

The background of the cover is a photograph of a large, classical-style school building. It features several tall, fluted columns supporting a pediment. The building is made of light-colored stone or concrete. To the right, there is a large, leafy green tree. In the foreground, there is a paved sidewalk and a small bench. A dark blue rectangular box is centered over the image, containing the title and subtitle in white text.

TUCKAHOE REOPENS

REOPENING GUIDE
PART I

Preparing Every Student for Excellence

Revised August 28, 2020

The Tuckahoe Union-Free School District

BEDS Code	School Name	Grades
660302030001	William E. Cottle Elementary School	K-5
660302030003	Tuckahoe Middle School	6-8
660302030002	Tuckahoe High School	9-12

Dr. Amy Goodman
Superintendent of Schools

Lee Lew
Assistant Superintendent for
Business

Christopher Keogh
Director of Curriculum,
Instruction, and Technology

Laurie Bauer
Interim Director of Special
Education

Tuckahoe Middle and High School

Dr. Bart Linehan
Principal

Scott DeBellis
Assistant Principal

Paul Tobin
Assistant Principal

William E. Cottle Elementary School

John Morash
Principal

Peter Kilgallen
Assistant Principal

Tuckahoe Union-Free School District Board of Education 2020-2021

Peter A. Casson
Laura M. Benke
Therese C. Gardere
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Cynthia B. Tait

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INTRODUCTION

Dear Tuckahoe Community,

We recognize the vital role a school plays in a community, and that maximizing in-person instructional time is critical. Our dedicated team of professionals has worked tirelessly to develop plans so that we can prepare for the different scenarios that may present themselves in the wake of the COVID-19 pandemic. The goal is to provide learning situations that mimic, as closely as possible, the brick and mortar experience.

This guide ensures that the Tuckahoe Union-Free School District (TUFSD) will provide a flexible framework through which we can continue to offer continuous, quality instruction as our region, state, and nation grapple with the COVID-19 pandemic. This work has been led by our steering committee of district and building administrators and has been informed by the crucial work of four subcommittees made up of educators, district leaders, parents, and community representatives. Conversations were hosted at Board of Education Meetings and town hall webinars with stakeholders. We have collected feedback through surveys sent to parents and teachers. This plan represents the perspectives of a diverse pool of voices.

On Monday, July 13, Gov. Andrew Cuomo announced that school districts in New York can follow with plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region. Determinations regarding opening and closing schools will be made regionally. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools could hold in-person instruction. However, if daily infection rates exceed 9% over a seven-day average, schools in that region may not reopen.

We have prepared a reopening plan that addresses three possible learning models for the school year: in-person learning with new safety requirements, a hybrid of in-person and remote learning, and remote learning. All three of our plans ensure continuity of learning throughout the school year, even if circumstances change. As of the writing of this plan, we are balancing the need for students to be in school while taking conservative safety precautions. This plan will be reviewed, at a minimum, every 30 days.

With all this in mind, **we are planning for the hybrid scenario in September**, although this document explains all three possible models. We plan to open as safely as possible and to meet the developmental and academic needs of our students. Although we understand that we are not going

back to the way things were, we are moving forward with a safe way of schooling. It is our hope that we can eventually invite all students back to campus as the year progresses.

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 in 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 Tuckahoe Union Free School District (TUFSD) has a responsibility to proactively plan for the varying and unknown impact of the virus for the foreseeable future.

We share the goal of many who want to see our students returned safely to their classrooms, working in close collaboration with each other and with our talented team of educators. However, conditions require we be prepared to move among three different scenarios this year, and these scenarios are detailed comprehensively in the plans that follow. As always, we appreciate the support and flexibility of our community, as we work to protect the health and safety of our students, staff, and greater community.

Sincerely,

Dr. Amy Goodman

REOPENING PRINCIPLES

We will protect the health and safety of students, staff, and the greater TUFSD community.

We will ensure the social, emotional, and mental health of our students and employees.

We will restore in-person learning to the greatest extent possible while adhering to the New York State Department of Health (NYSDOH) and New York State Department of Education (NYSED) requirements.

We will utilize lessons learned through parent and teacher surveys to guide planning for potential future periods of remote learning.

We will promote opportunity and equity for all students and families throughout each potential scenario.

Within prescribed requirements, we will create a reasonable choice for parents regarding their level of comfort and individual circumstances.

COMMUNICATION and FAMILY ENGAGEMENT

As part of its planning for the reopening of schools and the new academic year, the District has developed a plan for communicating all necessary information to District staff, students, parents/guardians, visitors, education partners, and vendors. The District will use its existing communication channels 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. The District's website offers translation services.

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, NYSED, BOCES, employee unions and community groups. The district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors, education partners, and vendors. Our plan for students, parents or legal guardians of students, staff, and visitors includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and has worked with a committee on determining the most effective means of communications with the school community. The District will rely on outgoing Blackboard emails, texts, phone messages, the District's website, and social media to communicate news, requirements, and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face masks/coverings and proper hand and respiratory hygiene, schedule changes, and closure information. The information that we will share will be based on State guidance and recommendations from the district's reopening steering committee and subcommittees. The District will follow its existing engagement and communication protocols with parents/guardians regarding the provision of special education services for their child.

The TUFSD has created and will continually update a page dedicated to the District's reopening. The page will house all information and updates related to COVID-19, including our school reopening plans, communications and presentations, school closing information, links to NYSED, NYSDOH, and CDC guidance, health and hygiene information, and other resources for students, parents/guardians, faculty and staff, and the broader community. The existence and address of this page will be communicated to parents, students, faculty/staff via Blackboard Connect and to the broader community via local news media outlets.

Among these means for communication are the following vehicles:

Text and Email Groups	Blackboard Connect Please reach out to our district clerk if you are not receiving messages via email or text.
District Webpage	https://www.tuckahoeschools.org/
Twitter	https://twitter.com/tuckahoeufsd
Facebook	https://www.facebook.com/TuckahoeUFSD

Upon returning to school, whether through remote instruction or in-person instruction, faculty will train all students to follow new COVID-19 protocols safely and correctly, including hand hygiene, proper face covering wearing, social distancing, respiratory hygiene, and others. All students, faculty, staff, and families are encouraged to adhere to CDC and DOH guidance regarding the use of acceptable face coverings when a social distance cannot be maintained. Signs will be placed throughout the school to reinforce the culture of health messaging.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use varied communication channels – including our email blasts through Blackboard Connect, text alerts, social media, and our webpage – 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.

Specific engagement efforts over the past few weeks have included online surveys, virtual forums/meetings, and one-on-one conversations. Written plans are accessible to those with visual and/or hearing impairments. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines. Recognizing and valuing the diversity of our district, the TUFSD will provide communications in the language(s) spoken at home among families and throughout the school community. The plan can also be translated into other languages, via the G-Translate feature available on the District website. Languages available are: Spanish, Arabic, Chinese (Simplified), Chinese (Traditional), French, German, Italian, Japanese, Korean, Portugese, and Russian.

The District will continue to provide parents/guardians of students who receive special education services communication in their preferred language and mode of communication in order to have meaningful engagement. This includes but is not limited to translators, closed captions and/or sign language, as appropriate.

The purpose of our communication efforts is to establish and reinforce a culture of health, safety, and shared responsibility. Over the past few months, it has become clear that in order to ensure the safety of our community, we must all do our part. In these uncertain times, we want to partner with families to create consistent messaging and assurances for our children. We ask for your support in communicating the following:

- Reinforcing our messages and protocols at home
- Helping children to come to terms with a new normal, which may involve a curtailment of some of the freedoms they have previously enjoyed
- Respecting boundaries of others
- Being flexible in the face of new procedures including face coverings
- Preserving what makes the TUFSD special

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.

This plan was developed through engagement with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, and



community-based groups) in developing their reopening plan and identify those that participated in the reopening plan. The committees are listed in the appendix.

Town Halls, Webinars, and Meetings

Administrators hosted Tuckahoe Reopens webinars throughout the past few weeks. All of the webinars were extremely well-attended. The plan was explained in detail, and every question was answered. The webinars were held at different times of the day and night to ensure that we met the schedules of our parent groups, and could be accessed via computer or telephone. Dates of our series of Tuckahoe Reopens webinars for our community include:

- All Parents K-12: Tuesday, July 14 at 1:00 PM
- All Parents K-12: Wednesday, July 15 at 7:00 PM
- All Parents K-12: Thursday, July 16 at 10:00 PM
- Parents of Incoming Kindergarten Students: July 27 at 10:00 AM
- All Parents K-12: Friday, July 31 at 1:00 PM
- All Parents K-12, Friday, July 31 at 6:00 PM
- All Parents, K-12, Thursday, August 20, at 6:00 PM
- All Parents, K-12, Friday, August 21, at 11:00 AM

First meetings of our subcommittees were conducted on the following dates:

- Health and Wellness Subcommittee: Tuesday, July 21 at 4:00 PM
- Teaching and Learning Subcommittee: Wednesday, July 22 at 4:00 PM
- Communications Subcommittee: Thursday, July 23 at 4:00 PM
- Operations and Safety Subcommittee: Friday, July 24 at 4:00 PM

Meetings with Faculty and Staff occurred on the following dates:

- Faculty and Staff Friday, July 17 at 1:30 PM
- Faculty and Staff Thursday, July 30 at 1:30 PM
- Ongoing meetings at the building level

Presentations to the Board of Education occurred on the following dates and times:

- Tuesday, July 7 at 7:00 PM
- Wednesday, August 13 at 7:00 PM

- Monday, August 24, at 7:00 PM

Communication between Families and the District

Parents should contact their child's teacher if they have questions specific to a lesson or assignment or to discuss their child's progress. Teachers will continue to use email, their usual mode of communication with parents.

If there are concerns or questions about the health and safety plans, please contact our district's COVID-19 Safety Coordinator, Dr. Amy Goodman.

Dr. Amy Goodman, COVID-19 Safety Coordinator

GoodmanA@TuckahoeSchools.org

Parents should contact their child's school principal if they have questions specific to a specific school. This can include questions about the schedule, grading, and daily procedures. Principals will continue to use email for communication.

