



SCHOOL REOPENING PLAN

2020-2021

The administration, faculty and staff of the Greater Johnstown School District are committed to providing our students a safe and healthy environment in which they can learn, grow and thrive. The following pages contain resources for our school community to direct our journey from school closure.

Dr. Karen Geelan

Interim Superintendent of Schools

Reopening our P-12 schools

Introduction

On Monday, July 13, Gov. Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, the district is also planning for remote/distance learning as well as for a hybrid model that combines in-person instruction and distance learning.

The plan outlined here is for the reopening of schools in the Greater Johnstown School District for the 2020-21 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in the following schools:

- Pleasant Avenue School
- Warren Street School
- Johnstown Junior-Senior High School

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 reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and distance learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools.

Assistant Superintendent Ruthie Cook will serve as the district's COVID-19 Coordinator. Mrs. Cook will work closely with the Fulton County Public Health Department and will be responsible for the coordination of school community pandemic recovery efforts. She 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. Inquiries and concerns can be directed to Mrs. Cook by calling (518) 762-4611 or by emailing her at rcook@johnstownschoools.org.

Although we have discussed and planned for a number of areas and contingencies, we know this plan will change. Our plan will be amended as conditions evolve in our greater community. Our thanks to the members of the GJSD Phase III: School Reopening Committee and all the contributors to our plan:

Ruthie Cook, Assistant Superintendent
Cory Cotter, Pleasant Avenue Principal
Cyndi Cromer, Teacher
Stephanie Ellsworth, RN
Karen Geelan, Superintendent
Scott Hale, JSHS Principal; JAA President
Suzy Hall, Executive Secretary
Laurel Headwell, Fulton County Public Health
Meghan Heroth, JEPTA President
Rachel Heroth, Director of Technology
Jeff Kolakowski, Teacher
Robert Kraemer, Warren Street Principal

Christina Lais, JSHS Assistant Principal
Nikki Lent, Director of Special Education
Nancy Lisicki, JTA President
Judy Loucks, CSEA President
Nicole Panton, Director of Curriculum and PD
Tracy Ringer, Teacher
Judy Swatt, Teacher
Jamie Tallon, PTSA President
Betsy Thomas, COA President
Amy Webb, PTSA President
David Wood, Director of Facilities

Our gratitude is extended to the many educators and employees who contributed to the GJSD Phase II planning throughout the spring and summer of 2020. Your expertise and thoughtful contributions have guided the contents of our reopening plan. As always, we accomplish more and serve our school community best when we work together.

Content Outline

1. Health & Safety
 - a. Health checks
 - b. Social distancing, face coverings & PPE
 - c. Infection control strategies
 - d. Management of ill persons, contact tracing and monitoring
 - e. Health hygiene
 - f. Cleaning and disinfecting
 - g. Vulnerable populations/accommodations
 - h. Visitors on campus
 - i. School safety drills
2. Facilities
3. Food Services
 - a. Meals onsite
 - b. Meals offsite/remote
4. Transportation
5. School Operations
 - a. School Schedules
 - b. Attendance and Chronic Absenteeism
 - c. Extracurricular Activities & Athletics
 - d. CTE
6. Social Emotional Well-Being
7. Instruction
 - a. Technology and Connectivity
 - b. Teaching and Learning
 - i. In-person Instruction
 - ii. Remote Instruction
 - iii. Hybrid Instruction
 - c. Special Education
 - d. Bilingual Education and World Languages
8. Staff
 - a. Teacher and Principal Evaluation System
 - b. Certification, Incidental Teaching and Substitute Teaching
9. Communication/Family and Community Engagement

1. Health & 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 reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 safety coordinator at rcook@johnstownschoools.org or (518) 762-4611, ext. 3143.

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

a. Health checks

The district has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources include the requirement for any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection to not come to school. The Centers for Disease Control and Prevention (CDC) [list of Coronavirus symptoms](#) was used to develop these resources.

The Greater Johnstown School District will implement the following practices to conduct mandated health screening.

Families will complete the health screening questions through ParentSquare before sending a student to school. This can be completed either through the app on a smart phone/mobile device or the ParentSquare web site (www.ParentSquare.com or the link from www.johnstownschoools.org).

Instructions for completing the health screening will be provided in the start of school packet sent to each student's home, and will be posted on the school web site.

Health Screening Process:

1. Daily temperature checks and completion of the screening questionnaire provided in the [New York Forward Pre-K to Grade 12 School Guidelines](#) for staff (prior to arrival), contractors, vendors, and visitors upon arrival to all District schools and buildings.
2. Daily temperature check and completion of the screening questionnaire (mentioned above) for students prior to arrival.
 1. Trained school personnel will be stationed at each entrance to take temperatures of all students who were not screened prior to arrival.
 2. Students who arrive to school without a completed screen will be screened upon entry.
 - Principals will provide supervision for students while health screenings are conducted.

- Students waiting for temperature checks are to remain socially distant from others.
 - The school nurse will provide training to all staff identified for taking student temperatures.
 - No-touch thermometers will be provided to school staff to conduct health screenings.
3. Staff are to wear masks or face coverings and gloves while conducting health screenings.
 4. Principals will ensure each school has a process for ensuring students who require screening to be completed at school are treated in a confidential manner and the screening is completed as quickly as possible to minimize time away from class.
3. Daily screening dashboards will be accessible to each homeroom teacher for his or her class and to the attendance officer, principal and nurse for the school.
 4. The family of students with a temperature of 100°F or greater or a positive response to a screening question will be immediately notified to pick up the student, who will be sent to the designated sick room. Other individuals with a temperature of 100°F or greater or a positive response to a screening question will be directed to leave immediately.
 5. The school office is to be notified when students or staff develop symptoms or if their answers to the questionnaire change during or outside school hours by calling:

Pleasant Avenue School	(518) 762-8610
Warren Street School	(518) 762-3715
Johnstown Junior-Senior High School	(518) 762-4661

6. The school nurse is the contact for staff or students to inform if they later experience COVID-19 symptoms.
7. Reminders of the health screening policy will be sent through ParentSquare to staff and families.

b. Social distancing, face coverings & PPE

The district has developed a plan with policies and procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds and transportation.

- Students must maintain social distancing at bus stops and when embarking and disembarking the bus
- Signage will be used to show a 6 ft. distance at the school entrance
- Directional arrows will be used in hallways and stairways
- Teachers will establish and inform students of classroom directional traffic and specialized instructions

If social distancing of 6 feet cannot be maintained, proper face coverings **must** be worn in common areas such as hallways or school buses. For those medically unable to wear face coverings, a face covering will not be required, and staff should wear a mask and a shield.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus, when six-foot physical distancing is not possible. Students will be allowed to remove face coverings during meals, instruction, and for short breaks so long as they maintain appropriate social distance. Students who are unable to medically tolerate a face covering will not be required to wear one.

Because students and staff will need to be prepared to wear a face covering if another person unexpectedly cannot socially distance, they will be required to wear a face covering in all common areas (e.g., entrances and exits) and when traveling around the school.

Face coverings will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

An employee is allowed to wear their own acceptable face covering if they choose. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods of time when masks are not worn.

Face coverings should not be placed on:

- Children younger than 2 years old
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The district will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings

Training will be provided during the first weeks of in-person instruction and additional information will be provided to families through the school web site.

c. Infection control strategies

Principals will determine arrival and dismissal procedures to minimize student contact at these times. Directional traffic in hallways and stairways will be in place.

Students will be divided into cohorts at the elementary level and remain together for instruction. Specials will be taught in the classroom to the greatest extent practicable to minimize travel throughout the school. The hybrid plan provides for approximately half of the students to be present in each school at a time, and 6-foot social distancing will be maintained in classrooms to the greatest extent practicable.

