educational programs and services during the spring 2020 school closure. As students return to in-person instruction, students' skill levels will be assessed
- Ensuring all general education teachers have access to and knowledge of students' modifications and accommodations to ensure the unique disability needs are met.
- The district will be following the plans for out of district placements (BOCES, Center for Discovery, etc.) for those students who attend those programs

## **Related Services**

### **In-Person Model:**

*The district will follow the CDC protocols for social distancing and health & hygiene practices to ensure student and staff safety. Students will receive services during the school day. Group size and frequency may need to be adjusted based upon DOH guidelines pertaining to social distancing.*

### **Remote Model**

All students will receive live synchronous related services to the greatest extent possible. Some related services may need to be modified to include synchronous and asynchronous opportunities.

Synchronous related services will be provided to the maximum extent practicable. Students will be grouped according to ability levels and services will be delivered through online platforms including, but not limited to:

- Zoom
- Google Meet
- Google Phone

Asynchronous related services will be provided to support previously learned skills provided in a synchronous manner. These services will be delivered in the following manner:

- Google Classroom
- Pre-Recorded Videos

**Hybrid Model**

Students will receive in-person related services utilizing the NYSED Department of Health and NYSED Guidelines. Attempts will be made to provide services utilizing a push-in model, when practical; otherwise services will be provided in the therapy rooms. Group sizes and frequencies may need to be modified based upon the group size and the size of the therapy room.

**Special Education Programs:**

**In-Person Model:**

*The special education department will be following the guidelines outlined in the Teaching and Learning section of this document. Please refer to this section for additional information.*

**Remote Learning Model:**

*The special education department will be following the guidelines outlined in the Teaching and Learning section of this document. Please refer to this section for additional information.*

**Hybrid Model:**

*Students with Disabilities who attend special classes will be attending school four days per week and will receive instruction one day per week via remote instruction. See below for additional information specific to each building.*

Building	Program/Ratio	Days per Week
Scotchtown Avenue	Special Class 6:1:2	4 days per week/ 1 day remote

Scotchtown Avenue	Special Class 8:1:2	4 days per week/ 1 day remote
Scotchtown Avenue	Special Class 15:1	4 days per week/ 1 day remote
Scotchtown Avenue	Resource Room 5:1	Follow AB Hybrid Schedule
Scotchtown Avenue	Inclusion	Follow AB Hybrid Schedule
Goshen Intermediate School	Special Class 8:1:1	4 days per week/ 1 day remote
Goshen Intermediate School	Special Class 8:1:2	4 days per week/ 1 day remote
Goshen Intermediate School	Special Class 15:1	4 days per week/ 1 day remote
Goshen Intermediate School	Resource Room 5:1	Follow AB Hybrid Schedule
Goshen Intermediate School	Inclusion	Follow AB Hybrid Schedule
CJ Hooker Middle School	Special Class 12:1:4 (ADL)	4 days per week/ 1 day remote
CJ Hooker Middle School	Special Class 15:1	4 days per week/ 1 day remote
CJ Hooker Middle School	Inclusion	Follow AB Hybrid Schedule
Goshen High School	Special Class 12:1:1 (ADL)	4 days per week/ 1 day remote
Goshen High School	Special Class 15:1	4 days per week/ 1 day remote
Goshen High School	Inclusion	Follow AB Hybrid Schedule
Goshen High School	Consultant Teacher Services	Follow AB Hybrid Schedule
St. Johns	Resource Room 5:1	Follow AB Hybrid Schedule
John S. Burke	Resource Room 5:1	Follow Burke's Opening Plan

*\*As of April 20, 2021, all students in Goshen Central School District will attend four days per week while maintaining proper social distance (three feet / six feet) at all times.*

## Bilingual Education and World Languages

The Goshen Central School District provides world language instruction in Spanish, French 7-12, Latin 10-12, and English as a New Language (ENL) instruction for ELLs/MLLs K-12.

