

SG Health & Safety Protocols and Protocols for Academic & Instructional Procedures

What to do for a Virtual Day - Who Does What

Teachers, TA's, Aides, Monitors, Secretaries, OTPT, Administrators)

New Legislation for Vaccination Time off & Travel (updated 3.15.21)

Covid Attendance Codes (updated 2.8.21)

What Happens if we Have a Case of Covid in Scotia-Glenville

link to
website page
not
found.

School Protocols and Activities

Protocols for Health, Safety & Transportation Services

Mask Safety Video

Handwashing Video (Grades K-5)

Handwashing Video (Grades 6-12)

Protocols & Procedures: Academic & Instructional

Health Office Visit Protocols

Health Office Protocols During Covid

Requirements to Return to School - link File has been deleted-

Virtual Day



School is open virtually.
Campus is closed

All staff and students follow a typical school day schedule.

Staff	What to do on a virtual day
Teachers (SPED, Special Area, Classroom, Reading, ENL) Guidance Counselors, Nurse, Social Workers, Speech and Psychologists	Work virtually
Teacher Assistant	Work virtually, if you aren't attached to class(es) the building administration will assign you a task that can be completed from home. Expectation is you will check email in the morning for an assignment. Assignments will be in line with contractual assignments/duties
Aides	Classroom, shared and supplemental assistance Aides work virtually. Aides who can't work virtually will stay at home and will be paid.
Monitors	Stay at home, will be paid
Administrators	Work virtually
Secretaries	Work virtually
Contract OT/PT	Work virtually

*Anyone who does not have a device at home can sign one out from the main office at the end of the day to take home and return it when they return to work.

*Hotspot if you don't have internet at home you can sign a hotspot out from the district office.
Call Service Desk. 518-631-3530

*Typical protocol to be followed for sick or personal day or any other type of day.

*If you are asked to make phone calls - press *67 before dialing the number. This will block your phone number.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: SCHOOL PROTOCOLS AND ACTIVITIES

PROTOCOLS AND PROCEDURES ARE SUBJECT TO CHANGE BASED UPON GUIDANCE FROM THE NYS DOH, CDC, OR SED.

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SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: SCHOOL PROTOCOLS AND ACTIVITIES

Chromebooks and Hotspots

- Create a process for staff and families to request a chromebook, such as Google Survey
- Distribute chromebooks to teachers and students who need them before the start of school and to families as soon as possible.
- Depending on the number of requests, a priority list is necessary- virtual learners, secondary hybrid learners, teachers/staff.
- Chromebooks distribution before school starts, we recommend the use of the HS as a central location and the front loop to distribute the computers. (Chromebook distribution once school has started should be at home building)
- Everyone will need to complete an information form and sign off on delivery of specific device
- Hot spots provided to the best of our ability
- Maintain a detailed spreadsheet of the data.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: SCHOOL PROTOCOLS AND ACTIVITIES

Cleaning Shared Instruments

- Each student should have their own Instrument and accessories; the exception is with the large instruments that are not easily carried back and forth from home to school, such as a bass or timpani.
- When using mallets, students should use gloves or the mallets should be wiped down between uses.
- Bass students will have their own bow and the teacher will wipe down the bass.
- Teachers will review and reinforce the instrument cleaning procedures for each instrument.
- Teachers should wear gloves when tuning a student instrument.

Cleaning Shared Physical Education Equipment

- **Inside Activities:** will not use equipment to start the year, Floor tape will be used to designate 12' distances in gymnasiums and 6' distances in non-cardio spaces like classrooms and cafeterias
- **Outside Activities:** A 69' diameter circle with hash marks every 12' around the perimeter will be painted on the Elementary and MS fields ensuring the 12' recommended space between each student , while the teacher instructs from the center of the circle for stationary activities. In addition, a 7- yard field will be marked with grids. Each grid square will be 14'by 4' and 70 yards long and 20 yards wide. Students will be able to do cardiovascular activities while safely following the protocols.
- **Equipment Units :** Foot eye coordination will be taught where students are instructed not to touch the objects with their hands, if they do, the teacher will have a sanitation wipes to wipe down the object before it is used again.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: SCHOOL PROTOCOLS AND ACTIVITIES

Required School Safety Drills

- Follow all state guidelines regarding the number of required evacuation and lockdown drills conducted per year. (8 evacuation and 4 lockdown drills)
- At the elementary level, the classroom teacher would demonstrate how a lock down would be employed if it was a real emergency.
- For evacuation drills, classes would be staggered to reduce the amount of children in the hallways
- At the secondary level, each group of in person students would practice evacuation and lockdown drills.
- Staggering could be down by grade level
- It was recommended that staff practice the relocation drill without children so the procedure was reviewed and understood.
- The alarm would be sounded one time so students would recognize the sound,the alarm would not be played continuously throughout the staggered drill.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: SCHOOL PROTOCOLS AND ACTIVITIES

School Activities

(including discouraging students from sharing anything - supplies, personal items, food / drinks)

- Younger elementary students- individual yoga mats, foam mats, or hula hoops to provide boundaries when sitting on floor (items that can be disinfected and not shared)
- Tape on floor to mark where to sit. Tape/markings around teacher materials/desk. Students may not cross this line and touch items.
- Visual/story to share with our youngest learners to help understand not to share. Students could have Create individual book buckets or bags to keep their books.
- Small laundry baskets for coats, backpacks, etc
- Use large ziplock bags for each student for using classroom books
- Use pens instead of pencils
- Allow materials to sit for 48 hours between use
- Have bins in the room for “dirty/used” items that need to be wiped down or sterilized. Have a visual for younger students to show them to place items in the bin and an adult will clean the items periodically or at the end of the day.
- Use consumable or single use supplies when possible



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PROTOCOLS AND PROCEDURES: SCHOOL PROTOCOLS AND ACTIVITIES

Virtual Clubs

- Gather a list of available clubs in each building and communicate the options to all students to join (exceptions would be clubs that have set guidelines for membership i.e. National Honors Society)
- Defer to the club advisor(s) and officers to determine when/how clubs can meet virtually
- Communicate the times and links for the club meetings to those who showed an interest.
- Maintain current expectations by the district, this includes recordkeeping and officers.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: SCHOOL PROTOCOLS AND ACTIVITIES

Visitors, Guests, Contractors and Vendors

- No Visitors, however for urgent matters, prearrange appointments with the main office.
- Visitors/parents/vendors who need to come to the building would need to present photo id and safely uncover their face for confirmation of identity prior to entry. Using the front door cameras when uncovering their face is a safe way to address this.
- Visitors/Vendors must use hand sanitizer upon entering the building, complete a health questionnaire with contact information included and wear a mask the entire time they are in the building.
- Plexi-glass barriers were recommended for either office staff or door monitors who are interacting with visitors.
- Vendor visits were recommended to be scheduled before or after school when students were not present in the building.
- Vendor visits could be scheduled for Wednesdays at the MS and HS since the students would not be present.
- Packages could be dropped off from vendors outside and buildings and ground staff could arrange to bring it into the building.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH, SAFETY, TRANSPORTATION & FOOD SERVICE

PROTOCOLS AND PROCEDURES ARE SUBJECT TO CHANGE BASED UPON GUIDANCE FROM THE NYS DOH, CDC, OR SED.