Dr. Bart Linehan, Principal Tuckahoe Middle and High School	LinehanB@tuckahoeschools.org
Mr. John Morash, Principal William E. Cottle Elementary School	MorashJ@tuckahoeschools.org

For questions regarding special education, please reach out to our interim Director of Special Education, Ms. Laurie Bauer.

Laurie Bauer, Interim Director of Special Education

BauerL@TuckahoeSchools.org

For questions regarding technology, curriculum, and instruction, please reach out to our Director of Curriculum, Instruction, and Technology, Mr. Christopher Keogh:

Christopher Keogh, Director of Curriculum, Instruction, and Technology

KeoghC@TuckahoeSchools.org

For questions related to health, please contact our school nurses, who can be contacted via email at the addresses below:

Ms. Fiona Higgins	HigginsF@TuckahoeSchools.org
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William E. Cottle Elementary School	
Mr. Linda Poulos Tuckahoe Middle and High School	PoulosL@TuckahoeSchools.org

Communication Regarding Cases of COVID-19

The district is committed to creating a learning environment that protects student and staff health, safety, and privacy. The 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 and Safety section of our reopening plan

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the State's contact tracing protocols as implemented by the Westchester County Department of Health. The district will not notify the wider community unless specifically directed to do so by the Westchester County Department of Health. For more information, see the Health and Safety section of our reopening plan.

Communication Regarding School Closures/Operations Modification

The district is preparing for situations in which one or more school buildings need to close due to a significant number of students, faculty, or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases. The district will collaborate with the Westchester County Department of Health to determine parameters, conditions or metrics, such as increased absenteeism or increased illness, that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

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 its school physician and school nurses in coordination with the Westchester County Department of Health when making such determinations.

The district will execute an orderly closure, including phasing of school buildings and involvement of key personnel. The district recognizes the need to communicate with each of the district's audiences about closures. Closing communications will be sent to parents/guardians and relevant community members via Blackboard email, phone, and text messaging. Closing communications will be sent to faculty and staff via email, phone, and text messaging. Closing messages will also be posted to the homepage of the district's website.

The District will communicate with stakeholders before, during, and in the event of a modification of operations or a closure utilizing multiple channels of communication, including:

- Blackboard Connect Mass Notification system
- Website dedicated COVID-19 section
- Outreach to local media outlets
- TUFSD Cable Channel
- Social Media Facebook and Twitter

HEALTH and SAFETY

The Tuckahoe Union Free School District (TUFSD) is focused on preventive actions. We will utilize social distancing, manage and isolate ill persons until they can be sent home, instruct students and staff in proper hand and respiratory hygiene, require wearing appropriate face coverings, and develop cleaning and disinfection procedures for the school in accordance with the NYS and our local Department of Health (DOH) guidance. The health and safety of the TUFSD community is a priority.

As per the NYSED Guidance for re-opening schools, the District shall continually monitor safe building capacity, the amount of available PPE, the local hospital capacity, availability of safe transportation, and NYS mandates, and consult with the Westchester Department of Health. This will assist the District in making determinations about in-person instruction, a hybrid model, or the need for 100% remote instruction. We will continue to work closely with our local department of health to ensure our region is prepared for the resumption of in-person instruction.

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 \(NYSED\)](#).

This plan was developed through engagement with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans. As previously mentioned, our communication plan for students, parents/guardians, staff, and visitors include applicable instructions, training, signage, and a consistent means to provide individuals with information. More on this can be found in the COMMUNICATIONS section of this document.

Our school nurses, in consultation with our school physician and under the leadership of the School Building Administrators, will instruct staff to observe for signs of illness in students and staff. All symptomatic persons are required to be sent to the school nurse. Teachers and staff will be trained, in coordination with our school health offices, to observe for signs of illness in students and staff. Symptomatic persons will be sent to the school health office. Ill students and staff will be assessed by the school nurse (registered professional nurse, RN) under the guidance of our school physician and if a school nurse is not available, ill students and staff will be sent home for follow-up with a healthcare provider.

Screening

The TUFSD will implement mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus. Under the advisement of the NYSED, temperatures will be taken at home, prior to departing to school and before entering any school facility. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home. Parents and guardians are advised to observe and screen for signs of illness in your child that may require them staying home from school.

TUFSD will use daily screening questionnaires for faculty and staff reporting to school; and use a daily questionnaire for students. TUFSD are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared). Questionnaires will inquire whether individual has:

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 14 days;
- experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days;
- and/or traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Screening data will be reviewed on entrance to the bus or school building. Faculty and students will hand in a daily form. Any student or staff who may be symptomatic or who may have been exposed to the virus will not be permitted on site, and will be contacted by the school health office for additional follow up. Students who arrive at school, or respond affirmatively to a questionnaire prompt upon arriving at school, will be sent directly to a dedicated isolation area where students are supervised prior to being picked up. The TUFSD will be implementing health screening practices for unscheduled visitors (e.g., members of the public allowed to use school grounds), guests, contractors, and vendors to the school. Visitors, guests, contractors, and vendors will be required to complete the questionnaire and have their temperature taken. The district will provide health and safety reminders through districtwide communication and messaging.

Please note that the manifestation of COVID-19 in children, although similar, isn't always the same as that for adults. Children may be less likely to present with fever as an initial symptom, and may only have gastrointestinal tract symptoms, which will be taken into consideration during the screening process. Schools will remind parents/guardians that students may not attend school if they have had a temperature of greater than 100.0°F at any time in the past 14 days, even if a fever-reducing medication was administered and the student no longer has a fever. TUFSD students and staff will be required after international travel or travel within certain states with widespread community transmission of COVID-19, pursuant to current CDC and DOH guidance, as well as Executive Order 205.

Signage

The TUFSD will post signs throughout the school and will regularly share similar messages with the school community, consistent with DOH COVID-19 signage regarding public health protections against COVID-19. The TUFSD will use customized and age-appropriate signage consistent with the Department of Health's signage. Signage will be used to remind individuals to:

- Stay Home If Sick
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distancing distance from others or in accordance with any stricter policy implemented by the school and to properly store and when necessary, discard PPE
- Adhere To Social Distancing Instructions
- Report Symptoms of , exposure to, COVID-19, to your health provider and your administrator.
- Follow Hand Hygiene, and cleaning and disinfection guidelines
- Follow Respiratory Hygiene And Cough Etiquette

High Risk Individuals

Employees or students who are medically vulnerable or in high risk groups, as defined by NYSDOH, or live with family members who are medically vulnerable or in high risk groups may need additional accommodations to ensure social distancing. The TUFSD will consider how school staff can honor social distancing recommendations, yet meet unique medical, personal, or support needs. Each medically vulnerable individual will have a unique plan to best meet the individual's needs at school while protecting their health and safety.

Areas to consider include:

- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to an individual's medical or personal needs.
- Build in flexibilities to keep individuals connected and included in the class and school community regardless of how much physical time they are able to attend school.
- Determine any special or unique needs for individuals with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - Daily health screening and/or temperature checks.
 - Restroom use as well as diapering and toileting
 - Paths of travel
 - Use of campuses for recess or recreational activities

Face Coverings

Universal face coverings in schools is critical in keeping students, teachers, and staff safe. Face coverings are required at all times, except for meals and instruction with appropriate social distancing. This includes common areas, such as entrances/exits, lobbies, and when traveling around the school. Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.

Schools will address developmental appropriateness, feasibility, and ability to implement such policy in a safe, consistent manner. Students who are unable to medically tolerate a face covering, including students where such covering would impair their health are not subject to the required use of a face covering, and special accommodations would be made.

The TUFSD will permit face covering breaks for students when they can maintain social distance. The TUFSD will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will be extended to contractors and vendors. The TUFSD will share information with staff, students, and families on the proper use, wearing, removal, and cleaning of cloth face coverings and face shields.

Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose.

Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and will not be used.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus. Students will be allowed to remove face coverings during meals and for short breaks so long as they maintain appropriate social distance. Face coverings are required when travelling 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. Alternative PPE will be provided for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy).

The TUFSD recognizes that 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

Additionally, cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards will continue to be used, in accordance with OSHA guidelines.

The TUFSD will allow students, faculty, and staff to use their own acceptable face coverings, but cannot require faculty, staff, to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (e.g., surgical masks, N-95 respirators, face shields), as long as they adhere to the minimum standards of protection for the

specific activity. The TUFSD will have an adequate supply of face coverings, masks, and other required PPE on hand should faculty or staff need a replacement, or a student be in need.

The TUFSD requests that students bring their own face coverings. Face coverings should be cleaned or replaced after use and must not be shared. If students do not have a face covering the district will provide one. Please consult CDC guidance for additional information on cloth face coverings and other types of PPE, as well as instructions on use and cleaning.

Overview of the COVID-19 Response Process

As more cases of Novel Coronavirus (COVID-19) are identified or suspected across New York State, and individuals are required or recommended for mandatory or precautionary quarantine, it is important that there is a common understanding of the risk to contacts of contacts of a suspected or confirmed case.

In the event a case of COVID-19 is discovered in our school community, the superintendent will institute an immediate closing. The school district will immediately close for two days to allow for our facilities team to engage in cleaning and for our health team to engage in contact tracing with the Westchester Department of Health. Instruction and learning will shift to a fully remote model.

The nurse will coordinate with the local department of health on rapid testing, and will also provide information on the testing locations to staff/students experiencing COVID-19 symptoms, or who have been exposed to an staff/student who has COVID-19. Additional testing resources include:

- The NY State COVID-19 Hotline at (888) 364-3065 to make an appointment at the drive-through COVID-19 testing center at Glen Island in New Rochelle, or at walk through testing sites in Mount Vernon and Yonkers . You can also use the New York State Online Screening Tool to share your symptoms and pre-register for testing.
- Call (914) 202-4530 to make an appointment at the COVID-19 drive through testing site at Westchester Medical Center in Valhalla.
- CVS Pharmacies are offering drive up testing at select locations. Visit the CVS COVID-19 Testing webpage for more information.