Hand sanitizer stations will be located minimally at each school entrance and outside cafeterias.

d. Management of ill persons, contact tracing and monitoring

The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the nurse's office. If there are several students waiting to see the school nurse,

students must wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms of COVID- 19 from others until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

School	COVID-19 Room	Medical Treatment/Medication
Knox	Room 111-D	Room 111
Pleasant Avenue	Room 7	Room 8
Warren Street	Room 93	Room 96
Johnstown Junior-Senior High	Room B-125	Room B-108

PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (e.g., goggles or face shield) should be added. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used, if available. If an N-95 respirator is not available, a surgical face mask and face shield will be used.

School health office cleaning will occur after each use of cots, bathrooms, and health office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes). Health office equipment will be cleaned following manufacturer’s directions.

Disposable items will be used as much as possible (e.g., disposable pillow protectors, disposable thermometers, disposable thermometer sheaths or probes, disposable otoscope specula).

Aerosol Generating Procedures

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The district requires the following PPE to be worn during AGPs: gloves, N-95 or a surgical mask with face shield, eye protection and a gown. PPE will be used when: suctioning, administering nebulizer treatments, or using peak flow meters with students who have respiratory conditions.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning will be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the nebulizer treatment is finished.

Cleaning of the room will occur between use and cleaning of the equipment should be done following manufacturer’s instructions after each use.

If Students or Staff become Ill with Symptoms of COVID-19 at School

The district requires students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. Students will be supervised in the isolation area while

awaiting transport home and will be separated by at least 6 feet. Students will be escorted from the isolation area to their parent/guardian. Students or staff will be referred to a healthcare provider and provided resources on COVID-19 testing.

Return to School after Illness

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

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

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

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

COVID-19 Testing

District protocols will be implemented with the consultation of the school physician and the Fulton County Public Health Department. They will be shared by school principals through ParentSquare and posted on our website. Families, faculty, staff, students and the local community will be informed as they are updated or revised. Information regarding individuals will remain confidential in accordance with policies and law.

In the event that a large-scale testing will need to be conducted at the school, the district administration will work with the following providers:

Fulton County Public Health Department	(518) 736-5720
Nathan Littauer Hospital	(518) 725-8621

Contact Tracing

The district will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

To assist the local health department with tracing the transmission of COVID-19, the district has developed and maintained a plan to trace all contacts of exposed individuals in accordance with protocols, training, and tools provided through the New York State Contact Tracing Program.

Districts may assist with contact tracing by:

1. Keeping accurate attendance records of students and staff members
2. Ensuring student schedules are up to date
3. Keeping a log of any visitor which includes date and time, and where in the school they visited
4. Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

If/when COVID-19 cases are discovered in the school, in consultation with the Fulton County Public Health Department, the district will do the following:

- Notify the custodian
- Conduct cleaning and sanitizing according to CDC guidelines
- Provide directory information as applicable to the known situation
- Alert families and staff and provide them with instructions and information
- Determine how the Teaching and Learning plan may be altered and inform all affected individuals

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

For more information about how COVID-19 containment efforts will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section of our reopening plan.

School Closures

A closure refers to contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education and/or closing the school. The district will collaborate with the local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

At a minimum, the plan will incorporate the following:

The conditions that may warrant reducing in-person education or closing the school, in consultation with state and local health departments, and plan for an orderly closure; such conditions may include:

- Schools will close if the regional infection rate rises over 9% after Aug. 1.
- Schools will close if the 7-day rolling average of the infection rate is above 9%.
- Schools in regions in Phase 4 can reopen if the daily infection rate remains below 5 percent using a 14-day average, unless otherwise directed from the Fulton County Public Health Department.
- If the infection rate rises about 9%, schools must wait until the 14-day average is below 5%
- Once schools open at Phase IV below 5% for a 14-day rolling average, schools can remain open even if the rate continues to rise about 5% until it reaches 9% for the 7-day average.
- School will be notified by Laurel Headwell, Executive Director of the Fulton County Public Health Department on the situation.

- School administrators will consider closing school if absentee rates impact the ability of the school to operate safely.
- Schools may choose to modify operations prior to closing to help mitigate a rise in cases. If infection rates are rising above 5%; consider modifying school operations for medically vulnerable students and staff if they are participating in in-person activities.
- Schools should consult their medical director and/or the local department of health when making such decisions.
- Determine which operations will be decreased, or ceased and which operations will be conducted remotely; include process to conduct orderly closures which may include phasing, milestones, and involvement of key personnel.

For more information about how school closure information will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section of our reopening plan.

e. Health hygiene

The district will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, and custodial staff areas) and regular messaging will be shared with the school community. Signage will be used to remind individuals to:

1. Stay home if they feel sick.
2. Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
3. Properly store and, when necessary, discard PPE.
4. Adhere to social distancing instructions.
5. Report symptoms of, or exposure to, COVID-19.
6. Follow hand hygiene, and cleaning and disinfection guidelines.
7. Follow respiratory hygiene and cough etiquette.

Hand Hygiene

Students and staff must carry out the following hand hygiene practices.

- Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- Dry hands completely after washing. Use paper towels to dry hands if available instead of a hand dryer if they are available.
- If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol. Hand sanitizer should be rubbed on the hands until it is completely absorbed. DO NOT dry hands if sanitizer is used.

Hand washing should occur:

- Before and after eating (e.g. snacks and lunch).
- After going to the restroom or after assisting a student with toileting.
- After using a tissue.

- Before and after using shared materials.
- Before and after putting on or taking off face masks.
- After coming in from the outdoors.
- Anytime hands are visibly soiled.

Movable hand sanitizer stations (at least two in each school building) will be used as school activities occur:

Outside the cafeteria daily for sanitizing before lunch

Activities, e.g. games and gatherings

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, the district will emphasize the importance of respiratory hygiene.

Students and staff must carry out the following respiratory hygiene practices.

- Cover a cough or sneeze using a tissue. If a tissue is used, it should be thrown away immediately.
- If you don't have a tissue when sneezing or coughing, sneeze into your elbow.
- Wash your hands after sneezing or coughing.
- Face coverings are protective. Wearing a face covering will keep the respiratory droplets and aerosols from being widely dispersed into the air.

For more information about how hygiene information will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section of our reopening plan.

f. Cleaning and disinfecting

The 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.

g. Vulnerable populations/accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. It is our goal that these individuals are able to safely participate in educational activities. Families are to contact the school principal and staff are to contact their supervisor for specific information and directions. Students in out-of-district placements who have IEP's should contact Mrs. Lent, the Director of Special Education, Pupil Services and Special Programs.

h. Visitors on campus

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 and with authorization. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings.

- All visitors will be required to wear a face covering.

- All visitors must complete a mandatory health screening assessment prior to gaining entry past the vestibule area.
- All student items dropped off must be left inside the main vestibule and labeled.
- FedEx, UPS, USPS or other delivery persons will be instructed to leave items in the main vestibule. Signing will be done through the teller window.

Food service deliveries will be instructed to leave items at the cafeteria receiving door.

Visitors must follow all safety protocols as listed above.

i. School safety drills

The district will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code without, exceptions. Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Principals will provide plans for each school under the guidance of our Director of Facilities and the HFM BOCES Safety Coordinator. Considerations for plans include:

- Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility. Those changes must be included in the Fire Safety plans.
- Education Law § 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the school year using protocols that are different than they are used to.
- Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

The school district modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a staggered schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.
- If schools reopen with a hybrid model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all

students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing/using masks.
- Conducting lockdown drills on a staggered schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person.
- Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.
- The district will work with buildings and grounds and safety committee to provide a written out protocol to use with students and staff during safety drills.