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COVID-19 Screening, Tracking & Tracing

Pinpoint Daily Health Screener

Symptomatic Students or Staff

Student Contact Monitoring

Mask Protocols

How to Wear a Mask

CDC: How to Wear a Mask *(video link)*

Handwashing, Commonly Touched Surfaces, & Hygiene

CDC: Proper Handwashing Technique *video - not available anymore*

Social Distancing, Cleaning Classrooms, Common/Shared Spaces

Transportation

Food Service

Cleaning and Maintenance Protocols



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH, SAFETY, TRANSPORTATION & FOOD SERVICE

Health Screening

- Staff and students will be required to complete a daily health screener:
 - Students:
 - Families will be required to self screen students and to report this daily. Pinpoint Health Screening will be used to track this daily screening requirement.
 - A daily email from Pinpoint Health will be sent to families with a link to use to report. After opening the first email, families may choose to continue having the daily screener sent to their email or conveniently sent as a text message.
 - Students in grades 6-12 will be allowed to self-report.
 - Staff:
 - Staff will be required to self screen and to report daily. Pinpoint Health Screening will be used to track this daily screening requirement.
 - A daily email from Pinpoint Health will be sent to staff with a link to use to report. After opening the first email, staff may choose to continue having the daily screener sent to their email or conveniently sent as a text message.
 - Below are the questions staff and students will be asked:
 - Have you:
 - 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.



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- If any student screens positive for COVID-19 exposure or symptoms and THESE SYMPTOMS ARE ATYPICAL FOR YOU, the student or staff must not be allowed to enter the school if screened outside, and must be immediately sent home with instructions to contact their health care provider for assessment and testing.
- Separate guidance and directions on how to use the screener will be sent to all families.
- If the need arises because multiple people (staff or students) have presented with symptoms, the district will work with the Schenectady County Department of Health to determine whether testing will take place. Mandatory next steps, including tracing and required communications, will also be coordinated through the county's department of health.
- Students and staff will be asked to provide a release from their doctor to return to our schools.

Protocols and safety measures for students/staff with COVID 19 symptoms

- Students/Staff with symptoms of COVID 19 will be evaluated by the nurse in the location of the isolation room.
- If the Nurse determines that the symptoms require the student to be sent home the student will remain at the isolation room under the supervision of the Certified Nursing Assistant or an administrator until a guardian arrives. The guardian will receive a form that must be completed by the family physician prior to return to school. (**see return to school form**)**

Protocols for Contact Tracing

The superintendent, school administrator(s) and the school nurse will work with the DOH, School Physicians and staff or families to follow up on all suspected COVID 19 cases or possible exposures.

- Each building will communicate with the district office of all suspected COVID 19 cases and/or possible exposure.



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- The superintendent and school principal will communicate and work with the Schenectady County Department of Health to notify staff or families of any need for quarantine or additional testing after a confirmed positive test.

Establishing a space of isolation for those suspected of having or being exposed to COVID 19

- Each school will have a designated space for an isolation room that will allow for student pick up with minimal exposure to others.
- Each isolation area will have access to a restroom.
- The school nurse will direct students/staff to this room to be monitored until transportation can be arranged.
- Students in an isolation area will be supervised by a Certified Nursing Assistant or administrator until pick up.
- Only students/staff suspected of having or being exposed to COVID 19 will be allowed in the isolation room.



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***Protocol for Faculty/Staff to Follow for Health Office Visits**

Faculty/Staff will call the Health Office at (school nurse extension) to arrange for student or staff member to visit, all calls will be triaged by the School Nurse. If the nurse cannot be reached and it is an emergency, call the main office. If it's not an emergency the nurse will get back to the person calling as soon as possible.

- No more than 2-3 Students will be allowed to visit the Health Office at a time to maintain social distancing.
- All first aid procedures must be attended to by the School Nurse, no bandaids will be allowed in the classrooms.
- If a waiting area is available outside the Health Office students or staff will wait seated 6 feet apart and be monitored for safety.
- Medication and medical treatment visits will be done at staggered times to allow for social distancing.
- Masks must be worn by all students and staff during Health Office visits and while waiting.
- Nurse's will wear face shields and masks at all times so that students can remove their mask to take medications and while caring for students when unable to socially distance.
- Health Office sinks and bathrooms are for Health Office use ONLY to maintain cleanliness.

Faculty/staff members assisting students with toileting procedures will wear a mask, face shield, gown and gloves. After flushing the toilet the student will wash hands with soap and water, the faculty/staff member will remove the gown and gloves and also wash hands thoroughly. Any faculty/staff member working with students where they cannot social distance and/or the student is unable to wear a mask the faculty/staff member will wear a face shield and mask.

If the school nurse must leave to visit a classroom or outdoor field due to an emergency the Health Office will be closed and locked. The no nurse protocol will be followed. Visitors will wait in the social distance waiting area. If there is an emergency the main office will be contacted.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

****Scotia-Glenville Schools District HEALTH OFFICE**

Requirements To Return To School

To Parent/Guardian/ Staff

You are receiving this information because your child /you(staff) have been assessed with at least one symptom listed for COVID-19 that is greater in intensity or frequency than normally experienced in the past 14 days.

Your child/you(staff) have been assessed with the following symptoms that are associated with COVID-19:

- ☐ Fever or chills
- ☐ Cough
- ☐ Shortness of breath or difficulty breathing
- ☐ Fatigue
- ☐ Muscle or body aches
- ☐ Headache
- ☐ New loss of taste or smell
- ☐ Sore throat
- ☐ Congestion or runny nose
- ☐ Nausea or vomiting
- ☐ Diarrhea

Any student, faculty or staff member sent home due to illness during the school day will need to provide a note from their healthcare provider stating when they are cleared to return to work/school.



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It is recommended that if your child/you(staff) require fever/pain reducing medications (Acetaminophen-Tylenol or Ibuprofen-Advil/Motrin) before coming to school in the morning, that you keep your child/yourself home until these medications are no longer required to function at school. These medications have the potential to mask many of the symptoms of COVID-19.

School Nurses Name



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

Scotia Glenville Central School District Health Office Protocol During the COVID-19 Pandemic 2020-2021 School Year (Updated August 13, 2020)

All nursing staff will complete the daily district screening Health App prior to reporting to work.

All nursing staff will be required to wear a mask with a face shield at all times while in the Health Office

All nursing staff will be fit tested for N-95 masks

- N-95 masks are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures such as suctioning or a nebulizer treatment
- If an aerosolized treatment is required this will be done in a separate area of the Health Office and the surfaces will be wiped down with an approved disinfectant after the treatment is complete. The student will also wash hands or use hand sanitizer after the treatment is complete.