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

during 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 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The Goshen Central School District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students. 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. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. We utilize OU BOCES regional translation service and contracted interpreters to assist with translation services. These services can translate live conversations as well as documents. We will also be using the Educational Technology Application Remind which provides for translation of messaging to increase the communication between individual teachers and families to better support students' needs.

The Goshen Central School District 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. Professional Development will include QTEL strategies, inclusive differentiation practices and an emphasis on academic vocabulary to bridge cross-curricular concepts. The district also has access to the OU-BOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

In order to assure that students have opportunities to study world languages we are prepared to teach Spanish, French 7-12, Latin 10-12 in the live in-person, hybrid, or remote format upon reopening. Teachers will base their instruction in the World languages LOTE NYS Standards as well as from the ACTFL skills map. Teachers will utilize the ACTFL "Can-do Benchmarks" as learning targets to anchor lessons, individualizing student goal setting to promote greater engagement and self-efficacy. With the support of OUBOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, SWDs, and general education students who are studying world languages such as Spanish, French 7-12, Latin 10-12 to help address learning gaps caused by the COVID-19 school closures. Teachers will use technology to afford collaborative learning experiences to heighten engagement which will be implemented through a gradual release model of instruction.

Our district will support our students as they work towards earning the New York States Seal of Biliteracy. We will collaborate with OUBOCES to provide Seal of Biliteracy professional learning. Teachers will include components of the required culminating activities such as creating the video presentation using both audio and video components to replicate the elements of the in-person delivery that will be required. Courses will incorporate elements that encourage the pursuit of this seal to increase the number of students who utilize their multi-lingual capacities to further their 21st century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society. As well, OUBOCES will support assessment options and provide translators for NYS Seal of Biliteracy presentations.

Through using our district, the development of site based professional development series and BOCES resources, we are well prepared to reopen our schools and serve ELLs, MLLs, and students learning world languages as they expand their skills, knowledge, and facilities with languages.

## **Provision of English Language Learner Services:**

The district is committed to ensuring English language learners (ELLs) have access to those educational opportunities to the same extent as their peers and will seek to deliver services and support that appropriately meet their needs.

The Goshen Central School District will meet the needs of our English language learners (ELLs) in the following ways:

- All ELLs will be provided with the required instructional Units of Study in their English as a New Language program based on their most recently measured English language proficiency level.
- Professional learning opportunities related to the instruction and support of ELLs will be provided to all educators, as required by Part 154 of the Commissioner's regulations.
- Continue to utilize technology to supplement ELL live instruction

## **In-Person Model:**

*ELL services will follow the guidelines outlined in the Teaching and Learning section of this document. Please refer to this section for additional information.*

## **Remote Learning Model:**

*ELL services will follow the guidelines outlined in the Teaching and Learning section of this document. Please refer to this section for additional information.*

## **Hybrid Model:**

*English Language Learners will attend school four days per week and will receive one day per week via remote instruction.*

## **Staffing**

### **Teacher and Principal Evaluation System**

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

### **Certification, Incidental Teaching and Substitute Teaching**

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

### **Student Teachers**

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

### **Vulnerable Populations**

The unknown vulnerabilities of our faculty and staff will be handled on a case-by-case basis with support from our Human Resources department. Accommodations, where appropriate, will be provided when and where needed. Faculty and staff will be trained in vulnerabilities outlined in guidance provided by the State Education Department and are asked to notify their supervisor with questions and concerns.

OUBOCES acknowledges that the following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing.

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

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma;
  - serious heart conditions;
  - immunocompromised;
  - severe obesity (body mass index [BMI] of 30 or higher);
  - diabetes;
  - chronic kidney disease undergoing dialysis;
  - liver disease;
  - sickle cell anemia;
  - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

***\*All revisions found in this document are aligned with recommendations found within The New York State Department of Health Interim Guidance Document, dated April 9, 2021.***

# Key References

- *Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency (April 9, 2021), available [here](#)*
- [State Education Department Issues Guidance to Reopen New York State Schools \(July 16, 2020\)](#)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools \(July 13, 2020\)](#)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health \(July 13, 2020\)](#)

# Additional References

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