2. 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 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.

GJSD Facilities Department plans include the following:

- Work with engineers to establish proper filtration requirements (e.g., filters that your HVAC system can handle filtration rate is high according to standards.
- Filters are changed two times per year, and we will be starting the year with fresh filters.
- Uninvent in every instructional space in the district that brings fresh air in.
- No change in directions for classroom teacher regarding window operations (open/shut).
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must 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.

- Minimum number of toilet fixtures that must be available for use in a building is established in the building code
- Clearly mark unusable and bag the center faucet and urinals according to the number of students in the building.
- Drinking Water Facilities: Schools may reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture. One fountain is required for each one hundred occupants will be maintained.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.

Facility Alterations and Acquisition

At this time no facility alterations or acquisitions are required. In the event they are, District plans will be written to incorporate all of the following as applicable.

Describe the infection control strategies, which include changes to space utilization and/or alterations. Plan elements must include:

- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must be submitted to OFP, the local municipality and/or code enforcement officials for review.
- Means of egress, fire alarm system, ventilation, and lighting may be affected and must be indicated on all submitted plans.
- Consult your architect and submit floor plans to OFP for approval.
- COVID-19 Projects shall be indicated as “COVID-19 Reopening” when submitted to the OFP. This will allow NYSED to expedite those reviews.
- The installation of movable partitions (gym, cafeteria, library classroom dividers) shall require an abbreviated submission consistent with the Form FP-AU Request for approval.
- Use of cafeterias, libraries, auditoriums and gymnasiums: A floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

Space Expansion

The plan, if needed, will describe how the District will expand square footage in order to enable improved social distancing (e.g., building additions, lease space, transportable classroom units or spaces such as tents).

The following requirements apply for all spaces to be occupied by school district staff and students:

- Code Review: Per statute, NYSED’s Office of Facilities Planning must review and approve the above types of projects to ensure that the proposed spaces meet the fire code.
- Offsite Lease Requirements: For offsite facilities, the district or other applicable schools must contact their project manager at NYSED Office of Facilities Planning (OFP) and submit a Temporary Quarters (TQ) Project submission.

To ensure that these sites meet all requirements, TQ submissions require submission of:

- OFP Form FP_AU-Request for Approval of Use of a Facility
- architectural quality floor plan

- site plan
- AHERA Plan
- Fire Safety Report
- Confirmation of Americans with Disabilities Act compliance
- Local Code Authority Certificate of Occupancy
- Approval of use of space

Please note:

- If a Change of Occupancy in the Existing Building Code applies (e.g., office or B-occupancy to E-occupancy) code requirements such as rescue windows; accessibility; fire protection systems such as sprinkler or emergency voice alarm communication systems; ventilation may make it infeasible.
- Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Reopening” when required materials are submitted to OFP for review.
- Consult with OFP for a preliminary evaluation of all facilities under consideration for leasing. All leased facilities must be submitted to OFP for review and approval.
- The District will consult with the architect/engineer of record.
- Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Reopening” when required materials are submitted to OFP for review.

Tents for Additional Space

At this time, tents are not being considered for GJSD use. Should conditions change and they are to be considered, our plan will incorporate the following guidance from NYSED.

Describe how we will use tents (if applicable). Consider the following element for using tents:

- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, “tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS”.
- The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, use.

Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections. Districts or other applicable schools must consult their design professional to prepare submission drawings for approval by OFP.

The following information must be shown on the drawings: Dimensions, Minimum separation distance to other structures, Tent sides (yes) (no), Duration of use, Type of use/activity, Anchor- age, Number of Exits, Width of each exit, Table/Chair/Contents, layout, Fire extinguisher Location, Occupant load, Heating or Cooking equipment, Utilities, Exit signs, NFPA 701 testing/label/certification.

If the tent is used for E-occupancy, consult with local municipalities and/or code enforcers provide code-compliant design for mechanical heat and ventilation; lighting; emergency lighting; power; fire alarm; plumbing; etc., as required.

Districts or other applicable schools must consult their architect and submit to OFP for approval. The district, or other applicable school, must provide an architectural quality floor plan, which clearly indicates existing and proposed use of space showing the furniture layout with egress aisles. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

Plumbing Facilities and Fixtures

In addition to the information stated above, schools will plan for the following:

- Students and staff will be encouraged to bring their own filled reusable water bottles each day.
- Drinking Water Facilities: Schools will identify the locations of fixtures to be used for refilling water bottles.
- If building has been unoccupied the water system must be flushed
- Social distancing rules will be reinforced by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible
- Principals will communicate procedures in each school to minimize congregation in bathrooms

Ventilation

Describe how ventilation will be maintained or enhanced. Consider the following items:

- Regularly scheduled interval changes will be maintained.
- Maintain adequate, code required ventilation (natural or mechanical) as designed.
- Univents – maintained annually – summer cleaning will be performed to check belts, oil the bearings, and replace the filters.
- Occupants may open windows to the comfort of the room, but are reminded that univents are designed to bring in fresh air.
- Responsible Parties should increase ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols, particularly for younger students.
- Proper filtration requirements, MERV-8 standards will be maintained.

3. 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 may be eaten in the cafeteria or in alternate areas, such as individual classrooms, to provide adequate space to maintain social distancing between students while waiting to pick up meals and while eating. Meal periods will be staggered to minimize the number of students

eating at one time. Students will be allowed to remove face coverings when eating as long as they remain seated with appropriate social distancing.

Students will be required [encouraged?] to wash their hands prior to the beginning of the meal service and after they have finished eating. The sharing of food and beverages will be prohibited. Signage informing students about proper hand hygiene and the prohibition of food/beverage sharing will be posted in each eating area.

Meals will be served in sealed containers, with utensils and the meal components to meet nutritional and portion-size guidelines established by the Child Nutrition Program packaged together in each container. Components that do not fit in the container (e.g. milk) will be provided separately with each student's meal. A report of food allergies will be provided to the staff member supervising each location where students will be eating meals.

Desktops and tabletops will be cleaned and disinfected after each meal period.

Meals offsite/remote

Meals will be available for students that are learning remotely. These meals may be provided to onsite students to be taken home for the following remote learning day(s) or may be available at a pickup location to be announced.

The district will directly contact families of students who qualify for free or reduced-price lunches to provide them with information about meal availability during remote/offsite learning.

4. Transportation

The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students must maintain social distancing, to the extent practicable, and wear acceptable face coverings when boarding and exiting buses. Arrival and dismissal patterns at each school building will be reconfigured to minimize the number of students entering or exiting through each door of the building, to the greatest extent possible.

Students will be required to wear face coverings at all times while on the bus, including when seated. However, students whose physical or mental health would be impaired may not be required to wear a face covering but must be appropriately socially-distanced at all times. Seating patterns on the bus will be arranged to maintain adequate social distancing, with the exception of members of the same household who may be seated within 6 feet of each other.

Wheelchair placement on school buses will be configured to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided for students whose Individualized Education Plans require placement in schools outside of the district if those schools are holding in-person sessions. Transportation to nonpublic, parochial, private and charter schools will be provided in accordance with education law and district policies.

All students are entitled to transportation by the district to the extent required by law and district policies, but families are encouraged to drive or walk students to school to reduce density on buses. 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.

All buses that are used every day will be cleaned and disinfected twice a day, once after all morning (AM) runs have been completed and once at the end of the day. High contact spots will be wiped down between the secondary and elementary runs in the morning (AM) and afternoon (PM).

School buses shall not be equipped with hand sanitizer due to its combustible composition. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses. Hand sanitizer will be available in the school buildings for students to use when arriving at school.