All nursing staff will focus on preventative actions by

- Performing health checks and screenings per the NYSDOH guidance
- Instructing students and staff in proper hand and respiratory hygiene
- Instructing students and staff on how to wear appropriate face coverings
- Requesting custodial staff to perform cleaning and disinfecting procedures when necessary in accordance with CDC and NYSDOH guidance

All nursing staff will develop plans to maximize social distancing in their offices:

- Medication administration and medical procedures will be completed in a separate room at staggered intervals
- No more than (3) visitors in the health office at a time with areas marked 6 feet apart
- The Health Office sinks and bathrooms will no longer be available for faculty/staff use
- Faculty/staff members will be instructed to call ahead to arrange for student visits to the Health Office or to arrange for the school nurse to visit the classroom
- If the nurse is required to leave the health office for an emergency the health office will remain locked. Students will be directed to the main office for emergencies
- Parents/Guardians dropping off medications will do so at a designated time and location outside of the health office. The School Nurse (Registered Professional Nurse) will need to sign a receipt for all medications and treatments provided



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- If cots are available in the health office they must be at least 6 feet apart
- Cots will be wiped down with approved disinfectant in between uses
- A separate location will be identified in each building to isolate persons displaying any COVID-19 symptoms until they can be sent home or to a medical provider and will remain under visual supervision of a staff member who is socially distanced
- All nursing staff caring for a student or staff member that is suspected to have COVID-19 shall wear gown, gloves, and a fit-tested N-95 mask as well as eye protection (face shield)

All nursing staff will be familiar with the signs and symptoms of COVID-19 illness per CDC guidance:

- Anyone can have mild to severe symptoms
- Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.
- People with these symptoms* may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

All nursing staff will look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms



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All nursing staff will Call 911 or call ahead to our local emergency facility: Notify the operator that they are seeking care for someone who has or may have COVID-19

All nursing staff will report to the District Nurse Coordinator any suspected or known case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. The District Nurse Coordinator will collaborate with the local health department regarding school closure requirements and/or the return to school

All nursing staff may need to complete screening of students who are not able to utilize the district screening Health App prior to school

- Students may not be excluded from school due to non completion of screening via the Health App
- Screening must be treated in a confidential manner
- Screening should be completed as quickly as possible to minimize time away from class
- Nursing staff will wash hands with soap and water for 20 seconds or use alcohol based (at least 60%) hand sanitizer, wear masks, face shields and gloves to perform screenings within 6 feet of students
- Nursing staff will utilize non-contact (infrared) thermometers so that changing gloves and washing hands between each check will not be necessary because there will be no physical contact with students
- Nursing staff will clean infrared thermometers with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student/staff member. The same wipe can be reused if it remains wet
- Anyone with a fever of 100F or greater will not be allowed to attend school

All nursing staff will complete the following questions as part of the daily screening procedure for students/staff unable to complete screening utilizing the district screening Health App prior to school:

Since your last day of work, or last visit here, have you had any of these symptoms?

Fever (temperature of greater than 100.0° F in the last 14 days)

Cough

Shortness of breath or difficulty breathing

Chills

Repeated shaking with chills



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Muscle pain

Headache

Sore throat

New loss of taste or smell

Gastrointestinal Tract Symptoms (primarily affecting children only)

Note: Answer "yes" if the symptoms you have experienced in the last 14 days are of greater intensity or frequency than what you normally experience.

Have you had a positive COVID-19 test within the last 14 days?

Have you had close contact with a confirmed or suspected case of COVID-19 case within 14 days?

Have you 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?

All nursing staff will document a Pass/Fail of screening for students/staff in SNAP electronic record

Any student, faculty or staff member sent home due to illness during the school day will need to provide a note from their healthcare provider stating when they are cleared to return to work/school

It is recommended that if students, faculty or staff members require fever/pain reducing medications (Acetaminophen-Tylenol or Ibuprofen-Advil/Motrin) before coming to work/school in the morning, that they remain home until these medications are no longer required to function at school/work. These medications have the potential to mask many of the symptoms of COVID-19.

At the close of each day the School Nurse will provide a list of students, faculty and staff that were sent home due to illness to the attendance secretary and building administrator to ensure that clearance notes from medical providers are received prior to their return to work or school.

Any classrooms with students that have life threatening food allergies will be sure that all students wash their hands prior to and after meals. All surfaces will be wiped down, the floors shall be swept and or vacuumed if needed, directed by classroom staff/teacher. The garbage will be placed outside of the classroom for custodians to pick up.



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Embedded and Push-in Related Services and Instructional Support COVID Protocol

Related service providers and special education teachers who provide services embedded in the classroom delivered as push-in services may provide those services to students in the student's classroom provided that the addition of the related service provider/special education teacher does not increase the number of staff and students over the limit allowed in the classroom. The ability to push-in to classrooms will need to be determined on a classroom-by-classroom basis (in consultation with the building principal) depending on the physical size of the classroom and the number of students and staff assigned to that particular classroom. The following conditions must be met:

- The six foot distance between students and adult is maintained throughout the session to the extent possible given the goals of the instructional session.
- Students and adults wear masks (and face shields as appropriate) throughout the lesson.
- Each student/adult has their own materials which are not shared among the students/adult. In the cases where duplicate materials are not available or practical the materials will be disinfected before being passed from one student/adult to another.

Therapy-Assessment COVID Protocol

Individual and small group related service sessions as well as individual assessment sessions may occur as long as the conditions listed below are met. Combining students from different classrooms is not preferred, but allowed when unavoidable to provide the prescribed service to the student.

- Table and chair surfaces are disinfected using district approved disinfectants between each student or group of students.
- Six foot distance between students and therapist is maintained throughout the session to the extent possible given the goals of the therapy session.
- Students and therapist wear masks (and face shields as appropriate) throughout the session.
- Each student/therapist has their own materials which are not shared among the students/therapist. In the case where duplicate materials are not available or practical the materials will be disinfected before being passed from one student/therapist to another.



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- In the case of physical or occupational therapy sessions which include physical activity, there will be 12 feet of space between students/therapist.
- For music therapy sessions that involve singing, students need to be distanced 12 feet apart.



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About the Pinpoint Health Screener

Scotia Glenville CSD is pleased to announce we are partnering with Pinpoint Health to deploy a CDC-aligned, HIPAA compliant WebApp to screen, route and monitor the ongoing wellness of our school community. As our schools reopen, staff and students will be screened remotely for symptoms of COVID-19 before they arrive on premises. Pinpoint Health was chosen by Scotia-Glenville CSD after an evaluation of multiple programs because of the following features:

- **Instantly Screen Anyone Using Customizable Pathways**
Remotely determine who is being affected and branch respondents to proper procedures.
- **Instantly Track Symptoms & Results in Real-time**
At the push of a button know the precise wellness of your entire organization. Trigger automatic alerts for any changes in symptoms.
- **Route Response-Specific Resources**
Reduce administrative burden while systematically distributing internal procedures and protocols, and helping people get the help they need.
- **HIPAA Compliant Architecture**
Our data compute & storage platform meets the requirements to be certified HIPAA compliant with 99.9% guaranteed uptime backed by AWS (Amazon Web Services).
- **Works on any Phone, Computer or Tablet**
There is no download needed. This is a cross-platform WebApp platform so it will display & function the same on any device.

Families and staff will be expected to self-screen using the Pinpoint Health Screener to assess their health for that day. A daily email from Pinpoint Health will be sent to families with a link to use to report. After opening the first email, families may choose to continue having the daily screener sent to their email or conveniently sent as a text message.