Contact Tracing

Contact tracing is the process of identifying, notifying, and monitoring anyone who came in close contact with an individual who tested positive for COVID-19 while they were infectious. The district will immediately contact the Westchester County Department of Health (WCDOH). While WCDOH has the primary responsibility for contact tracing, effective contact tracing is a joint

collaborative effort. The district will assist by providing staff and student lists and schedules and other information to identify exposed individuals and help arrange for testing. Contact tracers will tell potentially infected persons that they were exposed; they will not disclose the identity of the person to whom they were exposed.

Individuals who are exposed to someone with COVID-19 will be required to quarantine for 14 days from the day they were last exposed. (Please note that a negative test does not release an individual from quarantine.) An isolating or quarantined person will need access to a private room and a private bathroom. Individuals will also need access to food, medications and other essential items that will allow them to remain in quarantine. People who need assistance during quarantine or isolation can call the WCDOH at (866) 588-0195.

Testing should be conducted approximately 5 days after exposure. Exposed individuals must remain on quarantine until being tested and must immediately return to quarantine following such testing. If a person tests positive, they will be placed in isolation (for a period determined by the WCDOH). Even if the test is negative, the individual must continue to quarantine for the full 14 days.

The district will work with the WCDOH during all aspects of case identification as it pertains to the school district. This information includes the list of close contacts, schedules, and special events. Attendance Records will be used for the two days prior to onset of symptoms or date of testing for asymptomatic persons. Our district contract tracing coordinators will work in conjunction with our building principals, and are indicated below:

Mr. Paul Tobin District Contact Tracing Coordinator	TobinP@TuckahoeSchools.org
Ms. Fiona Higgins Elementary School Contact Tracing Coordinator	HigginsF@TuckahoeSchools.org
Mr. Linda Poulos Secondary School Contact Tracing Coordinator	PoulosL@TuckahoeSchools.org

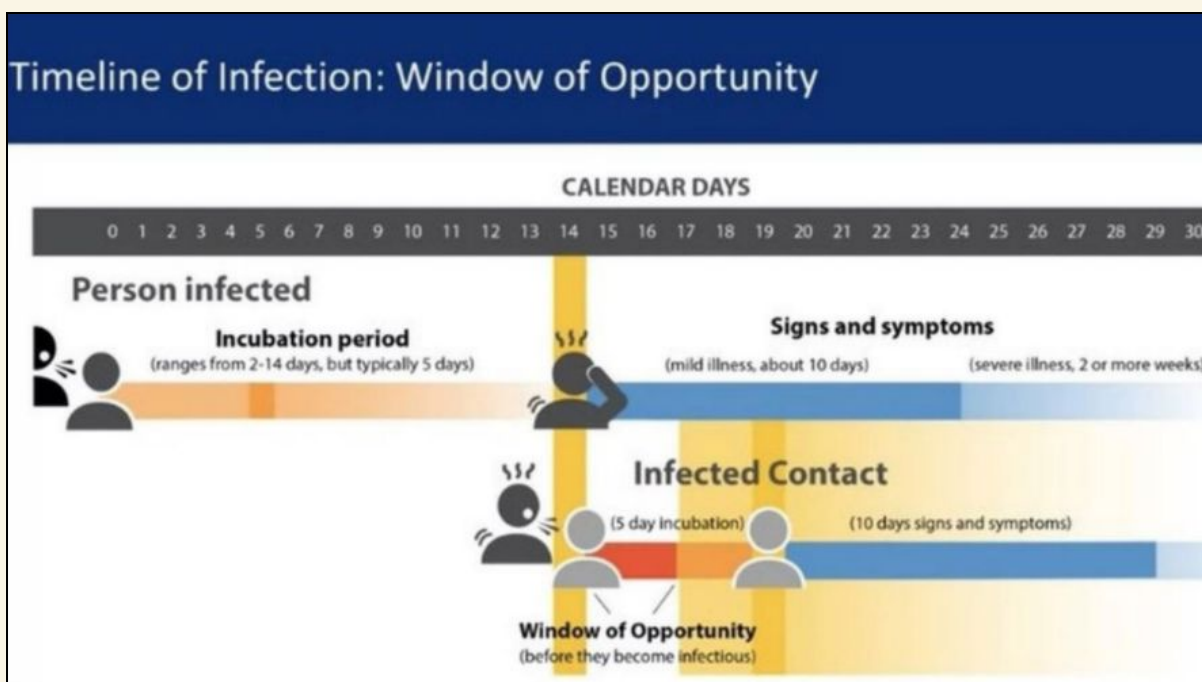
Quarantine

In returning to school, there are questions about who may be required to quarantine in the case of a confirmed diagnosis of COVID-19. We will illustrate an example below:

Person A is diagnosed with laboratory-confirmed COVID-19. If **Person B** had contact with **Person A**, close (defined as “being within 6 ft of a person displaying symptoms of COVID-19 or someone who has tested positive of COVID-19”) or proximate (defined as “being in the same enclosed

environment such as a classroom, office, or gatherings but greater than 6 ft from a person displaying symptoms of COVID-19 or someone who has tested positive for COVID-19”), **Person B** would be subject to mandatory quarantine, if close contact. If proximate contact, the WCDOH will determine whether or not quarantine is necessary.

Any individual (**Person C**) who is a contact of **Person B** (e.g. spouse, children, co- workers, etc.) is considered a “contact of a contact.” **Person C** is not yet considered at risk for infection and would not be subject to quarantine, unless **Person B** had or developed symptoms, or tested positive for the virus causing COVID-19.



Close and Proximate Contacts

Unless siblings reside in separate households, siblings must be placed on quarantine which would mean that the sibling would not attend school during the required period for quarantine. If a student or staff tests positive, their household members will likely be considered close contacts and will need to quarantine. Students or staff testing positive will require isolation for a minimum of 10 days.

If someone has to quarantine and has a family member in isolation, determining quarantine periods will vary depending on the particular situation. The specifics will be determined in conversation with the WCDOH case investigators and contact tracers. Example scenarios provided by the WCDOH are presented below:

Scenario 1: Close contact with someone who has COVID-19—will not have further close contact

I had close contact with someone who has COVID-19 and will not have further contact or interactions with the person while they are sick (e.g., co-worker, neighbor, or friend).

Your last day of quarantine is 14 days from the date you had close contact.

Date of last close contact with person who has COVID-19 + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 2: Close contact with someone who has COVID-19—live with the person but can avoid further close contact

I live with someone who has COVID-19 (e.g., roommate, partner, family member), and that person has isolated by staying in a separate bedroom. I have had no close contact with the person since they isolated.

Your last day of quarantine is 14 days from when the person with COVID-19 began home isolation.

Date person with COVID-19 began home isolation + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 3. Under quarantine and had additional close contact with someone who has COVID-19

I live with someone who has COVID-19 and started my 14-day quarantine period because we had close contact. What if I ended up having close contact with the person who is sick during my quarantine? What if another household member gets sick with COVID-19? Do I need to restart my quarantine?

Yes. You will have to restart your quarantine from the last day you had close contact with anyone in your house who has COVID-19. Any time a new household member gets sick with COVID-19 and you had close contact, you will need to restart your quarantine.

Date of additional close contact with person who has COVID-19 + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Scenario 4: Live with someone who has COVID-19 and cannot avoid continued close contact

I live in a household where I cannot avoid close contact with the person who has COVID-19. I am providing direct care to the person who is sick, don't have a separate bedroom to isolate the person who is sick, or live in close quarters where I am unable to keep a physical distance of 6 feet.

You should avoid contact with others outside the home while the person is sick, and quarantine for 14 days after the person who has COVID-19 meets the criteria to end home isolation.

Date the person with COVID-19 ends home isolation + 14 days = end of quarantine



Please note if your quarantine starts at noon on day 1, then it would end at noon on the last day.

Positive Screen Protocols

Prior to Arriving to School

Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing. Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from other students and supervised in a dedicated isolation area until their parent/legal guardian or emergency contact can retrieve them from school. The TUFSD will provide such individuals with information healthcare and testing resources, if applicable. The TUFSD will immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19.

Faculty and staff are required to stay home if they are sick. Parents/guardians are required to observe for signs of illness in their children. Students who exhibit signs of illness (COVID-19 or other) are required to stay home in accordance with guidance from NYSDOH and CDC. Employees shall self-monitor for signs and symptoms of COVID-19 daily.

Again, the school will close for at least two days when notified of a positive COVID-19 case, while contact tracing and testing is performed. The building or district may have to shift to remote instruction for up to 14 days until testing of contacts are complete.

During School Hours

Each school in the district will identify an area to separate anyone who exhibits COVID-19 symptoms during hours of operation, and ensure that children are not left without adult supervision. The health office will have access to the isolation area for suspected sick students until such time as the student can be transported home or to the hospital. Each school has an identified space, visible to the nurse or other staff member, and is at a safe distance from the school community to use as isolation space.

Health officials, staff, and families will be notified of any possible case of COVID-19 while maintaining confidentiality consistent with all applicable federal and state privacy laws. Staff members or children diagnosed with or showing symptoms of COVID-19 will be advised not to return until they have met NYSDOH criteria to discontinue home isolation.

If the employee or student goes to the health office during school hours for any of the above symptoms, and the nurse makes the determination they should be sent home, they will receive instructions to contact their health care provider for assessment and testing. The District will refer to NYSDOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" regarding protocols and policies for individuals seeking to return

after a suspected or confirmed case of COVID-19 or after close or proximate contact with a person with COVID-19.

The district will cooperate with contact tracing efforts, including notification of potential contacts, such as employees or students who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Return to School

As per the requirements of the NYSDOH, a student sent home from school with symptoms of COVID-19 that may be another illness (e.g., strep or flu) can only return to school with a doctor's note clearing the student for return to school, no symptoms, and documentation of a negative COVID-19 test. If a COVID-19 test is not administered, the student remains in home isolation for 14 days from the first day symptoms appeared (the day sent home from school). After 14 days of home isolation, doctor's note, and resolution of symptoms, the student may return to school.

State and local health departments will implement monitoring and movement restrictions of COVID-19 infected or exposed persons, including isolation or quarantine. The TUFSD 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 TUFSD will work closely with the local department of health on suspected and positive COVID-19 cases. Once a student(s) or employee(s) are excluded from the school environment, they may return if they satisfy the recommendations of the CDC and NYSDOH.