Windows and roof hatches on school buses will be kept open slightly when temperatures are above 45 degrees Fahrenheit to provide air flow.

School Bus Staff

Transportation staff (school bus drivers, monitors, attendants, supervisors, dispatchers, mechanics and cleaners) will be required to perform a self-health assessment for symptoms of COVID-19 before arriving at work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer as per the reporting policies and seek medical attention.

School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield while on duty. Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Transportation staff will be trained and provided periodic refreshers on the proper use of personal protective equipment, hand hygiene, respiratory hygiene and the signs and symptoms of COVID-19.

Personal Protective Equipment such as masks and gloves will be available on buses as well as at the transportation department facility. Hand sanitizer will be available at the transportation department facility, but will not be allowed on school buses.

School bus routes will be reviewed and reconfigured to reduce density on the buses to the greatest extent possible with existing staff and equipment.

For more information about training protocol for students and staff and how transportation information will be communicated, visit the Communication/Family and Community Engagement section of our reopening plan.

5. School Operations

a. School Schedules

The Johnstown School District will provide a hybrid model of instruction for all students K-12. Any changes to the instructional schedule will be shared with all stakeholders.

- Equity and access is a priority for all students.
- School schedules will be shared on the district website and Parent Square.
- Staggered special times to ensure proper cleaning and limit hallway congestion.
- Class schedules will accommodate social distancing guidelines.
- Cohorts will be created to accommodate social distancing guidelines.
- When possible, workforce presence will be reduced.

b. Attendance and Chronic Absenteeism

- The Johnstown School District will assign each homeroom teacher (preK-8) or advisory teacher (9-12) as the daily point of contact for attendance purposes.
- The district is working with SchoolTool to develop reporting practices for daily attendance based on each learning model (in-person, hybrid, and virtual).
- Students preK-12 will be split into two groups and given a flag in the district's Student Management System in order to easily pull reports and identify students scheduled to be in-person and virtual.
- Students in a virtual setting will have scheduled Live virtual meetings through the ZOOM platform and daily attendance will be recorded. All Live virtual meetings will be recorded and shared with students to complete on-demand, if and only if, they were not able to access the live session. Attendance will be recorded once the student has completed viewing the on-demand lesson. This will allow for equity for students and families who may be unable to connect with teachers at a certain time due to, parent/guardian schedule, availability of technology or other barriers.
- During these challenging times, the district will focus training and support to staff on the development of positive school relationships with students who may be disconnected from school. Once contact is made, emphasis will be on addressing the student's or family's barriers to "attendance" or engagement with instruction.
- Student attendance will continue to be required and recorded for all instructional days
- The district will continue to follow all BOE policies and procedures regarding attendance

Arrival/Dismissal

- Schools will establish arrival and dismissal procedures to minimize crowding, including drop-off and pick-up points for walkers and bike riders.
- Dismissal procedures will include transition directives and pathways that limit the mixing of cohorts of students.
- Signage will be provided to remind students and parents of the traffic flow pattern upon entrance and exit of school grounds.
- Students will always be required to wear their face covering during dismissal.
- Dismissal procedures will be staggered to limit congregation.
- Schools will have clear communication plans with families regarding times when supervision is available and when students are permitted on campus.
- Administrators will create site-based protocols for all late arrival and early pickup.
- Parents/guardians picking students up will have to wait in the designated area, with face covering, and students will be escorted to them.
- Tardy students: Parent/legal guardian should walk their student to the front door. Once the main entrance door has been unlocked, the student will gain entry into the building.

Transitions

- Movement in-school will be reduced by keeping students in cohorts as much as possible throughout the day.
- K-6 special area teachers (music, art, physical education, media) may go to the individual classrooms. Physical education and music classes will be outside when possible.
- Bathrooms will be monitored by staff to ensure social distance and cleanliness.
- Students will walk only on the right-hand side of all hallways. Schools will utilize signage on walls to encourage proper movement to limit contact, as well as floor signage to encourage 6-foot distancing where possible.
- School administration will establish one direction hallways (where available) to assist with the flow of student movement. Staff members will monitor hallways and escort class changes when possible to ensure steady flow of students with no congregation in hallways.

Lunches

K-6

- Students will eat lunches in classrooms.
- Lunches will be delivered to students in classrooms.
- Students will have a 20 minute lunch and 20 minute recess during the lunch period.
- Custodial staff and administration will create a schedule to ensure proper sanitation of all areas after each lunch session.
- Students will be reminded that the expectation is to wear a face covering up to the point of beginning their meal and immediately upon finishing the face cover will be put back on.
- Administrators will educate students and post signs on proper entering, exit and disposal of trash procedures.

7-12

- Students will eat lunch in a cafeteria and will be given a 25 minute lunch period.
- Students will be distanced in the lunch line and will not be using a pin pad to complete their lunch transaction.
- Administrators will ensure tables are labeled to identify seating locations.
- Specialized seating for students with health conditions will be a priority
- An alternative location will be identified for students who are unable to eat in the designated eating areas due to medical concerns.
- Lunch will include pre-packaged items that can be picked up quickly to reduce time waiting in line.
- Lunch arrival and dismissal will be staggered whenever possible.
- Administrators and Lunch Monitors will explain to students that they are not to pass or share any items, including food, with other students.
- Custodial staff and administration will create a schedule to ensure proper sanitation of all areas after each lunch session.
- Students will be reminded that the expectation is to wear a face covering up to the point of beginning their meal, and immediately upon finishing the face cover will be put back on.

- Administrators will educate students and post signs on proper entering, exit and disposal of trash procedures.
- Administrators will establish one entrance and one exit for a designated eating area to help control traffic flow and monitor how many people are allowed in each dining area.

c. Extracurricular Activities and Athletics

- Extracurricular activities should be done virtually where feasible. Our district will follow guidance from NYS DOH and the Fulton County Public Health Department.
- If held in person, social distancing guidelines, PPE usage, cleanliness and proper sanitation will occur.
- A review of each extracurricular activity will take place to ensure proper procedures for group size will be followed.

The District will make a determination on all fall sports based on guidance from the NYS Public High School Athletics Association, the Fulton County Public Health Department, and current Executive Order. A communication plan will be developed to ensure that students, staff, families and the community is informed of each decision that is made by the district.

Interscholastic sports are not permitted. Additional information on athletics is forthcoming.

List of sports risks:

Higher Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: Wrestling, football, boys lacrosse, competitive cheer, dance.

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

Examples: Basketball, volleyball*, baseball*, softball*, soccer, gymnastics* (if equipment can't be sufficiently cleaned between competitors), ice hockey, field hockey, tennis*, swimming relays, pole vault*, high jump*, long jump*, girls lacrosse.

*Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants.

Lower Risk: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors.

Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, alpine skiing, sideline cheer, cross country running (with staggered starts)

When assessing the risk of spread, the following will be considered:

- Physical closeness of players, and the length of time that players are close to each other or to staff.