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How to Access Your Pinpoint Daily Health Screener

1. The first time you receive a link to the Pinpoint daily health screener will be through your email address on file in PowerSchool. **Please be sure to check your junk or spam folder!**
2. After the initial email, you may choose to have your daily health screener delivered as a text message on your phone. More on that in the next few steps!
3. Answer a few questions related to your health on that morning and if any of these symptoms are atypical for you.
4. A final screen will appear based on your responses with directions to stay home or to proceed to school.

Pinpoint Notification Email

wellness@pinpointhealth.us
to me

Good morning.

Here is your daily health screener. Please click here to begin.

[CLICK HERE](#)

How would you prefer to participate in the daily health screener?

☐ Continue receiving via email

☒ Prefer text message

You only need to answer this question once. The system will store your response.

Next

Health Screener Questions

1. _____

2. _____

3. _____

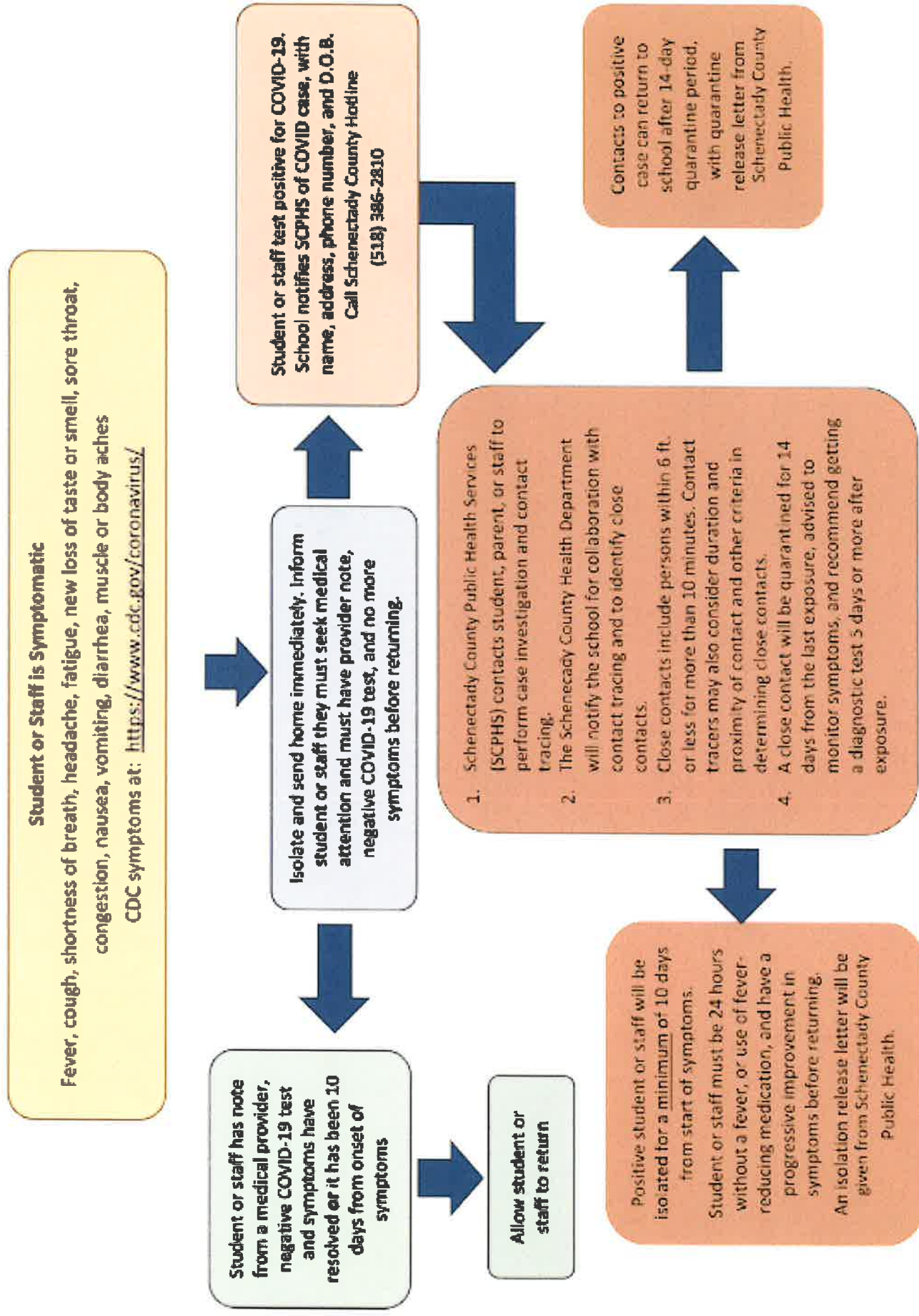
4. _____

Yes No

Please STAY HOME and contact your health provider.

Thank you for completing the health screener! Please proceed to school.

Protocol for Symptomatic or Positive COVID-19 Student or Staff





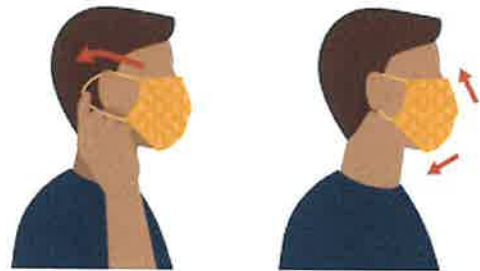
SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH & SAFETY

How to Wear a Mask

Wear your Mask Correctly

- Wash or sanitize your hands before putting on your mask
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



At this time, based on guidance from health authorities, neck gaiters, open-chin triangle bandanas and face coverings containing valves, mesh material or holes of any kind are not acceptable face coverings.



Wear a Mask to Protect Others

- Wear a mask that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a mask at all times in school and on school property except during authorized mask breaks
- Wear a mask correctly for maximum protection (see above)
- Don't put the mask around your neck or up on your forehead
- Don't touch the mask, and, if you do, wash your hands or use hand sanitizer to disinfect



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH, SAFETY, TRANSPORTATION & FOOD SERVICE

Hand hygiene Protocols including cleaning hands before and after lunch

- All buildings will display age appropriate hand washing signs throughout the building.
- Elementary Teachers should schedule frequent hand washing opportunities for students around appropriate transitions.
- All students and staff should wash their hands before & after using any shared items.
- All students will be asked to wash their hands before and after lunch/breakfast.
- Any item that is given to a student or staff member (Computers, Pencils, tables, Photocopiers, books.. ect.) needs to have been properly disinfected.
- Papers can be distributed and collected by the teacher. Students should not be collecting or handing out ANY materials. Teachers should follow proper hand washing and wearing masks when the social distancing cannot be maintained.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH, SAFETY, TRANSPORTATION & FOOD SERVICE

Protocols for social distancing/cleaning in classrooms / restrooms

- No students and/or staff will be allowed in any room unless they are scheduled to be in that room. Each building will have the room schedule and occupancy list available for contact tracing purposes (see **contact tracing**).
- If an unscheduled room is needed for teacher/student use the supervising adult will create a sign-in sheet with date, time, names of participants and submit to the Main Office once concluded.
- Desks will be arranged in classrooms by Buildings and Grounds to ensure proper Social Distancing per CDC Guidance. Rearranging classroom furniture must be approved by the building principal and remain in compliance.
- Restrooms will be cleaned frequently throughout the day. Designated toilets and sinks will be marked off to allow for proper social distancing while in the restroom.
- All classroom surfaces will be cleaned by the supervising adult after each cohort leaves and before another group of students or staff uses the room.