The TUFSD will provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces. The TUFSD will follow CDC guidelines on "Cleaning and Disinfecting Your Facility," if someone is suspected or confirmed to have COVID-19:

- Close off areas used by the person who is suspected or confirmed to have COVID-19.
- The TUFSD does not necessarily need to close operations if we can close off the affected areas (e.g., classroom, restroom, hallway), but we will consult with local health departments in development of their protocols.
- Open outside doors and windows to increase air circulation in the area.

- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately clean and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's "Interim Guidance for Public and Private Employees Returning Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.

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

Cohorts

The TUFSD will cohort students to the extent practicable to limit potential exposure. "Cohorts," particularly for younger students, are self-contained, pre-assigned groups of students with reasonable group size limits set forth by the school in their plan. The TUFSD will enact measures to prevent intermingling across cohorts, to the greatest extent possible (e.g., separation by appropriate social distancing, particular if there are multiple cohorts in one area). This includes utilizing a block schedule at the middle and high school levels.

The TUFSD will make reasonable efforts to ensure that cohorts are fixed – meaning contain the same students – for the duration of the COVID-19 public health emergency. Since middle and high school rosters are varied, social distancing will be more difficult. Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

Staff Protocols

Daily Health Screener

All staff must complete a health questionnaire and take their own temperature each day before reporting to work. If you answer yes to any of these questions you may not be in the school building and need to contact your supervisor.

[TUFSD Daily Health Screener](#)

Social Distancing

In most cases, students, employees and others must maintain a social distance of six feet. However, in certain circumstances where respiratory droplets can be expected to travel farther (in classes that require singing, woodwind instruments, or physical education, for example), the distance will be increased to 12 feet.

Face Coverings

All students, employees and adult visitors will be required to wear a cloth face covering over their mouth and nose whenever social distancing cannot be maintained. Face coverings are to be worn by all individuals at all times, with these exceptions: coverings may be removed during meals, instruction, and for short breaks, as long as appropriate social distancing is maintained. Even when face coverings are off, all individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance.

School Safety Drills

The TUFSD will conduct evacuation drills and lockdown drills as required by education law and regulation and the fire code without exceptions. Schools will 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.

Education Law § 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. When planning drills, consideration will 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.

COVID-19 Safety Coordinator

The District's designated COVID-19 Safety Coordinator is the Superintendent of Schools; however, the health and safety of our students and staff is everyone's responsibility. Any questions or concerns should follow the District's normal chain of command. Students and/or parents should first contact the teacher or building principal; whereas, employees should direct their concerns to the immediate supervisor. The building principals are the designated building-base coordinators for reports of positive cases as well as other building level student and staff issues.

FACILITIES

Creating a safe and welcoming environment for our community requires us to rethink the way we use our facilities. The school district will promote social distancing. Shared equipment, spaces, materials, and surfaces will be cleaned and disinfected throughout the school day. Special attention will be paid to the most highly touched surfaces, such as door handles, light switches, sink handles, and any elevator buttons. In addition to scheduled cleaning by custodial staff, we will provide teachers and classroom staff with disinfectant wipes to disinfect items in their classrooms between uses.

The TUFSD is modifying and reconfiguring spaces and areas, and imposing restrictions on the use of spaces where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced (e.g., side-to-side and when facing one another), and are not sharing workstations, desks, tables, or other shared surfaces without cleaning and disinfection between use. Where feasible, the TUFSD is putting in place measures to reduce foot traffic using tape and signs with arrows in hallways, or spaces throughout the school, and posting signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, classrooms, cafeterias, entrances and exits).

The TUFSD will determine which facilities, grounds, or portions thereof (e.g., libraries, recreational facilities) will be closed to the public (i.e., not students, faculty, or staff) or offer limited, specific hours to members of the general public. Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations. The TUFSD is not having outside groups use our schools at this time. The TUFSD is working with community-based organizations and other operators of alternative spaces.

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.

Meals

The TUFSD will ensure social distancing between individuals while eating in school. Meals may be served in alternate areas (e.g., classrooms, outdoor spaces) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students. Meals in the middle and high school will be in the gym, cafeteria, assigned classrooms, and auditorium as needed to ensure social

distancing. Lunch in the elementary school will be served in the cafeteria, classrooms, and/or outdoor spaces, maintaining social distancing.

Protocols will be developed for student-purchased grab and go meals, sanitizing of tables, monitoring of bathrooms and traffic flow for social distancing and sanitizing procedures. Schools will prohibit sharing of food and beverages (e.g., buffet style meals, snacks). Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Small Spaces

The TUFSD will limit gathering in small spaces (e.g., elevators, supply rooms) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

Faculty and Staff Meetings

Pursuant to the school reopening plan, we are using videoconferencing for faculty and staff meetings and conferences with parents. When videoconferencing or teleconferencing is not preferable or possible, the TUFSD may choose to hold some meetings in open, well-ventilated spaces and ensure that individuals maintain appropriate social distance (e.g., leave space between chairs, have individuals sit in alternating chairs).

Outside Space & Playground

We will follow all NYSDOH guidelines related to social distancing and disinfecting areas and equipment used for physical education, physical activity, and recess. We will stagger recess times for each class/cohort.

School Health Offices

The health offices in our school buildings take on new importance as we navigate this pandemic. The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the health office. If there are several students waiting to see the school nurse, students must wait at least six 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.

Symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is socially distanced.

Meanwhile, there will be additional PPE requirements for school health office staff caring for sick individuals, which must include both standard and transmission-based precautions. When caring for a suspected or confirmed individual with COVID-19, gloves, a gown, and a fit-tested N-95 respirator will be used, if available, as well as eye protection. The TUFSD is considering developing testing systems in school facilities or self-testing systems in collaboration with local health departments or local health care providers, as able.

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).

Ventilation

Efforts will be made to increase outdoor air ventilation, including bringing in more fresh outdoor air. Bringing fresh outdoor air into a room can dilute and/or displace any present airborne virus, which thus reduces the probability that someone breathes enough infectious aerosol to become infected. As an ideal, holding class outdoors provides the freshest air and most effective dilution of any infectious airborne viruses.

The facilities department will ensure ventilation systems operate properly and are being controlled as designed. Circulation of outdoor air will be increased as much as possible through both natural and mechanical means. Established HVAC inspection and maintenance protocols will be followed that will preserve our system's ability to achieve proper ventilation of our buildings.

Common Areas

The TUFSD will take additional measures to prevent congregation in elevator waiting areas and limit density in elevators, limiting to only people with disabilities with permission and plan given by principal. The TUFSD will encourage social distancing by reducing access to, or closing, amenities and communal areas. The TUFSD will make hand sanitizer or disinfecting wipes available near such amenities or areas (e.g., vending machines, copy machines).

The TUFSD will put in place practices for adequate social distancing in small areas, such as restrooms and break rooms, and will develop signage and systems (e.g., flagging when occupied) to restrict

occupancy when social distancing cannot be maintained in such areas. The use of faculty rooms will be restricted with the exception of microwave and refrigerator use.

Movement and Commerce

Student Drop-Off and Pick-Up

The TUFSD will establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.

Deliveries

The TUFSD will establish designated areas for pickups and deliveries, limiting contact to the extent possible.

Faculty/Staff Entrances and Exits

Entrances and exits will be designated for staff and faculty, to reduce crowding near entry points.

Shared Objects

The TUFSD limits the sharing of objects, as well as the touching of shared surfaces, such as conference tables and desks; or require students, faculty, and staff to perform hand hygiene before and after contact. Efforts will be made to disinfect any shared supplies between uses. When possible, students will be provided with their own separate supplies.

When difficult to limit sharing of supplies, schools will provide an adequate supply of disinfectant wipes in classrooms and throughout the school so individuals can disinfect objects before use. Frequent hand-washing or hand sanitizing, including before and after using shared materials, is an important control strategy that will be reinforced when objects and materials will be shared. In addition, teachers can try to select lessons and activities that do not require shared equipment or close contact. When possible, provide each student their own supplies (e.g., art supplies) that they will use for all activities. Tuckahoe schools is moving towards a digital and paperless environment. Limiting use of shared objects (e.g., gym or physical education equipment, art supplies, games) when possible, and cleaning and disinfecting these objects frequently.

Campus Visitors

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is


for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings.

Hygiene, Cleaning and Disinfection

Hygiene

The TUFSD 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. The TUFSD will maintain logs that include the date, time, and scope of cleaning and disinfection. The TUFSD will identify cleaning and disinfection frequency for each facility type and assign responsibility.

New York State (NYS) requires regular cleaning and disinfection at least every day, and more frequent cleaning and disinfection of shared objects (such as tools), frequently touched surfaces, and high transit areas, such as restrooms and common areas. Examples of high-touch surfaces and objects include meeting tables, chair armrests, doorknobs, cabinet pulls, refrigerator door handles, faucets, toilets and light switches. These protocols are based in the New York State Department of Health guidance on cleaning and disinfection. Cleaning and disinfection will be performed with products identified by and registered with the Environmental Protection Agency (EPA) as effective against COVID-19.



COVID-19 Cleaning and Disinfection Log

New York State (NYS) [requires](#) regular cleaning and disinfection at least every day, and more frequent cleaning and disinfection of shared objects (such as tools), frequently touched surfaces, and high transit areas, such as restrooms and common areas.

- Examples of high-touch surfaces and objects include meeting tables, chair armrests, doorknobs, cabinet pulls, refrigerator door handles, faucets, toilets and light switches.
- Please review the New York State Department of Health guidance on cleaning and disinfection.
- Cleaning and disinfection must be performed with products identified by and registered with the Environmental Protection Agency (EPA) as effective against COVID-19.