- Sports that require frequent closeness between players may make it more difficult to maintain social distancing, compared to sports where players are not close to each other.
- For close-contact sports (e.g., wrestling, basketball), play may be modified to safely increase distance between players. For example, players and coaches can: focus on individual skill building versus competition; limit the time players spend close to others by playing full contact only in game-time situations; decrease the number of competitions during a season.
- Coaches can also modify practices so players work on individual skills, rather than on competition. Coaches may also put players into small groups (cohorts) that remain together and work through stations, rather than switching groups or mixing groups.
- Amount of necessary touching of shared equipment and gear (e.g., protective gear, balls, bats, racquets, mats, or water bottles).
- Minimize equipment sharing, and clean and disinfect shared equipment between use by different people to reduce the risk of COVID-19 spread.
- Ability to engage in social distancing while not actively engaged in play (e.g., during practice, on the sideline, or in the dugout). During times when players are not actively participating in practice or competition, attention should be given to maintaining social distancing by increasing space between players on the sideline, dugout, or bench. Additionally, coaches can encourage athletes to use downtime for individual skill-building work or cardiovascular conditioning, rather than staying clustered together.
- Size of the team. Sports with a large number of players on a team may increase the likelihood of spread, compared to sports with fewer team members. Consider decreasing team sizes, as feasible.
- Nonessential visitors, spectators, volunteers. Limit any nonessential visitors, spectators, volunteers, and activities involving external groups or organizations.
- Travel outside of the local community. Traveling outside of the local community may increase the chances of exposing players, coaches, and fans to COVID-19, or unknowingly spreading it to others. This is the case particularly if a team from an area with high levels of COVID-19 competes with a team from an area with low levels of the virus.

Facilities Cleaning

- Adequate cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.).
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.
- Weight equipment should be wiped down thoroughly before and after an individual's use of equipment.
- Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment/surfaces.
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered.

- Students must be encouraged to shower and wash their workout clothing immediately upon returning to home.

Social Distancing

- Ensure that for any indoor sport or recreational activity, capacity is limited to no more than 50% of the maximum occupancy for a particular area as set by the certificate of occupancy, inclusive of employees and patrons/players/spectators.
- Ensure a distance of at least six feet is maintained among individuals at all times, whether indoor or outdoor, unless safety or the core activity (e.g. practicing, playing) requires a shorter distance. If a shorter distance is required, individuals must wear acceptable face coverings, unless players are unable to tolerate a face covering for the physical activity (e.g. practicing, playing); provided, however, that coaches, trainers, and other individuals who are not directly engaged in physical activity are required to wear a face covering.
- Reduce bi-directional foot traffic of patrons/players/spectators walking through the space using barriers, tape, or signs with arrows on sidewalks, walking paths, aisles, or hallways.
- Designate separate entrances and exits, to the extent practicable.
- Rearrange waiting areas (e.g. lines, parking areas) to maximize social distance among other patrons/players/spectators and minimize interaction with others in the area.
- Ensure individuals not participating in sports or recreation activities (e.g. coaches, spectators) wear appropriate face coverings when they are within less than six feet of other individuals, unless a physical barrier is present. Additionally, employees must wear face coverings any time they interact with patrons/players/spectators, regardless of physical distance.

For spectators, the following additional safety measures apply:

- For sports events (e.g. games), limit spectators to two spectators per player.
- Ensure spectators maintain six feet of physical distance between individuals and/or family/household units at all times and all spectators must wear face coverings when they are in common areas and situations where six feet of distancing is not able to be maintained, so long as they are over the age of two and medically able to tolerate such covering.
- Facilitate appropriate distancing through the use of markings on the ground or seating areas, and other signage.
- Ensure that, among all spectators, no individual group exceeds the gathering limit that is currently in place for the region.
- Facilitate appropriate gathering size through the use of signage and/or staff to ensure groups are aware of and adhere to guidelines.
- **Social Distancing during contests/events/activities**, including on sidelines/benches
- Appropriate social distancing will need to be maintained on sidelines/bench during contests and events. Consider using tape or paint as a guide for students and coaches.
- **Group people into tiers from essential to non-essential and decide which tiers will be allowed at an event:**
 - Tier 1 (Essential): Athletes, coaches, officials, event staff, medical staff, security
 - Tier 2 (Preferred): Media
 - Tier 3 (Non-essential): Spectators, vendors

- Only Tier 1 and 2 personnel will be allowed to attend events until state/local health departments lift restrictions on mass gatherings.

Further NYSPHSAA Officers’ decision includes:

- There are currently no off-season workouts occurring until further guidance.
- Delay Fall sports start date until Monday, September 21st (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

d. CTE

Administrators from BOCES are working to develop a schedule to accommodate students attending their CTE Program. Currently, students have the opportunity to attend their program on a regular schedule where juniors will attend in the morning and seniors will attend in the afternoon on a daily basis.

For information about how school schedule information will be communicated to students, families and staff members, visit the Communication/Family and Community Engagement section of our reopening plan

6. Social Emotional Well-Being

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. The district has made available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instructions. This has done this by:

- Regular and ongoing meetings and conversations will occur among faculty and staff about at-risk students to determine supports and strategies
- SEL will be the focus of the first two weeks of school re-opening to ensure relationship building and support for students and families
- School will ensure that all students and families have a point of contact via outreach from a staff member’s regular communication and check in
- SEL Team in each building will include administrators, school counselors, school psychologists, social worker, nurse, and teachers
- Family survey will be conducted to determine SEL needs of students and families upon school reopening
- Child Study Teams will provide tiered supports for SEL

- Counseling plans will be reviewed for updates needed as appropriate
- Counseling will be provided to students by qualified school personnel as identified by need, or in a crisis/as needed situation
- School will work in conjunction with community partners to provide support for students, families, and staff (Family Counseling Center, St. Marys, Catholic Charities, etc)
- School will continue to work with students and families with SEL curricular programs and strategies such as PAX, Restorative Practices and modified community circles as practical
- Staff will be provided with opportunities to discuss and share experiences with peers through structured faculty meetings, grade level/department meetings, mentorship discussions, conversations with colleagues and administration, etc. Topics will include a variety of culturally, socially, and economically responsive issues
- Faculty and staff will be provided opportunities to provide feedback on support needed through discussions, meetings, and surveys given

Peer Mentoring:

- Students from grades 10, 11, and 12 can mentor students from grades 7, 8, and 9.
- Committees of student mentors would then connect with mentees each month virtually to continue to provide mentees support throughout the school year.
- If the school buildings reopen, then traditional face to face mentoring sessions, including community circles and other activities, can resume.

The district has established an advisory council that involves shared decision-making and is comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers. The advisory council will inform the comprehensive developmental school counseling program plan. This program plan has been reviewed and updated to meet current needs.

The district addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff. This is addressed by:

- Professional development will continue to be provided staff and faculty about trauma, ACES, and SEL
- Resources, links and articles are distributed and posted for professional reference
- Meetings of school committees and teams are focused on the individual learner
- Teacher Assistants are utilized to ensure regular, direct contact is made through personal calls to each family

Peer Mentoring:

- Staff training from the Boomerang Project in August, and then training for the student mentors.
- Student mentors could provide a virtual school orientation during the first / second weeks of school.

7. Instruction

a. Technology and Connectivity

Contemporary learning demands student access to relevant technologies. The Greater Johnstown School District is committed to providing a technology device for each student, and ensuring internet access.

The district surveyed families prior to the end of the 2019-2020 school year to determine the level of access to a device at home each student has and the access to high speed internet.

As a result of the survey and the needs of our students, all students enrolled in Johnstown School District Pre-K-12 will receive a school issued device to use at-home and during in person learning. Students will use their assigned device and there will be no sharing of technology devices. If a student forgets their device and needs it to complete work on an in-person learning day, loaner devices will be available with sanitization protocols in place. Students who require access to the internet will be assigned a hotspot to use while at home.

Information Technology (IT) Support:

A resource library will be available for parents and students to access online, to assist them with common processes and troubleshooting.

Staff and students will receive technology support by submitting tickets into an online system, or calling a phone number.

Training and professional development will be provided to all students, families and staff on the use of district-provided devices, learning management systems, and instructional software. Training will be available in live virtual meetings, pre-recorded training modules, and in person when appropriate.

The school and district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models.