Recess

- Students will have recess outside whenever possible (weather permitting)
- Recess equipment will not be used.
- Students will maintain 12' of social distance from one another during physical activity

Singing and Instrumental music involving the mouth

- Instances where students and staff are singing or playing instruments involving the mouth require 12' of distance between all participants.
- Singing or playing instruments with the mouth should occur outside with social distance of at least 12" whenever possible.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH, SAFETY, TRANSPORTATION & FOOD SERVICE

Protocols/procedures for transportation (including boarding, seating, and exiting the bus)

- Transportation will assign students with a seat on the bus based on boarding and drop off location that will minimize student students passing each other on the aisle of the bus.
- Social distance strategies on the busses will include seating children one student per row facing forward and skipping rows between students. Students who live in the same household may sit together if needed.
- Transportation will provide each building a line order of students for each bus, so loading can occur more efficiently and safely. Students will remain socially distant while waiting in line for the bus.
- Hand sanitizer will be allowed for personal use on the bus
- Drivers will practice all safety actions and protocols as indicated by the district regarding hand hygiene, appropriate face coverings, and social distancing. Similar to frequently touched surfaces, buses will be cleaned and disinfected at least daily using EPA-approved disinfectants.
- Drivers can open bus windows to increase circulation of outdoor air, but should ensure that doing so does not pose a safety or health risk (e.g., risk of falling).

Protocols / procedures for transportation staff

- All students, staff and visitors will fill out the district wide health screen survey online before they enter the building.
- The attendance secretary will be notified of any student who has not filled out the health check and direct that student to a designated area until the nurse/office can assist the student with the health check.
- Social distancing stickers and directional signs will be used by each building in areas where lines or congestion may occur.
- Hand Sanitizer stations will be available throughout the halls
- Masks & Gloves will be made available to students and staff when needed. Each building will establish a pickup area for these items.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH, SAFETY, TRANSPORTATION & FOOD SERVICE

Food Services

In addition to having nutrition services staff continue to follow recommended food safety practices for preparing and serving food:

- Schools will not offer any self-serve food or drink options, such as hot and cold food bars, salad or condiment bars, and drink stations.
- Schools will serve pre-packaged meals, while ensuring the safety of children with food allergies.
- Meal Locations:
 - Elementary Schools: Students and staff will eat meals in classrooms, while maintaining social distancing. Students who are purchasing meals will have these delivered to the classroom.
 - Secondary Schools: Secondary schools will be able to receive “grab and go” food options. Meals will be consumed in the gymnasiums to allow for proper social distancing.
 - All Virtual/Remote Learning Students will be provided with a central location to pick up their meals.
 - Chartwells will prepare and serve meals (breakfasts/lunches) to-go out the windows of the HS B-10 cafeteria for the full district on a daily or every-other day basis between 10:30 and 12:30pm.
 - Parents will drive up in the Student parking lot near the HS C-wing entry and walk up the sidewalk to the window to pick up the meals.
- Students and staff will wash their hands with soap and water for 20 seconds or use a hand sanitizer before and after eating.
- Schools will clean and disinfect food line areas, tables, and chairs between uses.
- Students and staff may not share food or utensils.

Protocols for kitchens and food service staff



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

- All food service workers will have temperatures taken, health screening completed upon sign-in daily.
- All food service workers will be masked and operating under social distance guidelines



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: HEALTH, SAFETY, TRANSPORTATION & FOOD SERVICE

Protocols for school buildings and other facilities including transportation, buildings and grounds and district office

- All district buildings will follow the same basic protocols with variation as needed based on building design/function.

Facility and maintenance protocols

- Increased frequency of cleaning during the day as time and personnel permit.
- Rooms cleaned and then disinfected each evening after school hours. Rooms locked until opening the next morning.

Classroom/Office space cleaning logs

- Custodial staff will be trained to maintain daily cleaning logs of each classroom and restroom space throughout the district.
- Administrators and/or Buildings & Grounds supervisors may periodically review the cleaning logs.

Ventilation and Filtration

The district has clear procedures for the enhancement and maintenance of filtration and ventilation. The procedures serve to ensure adequate, code required ventilation (natural or mechanical) with the goal of increasing ventilation with outside air to the greatest extent possible (e.g. opening windows and doors) while maintaining health and safety protocols. Working with engineers and our architects, the district has established proper filtration requirements, both in terms of type and frequency of replacement.

- We have made significant upgrades to our building automation system and HVAC units during our most recent capital projects district-wide which will help us manage and maintain our air quality throughout the district during the pandemic.
- Each instructional space receives a minimum of 5 full air exchanges (outside air) per hour which exceeds the NYSED requirements. In addition, the number of complete air exchanges is based on 100% occupancy of the instructional spaces. When rooms are



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

at less than 100% (many are less than 33% occupied) the overall effect of air exchange is even greater.

- Buildings will have their outside air dampers open at 100% with the heating control valve set to maintain a 60 degree discharge temperature into the classrooms. As the space temperature drops below 69 degrees there is a heading coil associated for each individual room with a heating valve that will modulate open and heat the space. When the space becomes satisfied, the heating control valve will modulate closed to the coil.
- Buildings will have increased run time (2 hours) prior to the start of the school day. Exhaust fans will run for these same hours to create a “full flush” effect just prior to the start of the school day.
- Filters are MERV 8 and would normally be changed twice per year but will be changed three times per year and monitored in between changes for any replacement needs.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

PROTOCOLS AND PROCEDURES ARE SUBJECT TO CHANGE BASED UPON GUIDANCE FROM THE NYS DOH, CDC, OR SED.

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SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

The Tartan Social Emotional Learning Playbook

The return to school this year will be unlike any other and will be an emotionally challenging time for many students and adults. While social and emotional learning has always been a component of students' education, as we return to school at this moment the efforts to deepen our students' social and emotional competencies must be deliberate and be granted a high level of significance.

During these unprecedented times it is important to be mindful of maintaining connections with students and among students who have chosen to attend school through a fully virtual model. Please consider strategies that will allow fully virtual students to remain connected with their peers who are attending virtually or in person and with their teachers.

What is Social-Emotional Learning?

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. There are five core competencies that can be taught in many ways across many settings. Many educators and researchers are also exploring how best to assess these competencies. What are the five Core Competencies?

The Five Core Competencies of Social-Emotional Development

From CASEL.ORG

SEL Competency	Definition	Skills
Self-Awareness Learn more: Video	The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	<ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognizing strengths Self-confidence Self-efficacy
Self-Management Learn more: Video	The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	<ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal-setting Organizational skills
Social Awareness Learn More: Video	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> Perspective-taking Empathy Appreciating diversity Respect for others
Relationship Skills Video	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	<ul style="list-style-type: none"> Communication Social engagement Relationship-building Teamwork

Responsible Decision-Making Video	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	<ul style="list-style-type: none"> ● Identifying problems ● Analyzing situations ● Solving problems ● Evaluating ● Reflecting ● Ethical responsibility
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How is Social Emotional Development Fostered?