Date	Time	Type of Cleaning		Staff Responsible for Cleaning	Staff Signature	Notes	Director (Initials)
		Regular Daily Cleaning	High touch surface/ high transit areas				

The TUFSD will train all students, faculty, and staff on proper hand and respiratory hygiene, and will provide information to parents and/or legal guardians on ways to reinforce this at home. The TUFSD must provide and maintain hand hygiene stations around the school, as follows:

- For hand washing: all bathrooms will have 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.
- TUFSD will make hand sanitizer available throughout common areas. It will be placed in convenient locations, such as at building, classroom, and cafeteria entrances and exits. Hand sanitizer dispensers will be installed or available where possible.
- Signage near hand sanitizer stations indicating that visibly soiled hands will be washed with soap and water; hand sanitizer is not effective on visibly soiled hands.
- The director of facilities will not place alcohol-based hand sanitizers that can be flammable in certain areas in school facilities and on school grounds.
- The TUFSD will place receptacles around the school for disposal of soiled items, including paper towels and PPE.
- Along with a focus on increased disinfection protocols, schools will regulate social contact and crowding in bathrooms. Disinfection options might include “virostatic” materials for smooth surface disinfection in bathrooms. Face coverings are important in bathrooms.

Cleaning and Disinfection

The TUFSD will ensure that cleaning and disinfection are the primary responsibility of the school’s custodial staff. However, the TUFSD will provide appropriate cleaning and disinfection supplies to faculty and staff for shared and frequently touched surfaces. Classrooms will have disposable wipes to faculty and staff that commonly used surfaces(e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene.

Hand sanitizer will be available near high-touch surfaces (e.g., trash receptacles, paper towel dispensers). For nutritional and physical health, water fountains will be available, but students, faculty, and staff are encouraged to bring their own water bottles.

The TUFSD will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which will be cleaned and disinfected between each individual's use, if shared. If cohorts are used, cleaning and disinfection may take place between each cohort's use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and will occur at least daily, or more frequently as needed. Please refer to DOH's "Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19" and "Interim Guidance for Cleaning and Disinfection of Primary and Secondary Schools for COVID-19" for detailed instructions on how to clean and disinfect facilities.

The TUFSD will provide regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use. The TUFSD will provide that materials and tools used by employees are regularly cleaned and disinfected using registered disinfectants. Refer to the Department of Environmental Conservation (DEC) list of products registered in New York State and identified by the EPA as effective against COVID-19. If cleaning or disinfection products or the act of cleaning and disinfection causes safety hazards or degrades the material or machinery, the TUFSD must put in place hand hygiene stations between use and/or supply disposable gloves and/or limitations on the number of employees using such machinery.

The TUFSD will ensure distancing rules are adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible.

Code Compliance

The District will ensure:

- All supply/equipment purchases and building alterations will comply with the requirements of the 2020 NYS Uniform Fire Prevention and Building Code and the State Energy Conservation Code. Any changes will be submitted to OFP.
- Compliance with the 2020 Annual Visual Inspection (Building Condition Survey requirement is 2021 for the District).
- Compliance with the Lead-in-Water testing as required by NYS DOH regulations 67-4.
- All alcohol-based hand sanitizers will be installed in accordance with FCNYS 2020 Section 5705.5
- Any installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.
- Any new building construction and temporary quarter project will be submitted to OFP for a full code review.
- Any plans for the temporary or permanent use of Tents must will adhere to the BCNYS

- Any plans to use temporary or permanent tents, any changes to the number of available toilet and sink fixtures, and any purchases of plastic separators will be planned in adherence with BCNYS.
- The existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS
- Each building provides adequate drinking water access.
- We will maintain adequate, code required ventilation (natural or mechanical) as designed.
- Any use of plastic separators will comply with the 2020 BCNYS Section 2606.
- All building project needs will be submitted as “COVID-19 Reopening”

CHILD NUTRITION

Our food service vendor will meet requirements to provide all enrolled students with access to school meals each school day, whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means and in the languages spoken by TUFSD families. Our plan is compliant with Child Nutrition Program requirements, and all applicable health and safety guidelines.

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced. The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

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

The TUFSD Food Service vendor will continue to comply with Child Nutrition Program requirements, including all applicable health and safety guidelines, whether we are serving meals to our children in-person or remotely. This includes providing school breakfast and lunch options to students each day who are enrolled in the School Food Authority (SFA). This includes students while in attendance at school and those learning remotely.

Lunch staff will be monitored on a daily basis by completing the district's daily health assessment and by self-monitoring for any COVID-19 type signs and symptoms. All food service staff will be required to wear face coverings at all times while preparing and serving food. Hand sanitizer will be available outside of each cafeteria and students will be required to use hand sanitizer before entering the serving and/or dining areas and upon leaving. Students will be encouraged to hand wash, or use hand sanitizer, before going to the cafeteria/dining area and upon leaving.

Meals will be provided while maintaining a social distance of six (6) feet between students. Students do not need to wear face coverings once seated and eating as long as they are socially distanced. At all of our TUFSD schools and buildings, meals may be served in alternate areas (e.g. classrooms) and/or meal periods may be staggered to maintain social distancing. Students will be reminded by staff and/or through posting of signage to provide at least six (6) feet of physical distance between students by increasing table spacing, removing tables, marking tables as closed.

Proper cleaning and disinfection will occur in the food service area and cafeteria/dining area between meal periods. Kitchen and serving areas will be cleaned and disinfected on a daily basis. Equipment, including high-touch objects will be disinfected daily or more often given the rate of usage. The District will ensure the following: Gloves, masks, aprons, will be used by food staff.

During a time of hybrid instruction, students on free and reduced lunch or of need, may collect two lunches from our cafeteria on days they are on-site. This will ensure students who require free and reduced lunch still continue to receive these services during this time. Additionally, if we were to go to a virtual setting students who receive free and reduced lunch or students in need, will have it delivered to a site in the community.

TRANSPORTATION

The school bus is an extension of the classroom and services will be provided to students with consistency and equity.. Our bus contractor performs regular school bus disinfection measures and will train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times. Students and staff will be trained regarding the wearing of masks, and both students and drivers will wear masks on the bus. The TUFSD will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools, and those with disabilities as per regulation. All students must wear masks on the school bus.

Parents will be required to complete health screenings of their children, on a daily basis, before coming to the bus stop. Students and parents will be instructed to maintain six (6) foot distancing at bus stops and while loading and unloading to every extent possible. Students and parents will be instructed to wear a face covering when at bus stops. When buses are loading, students will be required to be seated from the rear of the bus forward. Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable. Students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

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

School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield. Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment, the signs and symptoms of COVID-19, and the proper use of social distancing. Transportation staff will be provided Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves. School bus drivers, monitors, attendants and mechanics are required to perform 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.

When possible, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow. Transportation staff is encouraged to wash their hands with soap and water before and after AM and PM runs to keep healthy and prevent the spread of infection. When students embark and disembark the bus, they are required to follow social distancing protocols. This will increase the time required to load and unload buses at schools in the morning and afternoon. As such, arrival and departure periods of time will ensure social distancing. If necessary, contingency plans will be developed that reduce density on buses.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced or accommodated in another transportation mode. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. Students who do not have a mask will not be denied transportation. Face coverings will be provided. Members of the same household may be seated without social distancing from each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of the district whose schools are meeting in in-person sessions. All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools.

Transportation contractors providing transportation services to the district's students will be required to follow all of the same protocols noted in this section.

SOCIAL EMOTIONAL WELL-BEING

The TUFSD will ensure the intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies. This is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, the TUFSD will prioritize social emotional well-being. As we return to schools, it is important we support the social emotional well-being of our student population.

District-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs. Our district has established a committee of families, students, members of the board of education, school district leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and school psychologists, to inform the comprehensive developmental school counseling program plan. This program plan has been reviewed and updated to meet current needs in the face of the pandemic.

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 instruction. These can be accessed directly on our website, and by reaching out to your child's counseling office.

In order to address mental health, behavioral, and emotional support services and programs, resources have been posted to our website at the link below:

COVID-19 Health and Wellness Resources

https://www.tuckahoeschools.org/covid_19_health_wellness_resources

Professional development for faculty and staff will include workshops on how to talk with and support students during and after the ongoing COVID-19 public health emergency. Additionally, the district will provide supports for developing coping and resilience skills for students, faculty, and staff.

The district is incorporating professional learning 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 through our use of the social emotional program, Rethink Ed, as well as with close consultation with our counseling staff. The ReThink Ed Trauma-Sensitive Training Series and curriculum provides educators information to cope with their own emotional needs following a traumatic event and resources to help students cope with traumatic events.

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 concepts such as social distancing, respiratory etiquette, and hand hygiene at developmentally appropriate levels.


SCHOOL SCHEDULES

Below, we describe school schedules planned for implementation at the beginning of the 2020-21 school year and any contingent scheduling models it may consider if the situation warrants. The TUFSD has created a comprehensive schedule that includes in-person instruction, remote instruction, or a hybrid of both in-person and remote. All plans will be posted and clearly communicated, with as much advance notice as possible, to students, families and staff.

The TUFSD is staggering arrival and pick-up times to facilitate proper social distancing, and are not using lockers. Students will be put on and let off the bus to keep socially distance. Each student will get out of the car to provide time to socially distance. However, students will not carry an unreasonable number of books or materials throughout the day.

To adhere to state and local health and safety guidelines and ensure social distancing practices, we have various reopening plans and schedules that alternate students' return to campus. We have collaborated with district stakeholders when considering alternate schedules.

High-Needs Students Students considered high-needs may be prioritized for full-time in-person learning when feasible. For example, if a school is not providing in-person instruction, certain programs and services may be provided in person on a limited basis to high needs students to meet their unique needs for instruction and other supports.

<div><div>TUFSD INSTRUCTIONAL MODELS</div><div></div></div> <div>The TUFSD instructional models are flexible, and it is built around students having continuity of instruction. Whether students are learning in our classroom or remotely from home, our models follow the traditional school day schedule with slight modifications.</div>		
TRADITIONAL (PLAN A)	HYBRID (PLAN B)	REMOTE (PLAN C)
All students on campus Traditional schedule Health and safety protocols	Reduced in-person capacity Lessons delivered synchronously Students at home participate in class through video conference Grades K-3 students attend every day in-person Grades 4-12 attend alternating days MS and HS class periods blocked	Lessons delivered synchronously Students follow daily schedule

Plan A: Traditional (All in-person instruction)

All staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be present and involved in the school environment. In addition, instructional programs, for the most part, will maintain their current integrity. All students follow their regular schedule. Schedules in grades 6-12 will be modified to accommodate double period blocks, so as to reduce the number of cohorts students are exposed to on a given day.