In the case that a student is unable to join live virtual instruction due to extenuating circumstances, the teacher will provide recorded, on-demand content to the students who cannot be present during the live meeting. However, all students will be provided with a device, and students who do not have access to sufficient Internet will be provided with wireless hotspots. Additionally, students and staff will be provided wireless access from each school parking lot.

b. Teaching and Learning

The district's school calendar typically includes two 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.

These days will also be utilized for student orientation. This time will allow small groups of students to meet with their new teacher and begin to establish the relationship necessary for a successful school year. All devices will be distributed at this time.

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, self-contained special education students and English language learners, students who did not engage in remote learning during the spring of 2020.

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 [HFM BOCES CTE](#).

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 learning environments/elementary classrooms.

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.

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 five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

Pre-K - 6 Hybrid Model:

- Students will be broken into two groups: Purple Group and Gold Group. If the district is to switch between hybrid and virtual learning, the groups will remain the same throughout both models.
- Hybrid students will attend school online during regular school hours 3 days per week and In Person 2 days per week following their regular school schedule (Example schedule below)
- Purple Group: Virtual - Tuesday/Wednesday/Friday and in person - Monday/Thursday or
- Gold Group: Virtual -Monday/Wednesday/ Thursday In-person -Tuesday/Friday and follow a standard school schedule.

Note: additional small groups or additional help may be scheduled Wednesdays to support student learning

	Monday	Tuesday	Wednesday	Thursday	Friday
In Person Learning	Purple Group	Gold Group		Purple Group	Gold Group
Virtual Learning	Gold Group	Purple Group	Purple/Gold Group	Gold Group	Purple Group

Siblings will be assigned to the same groups

Virtual Hybrid schedules will include the following:

- 15 minute Homeroom Check-in with in person and virtual students from specific teacher’s class.
- ELA on-demand lesson/activity assigned by classroom teacher in Learning Management System
- Math on-demand lesson/activity assigned by classroom teacher in Learning Management
- Science/Social Studies on-demand lesson/activity assigned by classroom teacher in Learning Management
- “What I Need” (WIN), small group AIS and/or enrichment provided in a live virtual instruction format via web conferencing
- Small group virtual support or office hours provided by a grade level teacher and/or teaching assistant
- Every Wednesday, there will be a building-wide morning meeting for students to attend virtually. These meetings will be recorded for viewing at a later time.
- In person instruction will follow a typical classroom schedule with instruction in ELA, Math, Science, Social Studies, Specials (Art, Music, PE), and Social Emotional Learning (SEL).
- Teacher-designed lessons will be delivered through Google Classroom (grades 3-12) or SeeSaw (grades PreK -2)
- AIS instruction will be provided via live virtual sessions at individual scheduled times. Lessons will be recorded to accommodate families who are unable to attend.
- District Devices will be provided to every student who is enrolled in Pre-K-12
- Internet hotspots will be provided to students who do not have Internet access
- Standards have been prioritized for in person and distance learning instruction to support students as they enter the next grade or course level
- High-quality curriculum and learning experiences are being designed that can be implemented in both the in person and distance learning model
- All content is aligned to New York State Standards and the scope and sequence will be adjusted on an ongoing basis and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards

- Support Services (ie. Counseling, AIS, OT/PT, Speech, etc.) will be provided as prescribed by the student’s Individualized Education Plan (IEP), either virtually or in person
- Social/Emotional/Mental Health Supports will be provided to students as needed virtually or in person
- Support Services (ie. Counseling, AIS, OT/PT, Speech, etc.) will be provided as prescribed by the student’s Individualized Education Plan (IEP) virtually or in person

Pre-K - 6 Virtual Model:

- PreKindergarten - 5th Grade Students will be broken into two groups: Purple Group and Gold Group. If the district is to switch between hybrid and virtual learning, the groups will remain the same throughout both models.
- Students in 6th Grade will have individual schedules to follow.
- Students will attend school online in a Live Virtual Learning format 4 days per week for ELA, Math, “What I Need” (WIN) AIS and/or Enrichment, and Specials following their virtual school schedule. Live learning will be recorded, so that students who are unable to attend the live session will be able to attend the on-demand lesson at an alternate time.
- Additional mini lessons in ELA and Math will be available on Wednesdays for on-demand learning.
- Science and Social Studies will be integrated into ELA and Math instruction and also provided three days per week in on-demand learning lessons and activities.
- Social and Emotional Learning (SEL) will be provided daily through a combination of Live virtual lessons and On-demand lessons.
- Teachers will also have a block of time to offer 1-1 or small group instruction based on students needs.
- Virtual offices hours will be held daily by homeroom teachers, service providers and support staff.

A sample student schedule is shown below for one group of students (M, T, TH, F):

- Homeroom Check-in
- ELA - Live Instruction (30-45 mins)
- Special - Live (30 mins)
- AIS/WIN - Live (20 mins)
- Math - Live (30-45 mins)
- SEL - On-Demand/Live (30 mins)
- Science/Social Studies - On-Demand (30 mins)
- Virtual Office Hours - Live (1 hour, optional for students)
- A sample student schedule is shown below for all students on Wednesday:
- Homeroom Check-in - Live (15 mins)
- Building-Wide Morning Meeting - Live (30-45 mins)
- ELA - On-demand (30 mins)
- Special - On-demand (30 mins)
- AIS/WIN - Live (20 mins)
- Math - On-demand (30 mins)

- SEL - On-Demand/Live (30 mins)
- Science/Social Studies - On-Demand (30 mins)
- Virtual Office Hours - Live (1 hour, optional for students)
- Teacher-designed lessons, supplemental resources, and independent practice are delivered through Google Classroom (3-6) and SeeSaw (PreK -2)
- AIS instruction will be provided via live virtual learning sessions at individually scheduled times. Lessons will be recorded to accommodate families who are unable to watch “live.”
- Students will complete a minimum of 30 minutes of iReady in each of the subject areas Reading and Math. Lessons will either be teacher assigned or the student’s individual learning path as determined by the iReady Diagnostics.
- District Devices will be provided to every student who is enrolled in Pre-K-12
- Internet hotspots will be provided to students who do not have Internet access
- Standards have been prioritized for distance learning instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in a distance learning model
- All content is aligned to New York State Standards and will be adjusted on an ongoing basis and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards
- Support Services (ie. Counseling, AIS, OT/PT, Speech, etc.) will be provided as prescribed by the student’s Individualized Education Plan (IEP) virtually
- Social/Emotional/Mental Health Supports will be provided to students as needed virtually

7-12 Hybrid Model:

- Students will be broken into two groups: Purple Group and Gold Group. Students will maintain their enrollment status at their designated school.
- Hybrid students will attend school online during regular school hours 3 days per week and In-Person 2 days per week following their regular school schedule (Example schedule below)
- **Purple Group:** Virtual -/Tuesday/Wednesday/ Friday In-person Monday/Thursday and follow a standard school schedule.
- **Gold Group:** Virtual - Monday/Wednesday/Thursday and in person Tuesday/Friday and follow a standard school schedule.

Note: additional small groups or additional help may be scheduled Mondays to support student learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person	Purple Group	Gold Group		Purple Group	Gold Group
Virtual	Gold Group	Purple Group	Purple/Gold	Gold Group	Purple Group

Siblings will be assigned to the same groups. During their In Person Learning Days, students will follow a regular bell schedule.