Research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught using a variety of approaches:

- Free-standing lessons designed to enhance students' social and emotional competence explicitly.
- Teaching practices such as cooperative learning and project-based learning, which promote SEL.
- Integration of SEL and academic curriculum such as language arts, math, social studies, or health.
- Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.
- Children can be taught through modeling and coaching to recognize how they feel or how someone else might be feeling.
- Prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps can be an effective approach to helping them apply a skill in a new situation.
- Through class meetings students can practice group decision-making and setting classroom rules.
- Students can learn cooperation and teamwork through participation in team sports and games.
- Students can deepen their understanding of a current or historical event by analyzing it through a set of questions based on a problem-solving model.
- Cross-age mentoring, in which a younger student is paired with an older one, can be effective in building self-confidence, a sense of belonging, and enhancing academic skills.
- Having one member of a pair describe a situation to his partner and having the partner repeat what he or she heard is an effective tool in teaching reflective listening.

Social Emotional Learning Resources

Below are activities and strategies that educators may use to provide opportunities for students to continue to develop the five core social emotional competencies. Although the activities are broken into grade bands, some activities in one grade band may be adapted for use in another grade band. These activities are designed for use with students who are attending school in person, participating in a hybrid model, and students participating fully virtually.

Since all students are individuals who have different life experiences and learning styles, the educator is encouraged to carefully consider the suggested activities and to use professional judgement to assure that any particular activity is appropriate for the students.

At times when class time is limited, educators are encouraged to identify ways of Integrating skill instruction and practices that support SEL within the context of an academic curriculum.

During the continuing COVID-19 pandemic we will need to be mindful of the loss of social connection between those attending school and those being schooled online at the elementary level. Educators are encouraged to collaborate with their colleagues providing online instruction to identify means of connecting students in both groups. This might be accomplished through virtual Google Meet visits of the online class and the in person class during lunch, snack, or other scheduled times.

SEL Competency/Grade Band	Activity	Recommended Implementation
Self-Awareness (K-5)	<ul style="list-style-type: none"> K-1 Feelings about social distancing K-1 Being thankful 2-3 Feelings about COVID-19 2-3 Being thankful 4-5 How do I feel about being back in school? 4-5 Being thankful K: Mindfulness Lesson #1- Mindful bodies and awareness of attention and breath Discuss/label feelings of characters in literature 	<p>Morning Meetings</p> <p>Integration of SEL & ELA</p>
Self-Awareness (6-12)	<ul style="list-style-type: none"> Everyday gratitude lesson plans Growth Mindset <ul style="list-style-type: none"> Brain is like a muscle Self-awareness writing prompts (middle school) Self-awareness writing prompts (8th grade) Self-Awareness writing prompts (high school) Self-Esteem Journal COVID-19 reflection prompts Discuss/label feelings of characters in literature Distance Learning Mini Lesson- Courage 	<p>Journal writing, gratitude blog</p> <p>Homeroom, resource room, science class</p> <p>Homeroom, English class, tutorial, counseling, study hall</p> <p>Integrate SEL learning with content learning</p>
Self-Management (K-5)	<ul style="list-style-type: none"> K-1 Feelings about social distancing 	<p>Morning Meetings</p>

	<ul style="list-style-type: none"> • K-1 <u>Emotional debrief</u> • K-1 <u>Coping with frustration</u> • K-1 <u>Coping with anxiety</u> • 2-3 <u>Emotional debrief</u> • 2-3 <u>Being flexible</u> • 2-3 <u>Coping strategies</u> • 4-5 <u>Being flexible</u> • 4-5 <u>Coping strategies</u> • 4-5 <u>Emotional debrief</u> • K: <u>Mindfulness Lesson #2- Quiet emotions on the inside</u> • K: <u>Mindfulness Lesson #3- Quiet emotions on the inside</u> • 1: <u>Mindfulness Lesson #1- Mindful Breathing</u> • <u>Belly Breathing Visuals</u> • <u>Deep Breathing Shapes</u> • <u>My Feelings</u> • <u>Mindfulness</u> • Use hand signals to express emotions/periodic emotional check-ins • <u>Goal setting</u> 	<p>Before or after a lesson. For a "mind" break</p> <p>Teachers and students may create hand signals to express emotions since everyone will be wearing masks which may "mask" a person's emotion.</p>
Self-Management (6-12)	<ul style="list-style-type: none"> • <u>Mindfulness</u> • <u>My Feelings</u> (special needs students) • <u>Goal setting-1</u> • <u>Goal setting with templates</u> • <u>Enhancing self-regulation</u> 	<p>Before or after a lesson. For a "mind" break</p> <p>Homeroom, resource room, tutorial, study hall</p> <p>Resource rm, tutorial, counseling, w/guidance counselor</p>
Social Awareness (K-5)	<ul style="list-style-type: none"> • K-1 <u>Reading body language</u> • 2-3 <u>Wearing a mask</u> (*see activity for reading body language) • <u>Cultural responsiveness</u> • <u>Classroom service projects</u> • <u>Listening circle</u> • <u>Diversity story time</u> 	
Social Awareness (6-12)	<ul style="list-style-type: none"> • <u>Empathy in your classroom</u> • <u>Developing empathy</u> • <u>SEL BINGO</u> • <u>Distance Learning Mini Lesson- Caring</u> • <u>Distance Learning Mini Lesson- Respect</u> • <u>Enhancing Social Awareness</u> • <u>Cultural Awareness</u> • <u>What's your frame?- Cultural Awareness</u> • <u>Classroom service projects</u> • <u>Listening circle</u> 	<p>Integrate into social studies/history/English</p> <p><u>What's your frame worksheet</u> Social studies/history</p>
Relationships (K-5)	<ul style="list-style-type: none"> • K-1 <u>Being social while social distancing</u> • 2-3 <u>Being social while social distancing</u> 	Morning Meetings