In the traditional model, all students are back on campus. We follow a typical schedule, and continue to uphold health and safety protocols. This model is best suited in the case of low to no spread of COVID-19. The model will follow the same schedule as the Plan B Hybrid model for easy pivoting to this less restrictive model.

Plan B: Hybrid (Half in-person instruction, half remote instruction)

All students will follow their traditional schedule. Students in grades K-3 will be able to attend school in-person for a full-day, while students in grades 4-12 will attend school on an alternating day schedule. This will allow us to reduce capacity and promote social distancing. Students with special needs may be able to attend in-person more frequently. Schedules in grades 6-12 will be modified to accommodate double period blocks, so as to reduce the number of cohorts students are exposed to on a given day.

In this model, for grades 4-12, half the number of students will attend school on-campus, and half the number of students will attend school remotely. Schools will implement mitigation measures of social distancing cleaning and disinfecting, hand hygiene, and use of face coverings. Teachers will address social and emotional learning and mental health needs of students, addressing potential learning loss and preparing, if necessary, for any necessary pivots to the other models. Upon reopening, the number of students in each of our classrooms will be reduced to adhere to NYSDOH guidance regarding proper social distancing. For example, the A Group may attend in-person on Wednesday and Friday. Meanwhile, Group B may attend Tuesday and Thursday.

There will be, on occasion, days based on asynchronous instruction, so that teachers can prepare rigorous and engaging learning experiences for these new models. Additionally, staff can work closely with students who need highly individualized supports or challenges. A schedule of these occasional asynchronous days, along with our schools' hour of operations and letter-day assignments, will be distributed before the beginning of the school year.

Our schools will minimize the movement of students. This may mean 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.

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. In order to limit student exposure to cohorts, the middle and high school will operate on a block schedule.

For the most part, grade lists will be split by last name in elementary school, and by similar courses and last name in the secondary grades. Efforts will be made to have families attend on the same day. Certain groups of students may be prioritized for in-person learning. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

As this plan is developed based on requirements defined by the New York State Education Department and the New York State Department of Health, while incorporating input from members of the TUFSD community, it is believed this is the most equitable solution, while allowing for flexibility in the face of a changing public health situation.

William E. Cottle Elementary School

Grades K-3

Students in Grades K-3 will attend in-person instruction for 5 days a week. For students with health requirements that preclude them from in-person attendance, the hybrid flexible model will be made available so that students at home can participate in class. Students in grades 4 and 5 will attend on an alternating day schedule in smaller cohort groups.

On days when students are not on-site, the hybrid flexible model will be available so that students at home can participate in class. Online learning tools will be promoted for both online and in-person instruction.

Grades 4-5

Students in grades 4-5 will attend school every other day. On the days they are home they will have live synchronous learning with their teachers and peers in school. There will be continuous instruction whether students are home or in-school, they are following their regular daily schedule.

Tuckahoe Middle and High School

Students at the secondary levels will attend school on alternating days. To decrease exposure to cohort groups, instructional periods will be double blocked. This will decrease transitions and movement of students between classrooms. The hybrid flexible model will be used so students can participate from home or in class. The added instructional time will be used to implement rigorous learning activities and ensure safety protocols are met.

Voluntary Virtual Learning Program (100% Remote by Parent Request)

An option for students to not attend in-person is also available. Instead of attending in-person instruction on alternating days, a student would participate exclusively through the virtual option. This is essentially a version of “Plan C” (below).

Registration will be posted to the district website by August 7, with all-call and email blast going out to families. Students must commit to at least one full semester, if they register for this option. Remote students sign into class for full day remote learning.

Plan C: Remote (All remote instruction)

In the instance we need to shift instruction to an entirely virtual setting, classes will be delivered through an online platform using mostly synchronous instruction. Classes will continue as scheduled throughout the day, matching a student’s daily schedule. Asynchronous materials may be used to support student learning and provide reinforcement. Since all students are following their schedule, as described in the hybrid model, instruction can be continuous and can easily return to the hybrid or traditional models once conditions permit.

ATTENDANCE and CHRONIC ABSENTEEISM

Below, we describe our mechanisms to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule. We use **PowerSchool** school management software and **Google Classroom** instructional platforms to collect and report daily teacher student engagement or attendance. While this requirement is straightforward in an in-person setting, procedures have been developed to make daily contact with students in remote or hybrid settings. Assistant principals and counselors will work together to monitor attendance patterns and check on students who are not consistently in class. Teachers will alert counselors and assistant principals regarding concerns they may have related to student engagement. The assistant principal examines daily attendance and works with the counselor as the point of contact to touch base with a specific group of students daily.

The TUFSD is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion. The record of each student's presence, absence, tardiness, and early departure will be kept in a register of attendance in a manner consistent with Commissioner's regulations.

An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the district code for the reason. The district has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards.

A. Excused: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, medical appointments, approved college visits, approved cooperative work programs, military obligations or administratively approved school-sponsored activities or other such extraordinary reasons as approved by the administration.

B. Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

For accountability purposes, chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. The district will implement intervention strategies for students who are at risk of becoming chronically absent.

Attendance data will be reported in the student information reporting system, or SIRS. School policies and procedures will focus on the academic consequences of lost instructional time and will work to

address absences before students fall behind. We will use a variety of creative methods to reach out to students and their families who have not engaged in distance learning including phone calls, home visits while social distancing and wearing masks, and working with our school resource officer.

TECHNOLOGY and CONNECTIVITY

In support of remote learning, the district will make computer devices available to students and teachers who need them. Needs will be assessed through the use of surveys - both paper and digital, administered to both students and staff - about ways to improve our 1:1 device program. This will ensure we have knowledge of the level of access to devices and high-speed internet all students and teachers have in their residence. All students and teachers in the TUFSD are given devices, so as to address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including email, telephone, and virtual learning platforms such as Google Classroom. There will be multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, to account for the diverse needs of our community's families.

Over the summer, our steering committee has engaged in trial runs of these remote models. These have taken place during meetings and lesson simulations. We have identified areas in which teaching through this model poses challenges. These include communicating new concepts through a mask and balancing the delivery of instruction through both an in-person and virtual setting. We have addressed this through the purchase of lapel microphones, and have incorporated the sharing of best practices into our Superintendent's Conference Days. We expect that there will be a learning curve as these new models are implemented throughout the district, and are committed to supporting our teachers in this new endeavor.

Adequate access to a computing device and high-speed broadband is essential for educational equity. The TUFSD will determine the level of access all students and teachers have in their places of residence; to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional model.

All Students are provided a chromebook. To support communication with all parents/guardians, the district will ensure access to hotspot devices for families who qualify. Families who believe they qualify for the hot spots should contact Mr. Christopher Keogh, Director of Curriculum, Instruction and Technology, whose email can be found below:

Christopher Keogh, Director of Curriculum, Instruction, and Technology
KeoghC@TuckahoeSchools.org

The TUFSD will provide instruction on using technology and IT support for students, teachers, and families and will provide professional learning for teachers and leaders on designing effective remote learning experiences. Since all teachers will be teaching all students online, the TUFSD has increased broadband in the district and purchased all teachers microphones. We have also purchased additional tablets for our one-to-one program.

TEACHING and LEARNING

The TUFSD model is flexible, and it is built around students having continuity of instruction. Whether students are learning in our classroom or remotely from home, our flexible models follow the traditional school day schedule with slight modifications. The curriculum is consistent with what you would find in a typical school year, but is being presented in innovative ways to meet the unique times in which we find ourselves. Even though there are three different models, **learning is continuous**.

We are presenting three plans for instructional models. It is important to note that each plan differs in the way instruction is delivered. However, the instruction will remain the same - whether we are learning remotely, on-campus, or a hybrid of the two. Our educational program is aligned to the New York State Learning Standards.

Equity is at the heart of our instructional decisions. Opportunities, aligned with New York State Learning Standards, are being designed so that they are accessible to all students. 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. There will be times for students to interact and seek feedback and support from their teachers. Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

We understand that for this to succeed, all TUFSD students must have access to reliable, high-speed internet at home and a working computer. More information on this can be found in the **Technology and Connectivity** section of this document. Additional information can be provided via email, phone, and can be found on our website. Questions about instruction and/or technology can be referred to teachers, counselors, building leaders, and to Mr. Christopher Keogh, Director of Curriculum, Instruction and Technology, whose email can be found below:

Christopher Keogh, Director of Curriculum, Instruction, and Technology
KeoghC@TuckahoeSchools.org

We are working closely with families to ensure this access. If you are in need of assistance or access, please contact your school.

Our hybrid model is designed so that our teachers can deliver instruction simultaneously in-person and virtually. This requires classrooms be set up for videoconferencing capabilities and for students to have access to a personal device. On a given day, half the students in a class are in-person with the teacher and are maintaining social distancing. This is easier to accomplish due to the reduced capacity. Meanwhile, when the teacher provides live instruction, they do so using their device so that students at home can view the lesson and interact.

Students learning remotely can participate online. The conceptual flexibility of this model enables it to function for students who may not be able to attend class due to illness, quarantine, or isolation. Our model maximizes the opportunity for all students to interact in a face-to-face learning experience under conditions of social distancing, while allowing our schools to have a fluid and dynamic system in place should conditions require a shift to entirely remote instruction.

It is important to note that the goal of this model is to make both the online and in-person experiences equal. Participation in class is necessary regardless of where and how students attend. Class sessions are not meant to be passive observations of a class video stream, but rather to have fully interactive engagements, including Q&A, group work, student practice work and, as appropriate, student presentations. The underlying design ethos behind our model is there is no loss of class time.

William E. Cottle Elementary School

Instruction will follow a traditional elementary school block schedule, and teachers will use an extensive variety of instructional strategies to promote successful learning for all students. Learning tasks and activities will be aligned with the instructional outcomes, and pacing of lessons will provide students the needed time to engage with challenging content and reflect upon their learning. Instruction will be differentiated to meet students' needs, and the inclusion of such programs as *i-Ready*, *STAR* and *Freckle* will provide additional opportunities for individualized support.