Daily Schedule

Period 1-	7:45-8:33	
Period 2-	8:36-9:16	
Period 3-	9:19-9:59	
Period 4-	10:02-10:42	
		LUNCH
		Purple-10:45-11:10 (9th-12th)
		Gold- 11:28-11:53 (9th-12th)
		White- 12:11-12:36 (7th & 8th grade)
 <i>Period 5a-</i>	 <i>10:45-11:25</i>	
Period 5b-	11:13-11:53	
 <i>Period 6a-</i>	 <i>11:28-12:08</i>	
Period 6b-	11:56-12:36	
 Period 7-	 12:39-1:19	
Period 8-	1:22-2:02	
Enrichment-	2:05-2:30	

- Teachers will teach two full lessons to in-person students weekly and provide three lessons/activities for students to view/complete in an on-demand format on the district LMS platform during virtual learning days.
- Physical Education and Science Lab teachers will teach one full lesson to in-person students weekly and provide one lesson/activity for students to view/complete in an on-demand format on the district LMS platform during virtual learning days.
- Teacher-designed lessons are delivered through the districts LMS platform Google Classroom
- District Devices will be provided to every student who is enrolled in 7-12
- Internet hotspots will be provided to students who do not have Internet access
- Standards have been prioritized for in person and distance learning instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in both the in person and distance learning model
- All content is aligned to New York State Standards and the scope and sequence has will be adjusted on an on-going basis and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards

- Support Services (ie. Counseling, AIS, OT/PT, Speech, etc.) will be provided as prescribed by the student’s Individualized Education Plan (IEP), either virtually or in person
- Social/Emotional/Mental Health Supports will be provided to students as needed virtually or in person

7-12 Virtual Model:

The Virtual Learning Model will provide students with 2 “Live” lessons and 3 “On-Demand” lessons per each full credit course, through Google Classroom, each week using the following guidelines. Students will maintain their enrollment status at their designated school.

Students will be expected to attend “live” classes from the hours of 8:30 am - 12:20 pm on Mondays, Tuesdays, Thursdays and Fridays online via the Zoom Platform.

<u>Mondays & Thursdays</u>	<u>Tuesdays & Fridays</u>
Period 1- 8:30-9:20	Period 5a&b - 8:30-9:20
Period 2 - 9:30-10:20	Period 6a&b- 9:30-10:20
Period 3 - 10:30-11:20	Period 7- 10:30-11:20
Period 4 - 11:30-12:20	Period 8- 11:30-12:20

- The schedule has been modified to allow students to attend periods 1-4 on Monday/ Thursday and periods 5-8 on Tuesday/Friday; class periods will be extended to a 50 minute time frame.
- 10-minute breaks have been built into the schedule to provide breaks for the students.
- Wednesday would be used as a student support day. Teachers would be available by appointment to meet with students on an as needed basis and will have regularly scheduled office hours.
- To accommodate day 1 and day 2 course offerings, Monday/Thursday will be a day 1 and Tuesday/Friday will be a day 2
- On Monday/Wednesday/Thursday, teachers will provide students in their period 5-8 classes a mini lesson (a minimum of 15 minutes but no more than 30 minutes) for students to view in an “On-Demand” Learning format. On Tuesday/Wednesday/Friday, teachers will provide students in their period 1-4 classes a mini lesson (a minimum of 15 minutes but no more than 30 minutes) for students to view in an “On-Demand” Learning format. These lessons will be recorded and posted on Google Classroom.
- On Wednesday of each week, students will be provided with an online learning activity that will support their social and emotional well-being.

	Monday	Tuesday	Wednesday	Thursday	Friday
“Live” Virtual Learning	Periods 1-4 Day 1	Periods 5-8 Day 1	None	Periods 1-4 Day 2	Periods 5-8 Day 2

On-Demand Learning	Periods 5-8 Day 1	Periods 1-4 Day 1	Periods 1-8 SEL	Periods 5-8 Day 2	Periods 1-4 Day 2
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- Teachers will teach 2 full lessons 50 minutes in length in a “Live” virtual learning format. Teachers will also record three mini lessons (a minimum of 15 minutes but no more than 30 minutes) for students to view on Google Classroom in an “On-Demand” Learning format.
- District Devices will be provided to every student who is enrolled in 7-12
- Internet hotspots will be provided to students who do not have Internet access
- Standards have been prioritized for in person and distance learning instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in a distance learning model
- All content is aligned to New York State Standards and will be adjusted on an ongoing basis and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards
- Support Services (ie. Counseling, AIS, OT/PT, Speech, etc.) will be provided as prescribed by the student’s Individualized Education Plan (IEP) virtually
- Social/Emotional/Mental Health Supports will be provided to students as needed virtually

c. Special Education

Our district will provide training, resources and tools to support IEP teams in determining the needed services. For families choosing virtual learning, the IEP team will meet to ensure that the district’s online program is individualized for each student in the virtual learning environment. Special education and related services as identified in the IEP during virtual learning may be provided in a variety of ways including the use of telephone calls, instructional support materials, internet based or virtual lessons and/or virtual therapies, and other available distance-based learning approaches.

Our district will take the following actions to ensure the needs of students are addressed:

- Teachers and administrators will review students’ baseline and benchmark data in order to determine present level and learning gaps.
- Educators will review student’s progression toward IEP goals and objectives.
- Goals will be updated and amended by committee if needed
- Determine any need for additional supports or services to remediate gaps
- Ensure delivery of services and supports through extended learning opportunities as necessary.
- Provide progress monitoring assessments which may be conducted utilizing diagnostic assessments and curriculum-based measures.
- Schedule and hold all meetings and complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
- Provide ongoing communication and collaboration with parents, families, and community partners.
- Hold IEP team meetings, including parents and all appropriate IEP team members to conduct annual reviews, revisions and eligibility staffing. These may take place utilizing Zoom or telephone conference calls. Teams may meet in-person if CDC guidelines allow.

Special Education Instruction and Services:

- Students in self-contained classes at GJSD will attend in-person classes 4 days a week (T-F) and virtually 1 day a week (Monday).
- Grade 3-6 15:1 ELA instruction will need to be provided per grade level instead of vertically to maintain cohorts
- Students with Disabilities who participate in less restrictive programming such as integrated co-teaching, consultant teacher services, and a period of the special class will follow the same hybrid model as their general education peers, supported by their special education teacher/case manager daily.
- During Wednesday's/full remote instruction days there will be a strong emphasis on scaffolded instruction, as well as guided practice, in the use of instructional technology to effectively support students' ability to transition between in-person and remote learning environments.
- Individualized determinations will be made through the CPSE/CSE committees whether and to what extent compensatory services are to be provided for any student with a disability who may have experienced a loss of skill(s) despite best intentions, efforts, and creative solutions when providing educational programs and services during the previous school closure.
- Students will be socially distanced to the greatest extent possible. When it is not possible to socially distance, students should engage in more frequent hand washing and wear masks/face covering.
- Related services (speech therapy, occupational therapy, physical therapy, school counseling) will be scheduled and prioritized on students in person-days. Individual scheduling and planning will occur in accordance with each child's individualized education plan.
 - Can be provided via teletherapy when unable to provide in person
 - Should be provided in the classroom to prohibit movement whenever possible
- When providing services outside the classroom due to confidentiality (counseling etc.), students will transition using marked hallway pathways to avoid passing other groups
- Utilize available areas for large space and ventilation (gym, music room, art room, etc.)
*coordinate with Principals
- When social distancing is not possible, utilize masks and sneeze guards (testing situations, etc.)
- Ensure appropriate cleaning between groups of students utilizing shared spaces
- When providing services in a small group, groups should contain students within the same cohort
- Refrain from sharing equipment to the maximum extent possible. Equipment must be cleaned between students following the proper cleaning protocol.
- Service Providers and Special Education Providers moving among student groups will utilize best practices with hand washing and other best practices and protocols

Personal Protective Equipment

- Understanding that there may be students, due to the nature of their disabilities, who will not be able to wear a mask/face covering, staff in those cases may wear a mask and face shield. Therapists, teachers and other staff working with students who are Deaf/Hard of Hearing, will need to wear a shield and not a mask to ensure proper communication. Shields will also be used by Speech and Language Therapists when providing speech therapy.
- Staff will utilize repeated social stories, modeling, and demonstration focused on developing an understanding of social distancing and safety protocols. Visuals will be provided to staff upon return to school and will be included in instruction.
- Visuals will be provided for lining up, washing hands, and wearing a mask/face covering. These routines will be practiced during the school day.