	<ul style="list-style-type: none"> • 4-5 <u>Being social while social distancing</u> • <u>Trauma informed classroom</u> • <u>PenPals-building relationships via letter writing</u> • <u>Virtual visits between classrooms or students learning at home</u> • Connect with parents 	<p>Building classroom culture and climate These could be during lunch or snack time or scheduled for a particular social discussion.</p> <p>Phone calls, texts and friendly emails help parents feel connected, realizing that the teacher is there to support the entire family. Keeping emails short and focused is best.</p>
Relationships (6-12)	<ul style="list-style-type: none"> • <u>PenPals-building relationships via letter writing</u> • <u>Building relationship checklist</u> • <u>Developing relationships</u> • <u>Trauma informed classroom</u> • <u>Distance Learning Mini Lesson- Gratitude</u> • <u>Distance Learning Mini Lesson- Inclusiveness</u> • <u>Distance Learning Mini Lesson- Kindness Part 1</u> • <u>Distance Learning Mini Lesson- Kindness Part 2</u> • Share "good news" at beginning of class • Utilize homeroom time to build social connections • Guidance counselor check-ins • Provide personalized feedback • Connect with parents 	<p>Do this to maintain connections between in person and virtual students.</p> <p>Look under "Self-Awareness" for writing/discussion prompts. Many of the resources listed in the Playbook could be used during homeroom time.</p> <p>Visiting classrooms, Individual sessions (virtually or in person)</p> <p>Providing personalized feedback to let students know their work has been reviewed can strengthen relations.</p> <p>Video feedback is also effective in building a connection with learners.</p> <p>Phone calls, texts and friendly emails help parents feel connected, realizing that the teacher is there to support the entire family. Keeping emails short and focused is best.</p>
Responsible Decision-making (K-5)	<ul style="list-style-type: none"> • K-1 <u>Hand washing</u> • K-1 <u>Wearing a mask</u> • 2-3 <u>Hand washing</u> • 2-3 <u>Wearing a mask</u> • 2-3 <u>Safety rules</u> • 4-5 <u>School expectations-norms</u> • 4-5 <u>Social distancing-how to?</u> • 4-5 <u>Safety rules</u> • <u>Class contracts</u> • <u>What would you do?</u> 	<p>Morning Meetings</p>
Responsible Decision-making (6-12)	<ul style="list-style-type: none"> • <u>Distance Learning Mini Lesson- Integrity</u> • <u>Distance Learning Mini Lesson- Responsibility</u> • <u>Class contracts</u> 	

Additional SEL Resources (K-5)	<p>Find the following topics here:</p> <ul style="list-style-type: none"> • Returning to the Classroom • How to Manage Emotions • How To be Safe • Growth Mindset • Ways to share or respond in a group <p>COVID-19 Related Social Stories</p>		
Additional SEL Resources (6-12)	<ul style="list-style-type: none"> • Social-emotional choice boards • 13 Powerful SEL activities • Social Emotional Learning During Distance Learning Formats • How to integrate SEL into Content Lessons • 15 SEL activities 		
SEL Articles/Video	<ul style="list-style-type: none"> • Growth mindset • Introduction to growth mindset • Growth mindset slide presentation • Growth mindset. What can a teacher do? • SEL Roadmap for reopening schools • Create a warmer more engaging classroom • Increasing engagement of online learners • How Trauma affects health/video • Helping children & adults deal with trauma/video • Healing the Effects of Childhood Adversity and Trauma/video • Morning Meeting/advisory period adaptation for COVID • Classroom Organization for the Diverse, Inclusive, and Socially Distanced Classroom 		
SEL Websites	<ul style="list-style-type: none"> • The Search Institute • The PEAR Institute • CASEL • Edutopia • Teaching Tolerance 		



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

Engagement and Instructional Best Practice Guide

Adapted from ISTE Return to Learn Framework

As a result of the COVID-19 pandemic, teachers were thrust into the world of online learning. Most teachers had little training or experience with teaching online. The online learning environment presents challenges for both students and teachers. The information below serves as a resource guide for teachers and represents best practice in online teaching. The information is organized into three domains critical to the success of teaching and learning: engagement, teacher feedback, and reciprocal communication between teacher, students, and parents.

The curriculum will remain consistent regardless of the instructional delivery model.

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

Kindergarten-2nd Grade			
Fully Virtual School Instructional Strategies			
Digital Engagement	Feedback	Communication	
<ul style="list-style-type: none">Teacher presents virtuallyMorning MeetingUtilize routines to provide continuity and reinforce expectationsStudent Reflection- personal connectionsTeach digital tools and provide help guides and tutorials for students and parentsWatch videos at home and practice with the teacherCreate classroom norms/expectationsScotia-Glenville's Approved Software list	<ul style="list-style-type: none">Using feedback stemsProvide examplesPeer feedbackUsing a rubricInclude image, audio, and video responsesGlow and Grow exampleChoice Boards exampleCreate a comment bank of common feedback stems from standards and personalize in Google Classroom	<ul style="list-style-type: none">Cooperative learningOpen-ended questions and discussionsProject-based learningPresentationsReinforce active listeningOffer reflective learning opportunitiesProvide feedback using different methodologies, written or audio, video files (personalized Google Meet recordings)	
Fully Virtual School Best Practices			
Digital Engagement	Feedback	Communication	
<ul style="list-style-type: none">Set expectations, model and practice for virtual classes.	<ul style="list-style-type: none">Develop and explain the purpose and expectations of your virtual class clearly	<ul style="list-style-type: none">This time is best used for group work, presentations with a Q&A portion, and	

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

<ul style="list-style-type: none"> Model-eye contact, whole body listening, warm friendly face, and what to do when you have a question/comment. Focus on digital citizenship. Consider accessibility needs of students and parents/caregivers. Check in with individual students/parents to make sure they are understanding how to interact in the class. Keep communication lines open. 	<p>and often.</p> <ul style="list-style-type: none"> Develop expectations for work completion and when teacher feedback will be shared. Specific and targeted feedback: <ul style="list-style-type: none"> Positive language Timely manner Student-friendly and involve learners Reference a skill or specific knowledge Student time to reflect on feedback 	<p>deep conversations.</p> <ul style="list-style-type: none"> Take advantage of the time you have together to form meaningful, academic relationships. Model how to communicate Establish clear expectations and guidelines for how and when to communicate Active listening Know your audience Visual/nonlinguistic representations
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3rd Grade-5th Grade

Fully Virtual School

What is it? What does it look like?

Digital Engagement	Feedback	Communication
<ul style="list-style-type: none"> Synchronous and asynchronous Clearly communicated and accessible to parents/caregivers Consistent Platform-Google Classroom. Start the school year teaching students on how to use web based tools to accomplish learning expectations. Daily Check-in form. Video lessons Buddy students 	<ul style="list-style-type: none"> Explicit, timely, specific, targeted feedback through chosen platforms. Written or verbal. Divide workload of students with specialists reading and special education teachers. Continuous feedback provide during lessons not just at the end of a lesson Open communication platforms for students to give feedback to each other and collaborate with each other. 	<ul style="list-style-type: none"> Team and/or vertical articulation Class virtual meetings at the start of the week to set expectations and goals. Email updates to parents and students <ul style="list-style-type: none"> Provide feedback using different methodologies, written or audio, video files (personalized Google Meet recordings) When providing feedback, add directly to the document using a textbox or comment or circle the item.