In-person and online class time may be used by teachers for introduction to content, direct instruction, guided practice, application of concepts taught, independent or group activities, review/reflection on learning, and assessment. Always providing for proper social distancing, teachers may design lessons for whole class, small group or individual instruction in classrooms or other settings, such as outdoors.

Students will access online courses or digital instructional materials used by teachers, such as Reading Wonders, Pearson EnVision 2.0 and PNW BOCES SS/ELA Curriculum and Foundations. In addition, Zoom or Google Meets video conferencing will be available to teachers for instruction and meetings. Assessment is integrated into instruction, and students and families will be aware of the school's expectations for participation, assessments, and grading. Building level administrators, counselors and office staff will monitor mandatory student attendance for both in-person and virtual learning times.

Tuckahoe Middle and High School

With the block schedule, teachers can employ more varied or innovative instructional techniques. There are fewer interruptions, more attention paid to students, and additional opportunities for one-on-one support and teamwork-based exercises, and other activities that could not be easily completed in 45 minutes.

Despite the limitations of the modality, efforts will be made to decrease lecture time, and increase independent practice and guided inquiry. Teachers will be supported in their efforts to switch up activities after about fifteen or twenty minutes of class time have gone by. Teachers will be supported in rethinking lesson planning and instructional pacing. The 90 minutes of class time may include anticipatory sets, direct instruction, application of new material, group activities, independent work, assessment, and reflection. Additionally, courses may be organized around a workshop or lab-based lesson design. The additional time affords teachers to work with different types of groupings - whole class, small group, and one-on-one. Students at different times of the period can be working independently and collaboratively. There is less of a push to "get something done." Benefits for students include more time for homework completion.

A common technology platform will provide students access to online courses or digital instructional materials. Teachers will generally include software for creating course content, communication tools, assessment tools, and other features for managing the course. Zoom or Google Meets video conferencing will be available to teachers for instruction and meetings. Expectations for participation, assessments, and grading will be made clear and enforced at the school level. Attendance is mandatory for both in-person and virtual settings, and will be monitored by building level administration and counseling offices.

SPECIAL EDUCATION

The TUFSD will provide a Free Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities. We will build off meaningful parental engagement regarding the provision of services to their child; close collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents.

The Committees on Special Education (CSE) and Preschool Special Education (CPSE) develop an individual education plan (IEP) for each student noting student needs, programs, related services, and accommodations. In order to meet the requirements of the IDEA, we will address meaningful parent engagement in the parent's preferred language or mode of communication. We will document the programs and services offered and provided to students with disabilities, as well as communications with parents.

We will ensure collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served. This will ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

Procedures to address the return to school of medically fragile students and students with physical or health impairments may require accommodations and modifications that are noted on the Individual Education Plan. Plans for in-person, hybrid, and remote learning will generally follow previously noted district plans, but individualization of these models of instruction may be necessary to deliver specific programs and services. NYSED guidance in March 2020 indicates that IEPs need not be amended if schools convert to online or virtual learning platforms

The TUFSD will make in-person services a priority for high-needs students with disabilities whenever possible and consider contingency plans developed by the CSE/CPSE to address remote learning needs in the event of intermittent or extended closure. Whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. All students will have access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The TUFSD has prioritized special education students during the spring and has provided in-person support through the Extended School Year program for qualifying students. The TUFSD is committed to providing equity and access for students with disabilities to be involved in, to participate in, and to progress in the general education classroom. This section will further clarify how the provision of Free and Appropriate Education (FAPE) will be provided that is consistent with the changing health and safety conditions that exist. For specific instructional programs, please refer to the Instructional section of the document.

Least Restrictive Environment (LRE)

Students with disabilities will have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their Individual Education Program (IEP) while providing a Free Appropriate Public Education.

IEP Implementation

Until school returns to regular operating conditions, the TUFSD may need to utilize flexibility with respect to the IEP implementation for delivery of services during school closures due to the COVID-19 outbreak. For example, there may be a need for flexibility in specific group size for related services, frequency, duration, and location of related services and special class ratio, etc. In the event that there are needs for flexibility, the Director of Special Education will communicate and collaborate with parents/guardians prior to the start of the program or services being implemented.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. This is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents will be made available to parents as reporting specified in the student's IEP. Progress reports will be mailed home at the required reporting periods, unless we are unable to and then they will be emailed to each of the parents/guardians.

- Teachers and related service providers will be assessing a child's current level of functioning (academic, social/emotional, physical and/or management needs) after a lengthy period away from in-person instruction.

- Individual special education teachers and related services providers will maintain accurate records and documentation for each student on their caseload with the instruction and services that were provided to each student so that it may be communicated to the Committee on Special Education (CSE) for consideration when making any individualized determinations of subsequent student needs, including transition services.
- Special education teachers and related service providers will conduct a variety of assessments (formal and informal) to support the monitoring of student progress. This information will be available to the CSE and parents/guardians, in their preferred language or mode of communication.

Compensatory Services

Due to the school closure, students may have experienced a loss of skills despite best intentions, efforts, and creative solutions when providing educational programs and services. The CPSE/CSE will make individual determinations and document the ongoing provision of compensatory services to individual students upon the reopening of schools, as appropriate. Documentation will then be available to parents/guardians, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

Child Find

As schools reopen, TUFSD will continue with our responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

Referral

Before referring a student for special education, we will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If we suspect a student of having a disability, that student will be referred for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Initial Evaluation/Reevaluation

Special education (CSE) evaluations (i.e., initial and reevaluations) will be conducted in-person within required timelines. In the event that the District has to use the remote plan, the use of technology will be considered to meet timelines for evaluations and reevaluations, when appropriate.

The special education department will review records to determine which students are due for an initial evaluation or reevaluation. For CPSE, parents will work with an evaluation agency to determine if in-person or telehealth evaluations will be used based on a student's individual needs.

Eligibility Determination/Annual Review Meetings

The special education department will continue with the current procedures for CPSE/CSEs to meet as required including to make eligibility determinations following initial evaluations, requested review meetings, re-evaluation review meetings, and/or annual review meetings.

- Full In-Person: For CSE meetings, District participants and students (as appropriate) will meet in a set place and a set time with social distancing and health and safety measures in place. The parents/guardians will participate in the meeting via Zoom. For CPSE meetings, invited District staff will meet physically in a set place and time with social distancing and health and safety measures in place. The parents/guardians and outside agencies will participate in the meetings via Zoom.
- Hybrid Learning Model: For CSE meetings, invited District participants and/or students (as appropriate) will via Zoom.. The parents/guardians will participate in the meeting via Zoom. For CPSE meetings, invited District staff will meet physically via zoom.. The parents/guardians and outside agencies will participate in the meetings via GoogleZoomt.
- Remote Learning: For CPSE/CSE meetings, all meeting participants will meet on a specified date and time via Zoom as the committees cannot meet in person.

Communication/Coordination

There will be clear, ongoing, and shared communication and collaboration as it is critical to ensure equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The TUFSD is committed to collaborate with parents/guardians and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers. Whether special education programs and

services are provided in person, remotely, or through a hybrid model, effective communication between school personnel and parents will include the following:

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

Procedural Safeguards and Prior Written Notice Requirements

The TUFSD will continue to provide the procedural safeguards notice to parents/guardians. Parents/guardians will receive the prior written notice in a reasonable time before a change in the identification, evaluation, educational placement, or provision of FAPE to the student. The procedural safeguard's notice, prior written notice, and CPSE/CSE meeting notices will be provided to the parents/guardians by mail or email in the event that the notice cannot be sent through the mail.

Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and telepractice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need to be made to continue to meet the student's needs while school is closed due to COVID-19, such changes will be made by the CPSE/CSE at a meeting or through a written agreement with the parents/guardians to amend the IEP without a meeting (with the expectation that parents will be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

Partnership and Collaboration to Reflect All Settings Where Students are Served

For special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services will continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable

standards and requirements. Successful and continued partnerships between program providers and school districts will reflect coordinated efforts necessary to best respond to student needs.

Accommodations and Modifications

TUFSD will continue to review the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment. The TUFSD will continue to provide students with disabilities access to supplementary aids and services to meet their unique instructional and social emotional needs.

Technology

In accordance with the technology section of this plan, TUFSD is aware that some students with disabilities may require assistive technology that is used to increase, maintain, or improve their functional capabilities. Consideration will be given to ensure students have access to their working technology and any accompanying programs.

BILINGUAL EDUCATION and WORLD LANGUAGES

Upon reopening in-person or hybrid instruction, the TUFSD will complete the ELL identification process within 30 school days of the start of the school year for all students 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. Identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The TUFSD will provide required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. We will maintain regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

ENL teachers will continue to provide appropriate instruction, including required units of study based on the most recent measure of English language proficiency (i.e., NYSESLAT), and support to all students with English language acquisition needs. For students unable to attend school, the TUFSD will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support.

ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and support to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

Any learning loss experienced by English language learners (ELLs) will be addressed through both their English language development and their mastery of content area knowledge. The school district has purchased a new learning platform called Imagine Learning, designed to promote rigorous and equitable development of language that accelerates learning across all subjects.

TEACHER AND PRINCIPAL EVALUATION SYSTEM

All teachers and principals are evaluated pursuant to our currently approved APPR plan. The measures that are used as part of the implemented teacher and principal evaluation provide useful information to district administrators and the educators that are being evaluated. This also helps to ensure equitable access to effective educators for all students so that they are given the skills to succeed.

The District will continue to provide feedback and support to teachers through the evaluation process that will support them as we transition to distance learning. Both the student performance and observation subcomponents increase the quality of discussions taking place and focus on student growth and learning. TUFSD will continue to provide targeted professional development opportunities and feedback on how to adjust instruction to meet the needs of all students whether in the classroom or the virtual environment.

CERTIFICATION, INCIDENTAL TEACHING, and SUBSTITUTE TEACHING

All TUFSD teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

ADDITIONAL AREAS

After-Care Programs

Currently, before and after-care programs are not permitted in the district. Should the public health situation change, this will be reassessed. Outside programs using district facilities will be required to adhere to guidelines in this document.