Equipment and Material Cleaning

Where possible, students should have individual sensory items and classroom tools (e.g. pencils, crayons, etc.) These items should be in separate containers. If items or equipment must be shared, cleaning of equipment must occur between students. Time for cleaning must be planned for between activities.

d. Bilingual Education and World Languages

If the District is able to reopen using in-person or hybrid instruction the ELL identification process will be completed 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.

- Required instructional units of study to all ELLs will be provided based on the ELLs most recently measured English Language Proficiency level during in-person or hybrid instruction.
- If the district is open in a hybrid model, ELLs at the English Proficiency Levels of Entering, Emerging, or Transitioning will be prioritized to attend in person four days per week (M, T, Th, F). This will support ELLs who had difficulty connecting with staff during the Spring 2020 closure and ensure their Units of Study will be met.
- ELLs at the Expanding or Commanding English Proficiency Levels will have the option to follow their cohorts in the hybrid model addressed above or attend in person for the four days per week (M, T, Th, F).
- All district communications will be translated in the ELLs home language and shared with families in their preferred method of communication and accessible in our district communication platform and website.
- District ENL providers will support family and community engagement for all ELLs and will provide support with communication to families.

8. Staff

a. Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.

b. 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.

9. Communication/Family and Community Engagement

To help inform our reopening plan, the 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 online surveys, virtual meetings and one-on-one conversations.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.johnstownschoools.org, and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage and each school's web page. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the district website.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, families, visitors and education partners and vendors. The district will use its existing communication channels – including ParentSquare notification system and district web site– 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. Families of ENL students will be provided a copy in their written home language.

The district is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. The district will rely on ParentSquare communications in the form of emails, text messaging, phone calls, and Facebook links - to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. Additionally, signage on school property will be updated as needed, press releases and media notification will be made according to the communications procedures. The information that we will share will be based on state guidance and that of the Fulton County Public Health Department.

In support of remote learning, the district will make computer devices available to students and teachers who need them. Families will be surveyed to determine whether a device, connectivity or both may be required, and distribution will occur during the opening days of school. The district will provide

students and their families with multiple ways to contact schools and teachers during remote learning, including through email and communication through ParentSquare.

The district will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible. A summary of the plan will be mailed to families and posted on ParentSquare. All school schedules will be posted on the website. If this schedule change occurs, a robo call will be made to check the website.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. Families will be given the contact information for their student's case worker and the phone contacts for each school and the special education office.

In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. Each student has an assigned staff member, who will act as a family liaison and regular family contact.

The district is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover:

- Hand hygiene: Age appropriate videos will be sent and posted. Colored gel to check for clean hands will be used for our youngest students (Pleasant Avenue). All students will be provided training on their first day of in-person instruction. Signs posted in bathrooms will serve as reinforcement of proper procedures.
- Proper face covering procedures (how to wear and remove): Age-appropriate videos will be sent and posted. All students will be provided training on their first day of in-person instruction. Signs will be posted throughout the school.
- Social distancing: Age-appropriate videos will be sent and posted. All students will be provided training on their first day of in-person instruction. Signs will be posted throughout the school.
- Respiratory hygiene Age-appropriate videos will be sent and posted. All students will be provided training on their first day of in-person instruction. Signs will be posted throughout the school.
- Identifying symptoms: CDC posters will be posted, and information will be sent with opening packets and through ParentSquare. The home checks will be performed through ParentSquare, which will contain information and guidance. The district will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:
 - Proper use of personal protective equipment (PPE)
 - Acceptable face coverings and requirements related to their wear
 - Hand washing
 - Adherence to social distancing instructions
 - Symptoms/prevention of COVID-19

In addition to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and DOH guidance regarding the use of PPE through additional means such as our district website.

The district is committed to creating a learning environment that protects student and staff health, safety and privacy. Our district will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health & Safety section of our reopening plan.

In the event that a student or staff member is sick, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health department. The district will not notify the wider community unless specifically directed to do so by local health officials.

School Closures

The district is preparing for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases. Determinations will be based upon current Executive Orders of the NYS Governor, the New York State Department of Health, and the Fulton County Public Health Department.

The conditions that may warrant reducing in-person education or closing the school, in consultation with state and local health departments, and plan for an orderly closure; such conditions may include:

- Schools will close if the regional infection rate rises over 9% after Aug. 1.
- Schools will close if the 7-day rolling average of the infection rate is above 9%.
- Schools in regions in Phase 4 can reopen if the daily infection rate remains below 5 percent using a 14-day average, unless otherwise directed from the Fulton County Public Health Department.
- If the infection rate rises about 9%, schools must wait until the 14-day average is below 5%
- Once schools open at Phase IV below 5% for a 14-day rolling average, schools can remain open even if the rate continues to rise about 5% until it reaches 9% for the 7-day average.
- School will be notified by Laurel Headwell, Executive Director of the Fulton County Public Health Department on the situation.
- School administrators will consider closing school if absentee rates impact the ability of the school to operate safely.
- Schools may choose to modify operations prior to closing to help mitigate a rise in cases. If infection rates are rising above 5%; consider modifying school operations for medically vulnerable students and staff if they are participating in in-person activities.
- Schools should consult their medical director and/or the local department of health when making such decisions.

The district may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The district will consult Dr. Sunkara and the Fulton County Public Health Department when making such decisions.

School building administrators will communicate with each other regularly and, if needed, will consider closing school if absentee rates impact the ability of the school to operate safely. If one building is to be closed, then the district will go into remote learning until such time that operations can safely resume.

The HFM BOCES District Superintendent, Dr. Ziskin, will be notified upon closure and subsequent opening. Established school closing routines will be enacted, including the notification of families through robo calls and the notification of radio and television media:

FOR SCHOOL EMERGENCY CLOSINGS/DELAYS

School Website: www.johnstownschoools.org
Facebook: greater-johnstown-school-district-ny
Twitter: Johnstown Schools NY @johnstownSD
School Messaging System: ParentSquare App

RADIO STATIONS:

WENT 1340 AM and 105.1 FM
WIZR 930 AM and 102.9 FM (Northville 104.3 FM)
WCSS 1490 AM and 106.9 FM
WBUG 99.7 FM and 101.1 FM
WVTL 1570 AM
WFLY 92.3 FM
WGNA 107.7 FM
WYJB (B95) 95.5 FM
WRVE (the River) 99.5 FM
WGY 810 AM and 103.1 FM
WSKS (Kiss FM) 97.9 FM and 105.5 FM

TELEVISION STATIONS:

WRGB Channel 6 (CBS)
WTEN Channel 10 (ABC)
WNYT Channel 13 (NBC)
WCWN Channel 15
WXXA Channel 23 (Fox)
Spectrum Local News

HFM regional transportation will be notified in advance of any closure or schedule alteration, and schools will call child care providers and contacts as per established closure procedures.

Key References

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

Additional References

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

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

- *A link to the public website where each school plan has been publicly posted*
- *A set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance*

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion [Department of Health survey that includes a link to the publicly posted plan on the district/school website.](#)