Budget and Fiscal Matters

The TUFSD will continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order. Funding priorities will be allocated to support this plan.

Extracurricular Activities and Athletics

The TUFSD will implement policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning disinfection, as well as COVID-19 transmission. Policies should consider how to maintain cohorts. The TUFSD may consider extra-curricular activities that could be continued remotely in the event of a shutdown. As of now there are no sports per NYS guidelines.

Professional Learning

Recognizing the critical role professional learning plays in providing our students with quality learning experiences, the TUFSD is prioritizing professional learning. Among the important issues to be introduced and reinforced through TUFSD-developed professional learning offerings include best practices for hybrid and remote learning, leveraging technology, supporting the social emotional wellness of our students, teaching in a block schedule, and important considerations during the COVID-19 pandemic such as hand hygiene, respiratory etiquette, and contact tracing. Teachers and staff will be trained, in coordination with our school health offices, to observe for signs of illness in students and staff.

The new school calendar will include four staff-only days before students arrive at school. The first day of school for students will be changed to September 8. 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 new procedures and

protocols, social-emotional needs, vertical integration and filling academic gaps, and instructional technology integration.

Throughout the year, there will be days where instruction is delivered asynchronously, permitting teachers to engage in high-quality professional learning opportunities and collaboration.

Student Teaching

Under the encouragement of the New York Board of Regents, we will continue to welcome student teachers and interns into schools and classrooms, whether in person or remote.

APPENDICES

Appendix A: Additional Resources

New York State Department of Health Novel Coronavirus (COVID-19) Website

<https://coronavirus.health.ny.gov/>

New York State Education Department Coronavirus (COVID-19) Website

<http://www.nysed.gov/coronavirus>

Centers for Disease Control and Prevention Coronavirus (COVID-19) Website

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Occupational Safety and Health Administration COVID-19 Website

<https://www.osha.gov/SLTC/covid-19/>

[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)

Appendix B: Reopening Committees

Administrative Steering Committee

The administrative steering committee is a team of district and building administrators who guide overall decision-making about reopening.

Dr. Amy Goodman	Superintendent
Lee Lew	Assistant Superintendent for Business
Christopher Keogh	Director of Curriculum, Instruction, and Technology
Laurie Bauer	Interim Director of Special Education
Dr. Bart Linehan	Principal, Tuckahoe Middle and High School
John Morash	Principal, William E. Cottle Elementary School
Scott DeBellis	Assistant Principal, Tuckahoe Middle and High School
Paul Tobin	Assistant Principal, Tuckahoe Middle and High School
Peter Kilgallen	Assistant Principal, William E. Cottle Elementary School
Martin Danko	Director of Facilities

Communications Subcommittee

The communications subcommittee gathers necessary information and helps coordinate communications between subcommittees and to our school community.

Dr. Amy Goodman	Administrator
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Christopher Keogh	Administrator
John Morash	Administrator
Peter Kilgallen	Administrator
Dr. Bart Linehan	Administrator
Robyn Dunn	Faculty/Staff
Kristen Vincenzi	Faculty/Staff
Laura Benke	Trustee, Board of Education
Susan Miele	PTA/Parent
Peggy Angello	Parent/Guardian
Janine Covello-Good	Parent/Guardian
Toni Haugh	Parent/Guardian
Jessica King	Parent/Guardian
Alison Koutsis	Parent/Guardian
Danielle Iverson	Faculty/Staff
Doreen Pinto	Faculty/Staff

Health and Wellness Subcommittee

The Health and Wellness committee discusses issues related to spread, hygiene, personal protective equipment (PPE), screening and social distancing, and any other safety considerations that may be required in planning for reopening.

Dr. Amy Goodman	Administrator
Christopher Keogh	Administrator
John Morash	Administrator
Peter Kilgallen	Administrator
Scott DeBellis	Administrator
Paul Tobin	Administrator
Laurie Bauer	Administrator
Lee Lew	Administrator
Therese Gardere	Trustee, Board of Education
Dr. Rosemary Calligaris	Pediatrician
Fiona Higgins	Faculty/Staff
Shakkira McKinley	Faculty/Staff
Rebecca Cioffi	Faculty/Staff
Dr. Tom Angello	Parent/Guardian

Dr. Hugo Cocucci	Parent/Guardian
Joyce Arana	Parent/Guardian
John Debitetto	Parent/Guardian
Jeanette Lespearncce	Parent/Guardian
Umeadim Nwamumu	Parent/Guardian
Dr. Domenico Tortorella	Parent/Guardian

Operations and Safety Subcommittee

The Operations and Safety subcommittee supports the instructional plan with facilities, transportation, food service and any other planning considerations that may be required.

Dr. Amy Goodman	Administrator
Christopher Keogh	Administrator
Peter Kilgallen	Administrator
Scott DeBellis	Administrator
Paul Tobin	Administrator
Lee Lew	Administrator
Martin Danko	Administrator
Peter Casson	President, Board of Education

Michelle Nitti	Parent/Guardian
Brendan Schepis	Parent/Guardian
Jennifer Batz	Parent/Guardian

Teaching and Learning Subcommittee

The Teaching and Learning subcommittee is responsible for guiding the models for learning, scheduling, instructional planning, and technology for teaching and learning.

Dr. Amy Goodman	Administrator
Christopher Keogh	Administrator
John Morash	Administrator
Peter Kilgallen	Administrator
Dr. Bart Linehan	Administrator
Cynthia Tait	Trustee, Board of Education
Kaveh Bastani	Parent/Guardian
Abby Benedetti	Parent/Guardian and Faculty/Staff
Melanie Buchanan	Faculty/Staff
Carly Canepara	Faculty/Staff
Jenna Mazillo	Faculty/Staff

Dr. Catherine Gmoser	Faculty/Staff
Jeanine Casara	Faculty/Staff
Chantal Tate-Grande	Parent/Guardian
Jennifer Gherardi	Faculty/Staff
Jessica Bucca-Hughes	Faculty/Staff
Jeanne Whalen	Faculty/Staff
Cheila Mosa	Faculty/Staff

Appendix C: Web Links

District Website:

<https://www.tuckahoeschools.org/>

Reopening Information:

https://www.tuckahoeschools.org/coronavirus_covid19_page

Appendix D: Testing Sites

Testing Sites (As of 08/10/2020)

[Eastchester URGENT CARE](#)

369 White Plains Road, Suite A, Eastchester, NY 10709
(914) 337-8743

[GoHealth Urgent Care Center - New Rochelle](#)

77 Quaker Ridge Rd, Suite 4, New Rochelle, NY 10804
(914) 266-3104

[PM Pediatrics Urgent Care - Yonkers](#)

2290 Central Park Avenue, Yonkers, NY 10710
(914) 337-5437

[CityMD Urgent Care - Yonkers Central Park Avenue](#)

2393 Central Park Ave., Yonkers, NY 10710
(914) 219-0393

[Scarsdale Medical Group](#)

259 Heathcote Road, Scarsdale, NY 10583
(914) 723-8100

[Clark Medical Care](#)

400 Webster Ave 2nd Floor, New Rochelle, NY 10801
(914) 400-1919

[AFC Urgent Care - Mount Vernon](#)

203 Gramatan Ave Suite A, Mount Vernon, NY 10550
(914) 202-4830

[Montefiore New Rochelle Hospital](#)

16 Guion Place, New Rochelle, NY 10802
(888) 364-3065

[PhysicianOne Urgent Care Mamaroneck](#)

1030 West Boston Post Rd, Mamaroneck, NY 10543
(914) 777-2273

[GoHealth Urgent Care Center - Dobbs Ferry](#)

30 Hamilton St, Dobbs Ferry, NY 10522
(914) 202-2944

Appendix E: Sample High School Schedule

Tuckahoe MS/HS Schedule

2020-21

- Four-day Color Cycle
 - Tuesday through Friday - Instruction
 - Mondays
 - Some days PD w/ asynchronous instruction
 - Some days synchronous instruction (Tiger Mondays)
- Seven academic periods
 - Period five/six combined
 - As a result, seven color-coded schedules with rolling periods
 - Orange
 - Blue
 - Pink
 - Yellow
 - Green
 - Red
 - Purple
- Lunch is always half of the third period of that given day (Approximately 11:00 AM)
 - For lunch, MS goes the first 45 minutes then goes to that class for the 2nd half of the block period.
 - HS has class the first half of the block period , then goes to lunch the 2nd half of that block period.

Type of Day	Number
A-Day	83
B-Day	83
Tiger Day	14
Asynchronous Professional Day	14
Orange	24
Blue	24
Pink	24
Yellow	20
Green	20
Red	20
Purple	20

	Monday	Tuesday	Wednesday	Thursday	Friday
Times	09/07	9/8 (A)	9/9 (B)	9/10 (A)	9/11 (B)
Block 1		1	1	5/6	5/6
Block 2		2	2	7	7
Block 3		3	3	8	8
Block 4		4	4	1	1
Times	09/14	9/15 (A)	9/16 (B)	9/17 (A)	9/18 (B)
Block 1	Asynch Prof Day	2	2	7	7
Block 2		3	3	8	8
Block 3		4	4	1	1
Block 4		5/6	5/6	2	2
Times	9/21 (A)	9/22 (A)	9/23 (B)	9/24 (A)	9/25 (B)
Block 1	1	3	3	8	8
Block 2	2	4	4	1	1
Block 3	3	5/6	5/6	2	2
Block 4	4	7	7	3	3
Times	09/28	9/29 (A)	9/30 (B)	10/1 (A)	10/2 (B)
Block 1		4	4	1	1
Block 2		5/6	5/6	2	2
Block 3		7	7	3	3
Block 4		8	8	4	4
Times	10/5 (B)	10/6 (A)	10/7 (B)	10/8 (A)	10/9 (B)
Block 1	1	5/6	5/6	2	2
Block 2	2	7	7	3	3
Block 3	3	8	8	4	4
Block 4	4	1	1	5/6	5/6
Times	10/12	10/13 (A)	10/14 (B)	10/15 (A)	10/16 (B)
Block 1		7	7	3	3
Block 2		8	8	4	4
Block 3		1	1	5/6	5/6
Block 4		2	2	7	7