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

	<ul style="list-style-type: none"> ● Provide structure and expectations around what happens after feedback is given. Share revised work with teachers, peers or family members. ● Pull small groups of students to focus discussion on similar topic. This support can be provided by more than the classroom teacher. ● Provide a peer exemplar for the student to reference and a rubric, when possible. 	
Fully Virtual School Instructional Strategies		
Digital Engagement	Feedback	Communication
<ul style="list-style-type: none"> ● Short video or audio instructions. ● Problem-based ● <u>Choice boards</u> more <u>examples</u> ● Google Slides/Sheets with ALL assignments/classes per day ● Interactive lessons (ie Google Slides) ● Interactive tools to engage students ● Collaboration lessons ● Organizational tools for students to stay organized ● Lessons that allow student voice to be seen and heard ● <u>Scotia-Glenville's Approved Software List</u> 	<ul style="list-style-type: none"> ● Formative and summative assessments ● Performance-based assessments ● Progress monitoring throughout lessons and providing feedback as students work ● Check -ins ● Small break out sessions ● video /audio feedback to students 	<ul style="list-style-type: none"> ● Using Google docs, slides, etc for commenting ● Using video and audio tools for communication not just written ● Email

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

Fully Virtual School Best Practices		
Digital Engagement	Feedback	Communication
<ul style="list-style-type: none"> • Set expectations • Provide tutorials • Share Home Learning Support Site with Families • Provide lessons that engage, enhance, extend learning • Create & Provide lessons that include the <u>4Cs</u> 	<ul style="list-style-type: none"> • Beginning of the year expectations for what feedback will look like. • During lessons, provide feedback • Often, timely, relevant feedback • Looking at data to help with what feedback you need to give & support • Allow for student feedback - peer feedback and self-reflection 	<ul style="list-style-type: none"> • Emails • Phone calls • Family well-being check in • Central location for students to access assignments • “Parent University” meetings • Teacher continued professional development • Team meetings & collaboration

6th Grade-12th Grade		
Hybrid Learning What is it? What does it look like?		
Digital Engagement	Feedback	Communication
<ul style="list-style-type: none"> • Students will attend synchronous Google Meets. • Asynchronous video lessons, teachers pre-record 	<ul style="list-style-type: none"> • Students will be encouraged to check their email regularly. 	<ul style="list-style-type: none"> • Communication is used to express the same messaging from the

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

<p>and students are able to view on their own time.</p> <ul style="list-style-type: none"> • Students will be engaging or applying learning in various online activities. • Provide students with opportunities for question/answer sessions and discussions on topics of new learning. • Provide breakout rooms so smaller groups of students can work together while the teacher is able to check in periodically to answer questions on the topic. • Teachers create digital, remote learning goals. 	<ul style="list-style-type: none"> • Students will be directed to review teacher comments on assignments. • Students have to have grade accountability • Gradebook should be updated and up to date at the five week mark of each quarter. • Feedback should be given about student work in a timely manner. • Explicit, specific, targeted feedback will be given through chosen platforms---written or verbal. • Send individual and/or group messages in Google Stream. 	<p>school district. It is unified, clear, and accessible for all.</p> <ul style="list-style-type: none"> • The same form of communication is used with all appropriate stakeholders. • Teachers and students use school products to communicate regularly (email, Google Classroom, Blackboard.). • In Google Classroom turn on Parent Notifier. Parents can change settings for type and frequency of notifications. • Make sure parents/guardian contact information is accurate and up-to-date. • Identify parents' preferred communication method for delivery of relevant information. • Utilize a translator (whether a person or online translating tool) for non-English speaking families. • Set expectations with families and students as to when you will communicate. • Use Google Stream to remind students of due dates or past due work.
Hybrid Learning Instructional Strategies		
Digital Engagement	Feedback	Communication

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

<ul style="list-style-type: none"> • Debate - Students could give introductory arguments that other students can respond to. • Fishbowl - Students could have smaller discussions moderated by teachers. • Breakout Rooms • Online discussions • Polling • Interactivity during Synchronous teaching • Creative Projects - Portfolio Creation • Reverse Teaching - have students teaching a mini lesson • Student present work • Do now and daily agenda on Google slides 	<ul style="list-style-type: none"> • Audio recording of feedback • Written comments connected to specific parts of assignments (e.g. Comments on a Google Doc) • If applicable, video recordings of feedback • Create formative assessments • Use of Exit Tickets • Branching Forms • Peer feedback- buddy students together to provide feedback or work collaboratively on projects with associated rubrics 	<ul style="list-style-type: none"> • Multimodal representation of information-written, audio, and visual • Create a discussion forum • Teacher topic driven or student social driven • Record your lessons and directions • Socratic Seminars
Hybrid Learning Tools and Platforms		
Digital Engagement	Feedback	Communication
<ul style="list-style-type: none"> • Google meet - Breakout rooms will be possible through multiple Meets. • Scotia-Glenville's Approved Software list 	<ul style="list-style-type: none"> • Comment Box in Google Classroom or G Suite files 	<ul style="list-style-type: none"> • Google Translate - Available in Google Docs • Google Comments • Google Classroom Cheat Sheet
Hybrid Learning Best Practices		
Digital Engagement	Feedback	Communication

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

<ul style="list-style-type: none"> ● Digital File Organizing <ul style="list-style-type: none"> ○ Google's Applied Digital Skills ○ File Organization for Teachers ○ Organizing Google Drive presentation ○ Organizing Google Classroom tutorial ○ Consistent Google Classroom Set up ○ Secondary - CLICK HERE ● Maintaining Student connections in a variety of ways. ● Design lessons for engagement (from <i>Engagement by Design</i> by Fisher, et. al) ● Tell students why lessons matter - research shows that students do not apply what they know to new situations unless they are prompted to do so. Also see here about the importance of setting purpose. ● Finding an authentic audience for student work ● Think about accessibility ● Brain Breaks ● Work with your Tech Specialist ● Start with familiar tech tools ● Allow time to explore 	<ul style="list-style-type: none"> ● Begin the year by setting expectations for what feedback will look like. ● During lessons, feedback should be embedded. ● In general, feedback should be given often, and be timely and relevant. ● Teachers should be looking at data to help with what feedback they need to give. 	<ul style="list-style-type: none"> ● Using PowerSchool ● Using email ● Using phone calls to check in. ● Use of cross-platform communication tools. ● What does effective communication with parents look like? <ul style="list-style-type: none"> ○ Check-in with colleagues regarding their contact with parents ○ Quality vs Quantity - make it as meaningful as possible. Short and direct. ○ Timely ● When do administrators need to step in? <ul style="list-style-type: none"> ○ Monitor student attendance and engagement. After a certain amount of time (determined at the building level), include the administrator to engage parents/families. ● A no-contact document for record keeping. ● Ensuring students know how to communicate via email ● Daily Check-ins (Use Google Forms, Flipgrid) ● Set policies with your families and students as to when you will be communicating (answering emails, responding to assignments) ● Clearly communicated Due Dates
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PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

		<ul style="list-style-type: none"> • Consistent Formatting - where is your contact information, titles, Simplified, Each week structure consistent, • Consistent Instructions - step by step instructions and submission instruction. Model examples. Be detailed such as how long to do each step. • Create checklists for students
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Elementary Feedback and Formative Assessment

<https://www.thecttl.org/2020/03/19/applying-promising-mbe-research-to-learning-from-a-distance/>
<https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger>

Elementary Math Resources

- Math courtesy of Eric Curtus- all interactive <https://www.controltachieve.com/p/resources-math.html>
- Wondering about math simulations? <https://junior.edumedia-sciences.com/en/node/112-math>
- Google tools - math: <https://teachercenter.withgoogle.com/resources/general?tags=mathematics>

Additional Resources for 6th-12th Grade

- [Teacher Guide to Online Learning](#)
- [Remote Teaching Hub](#)
- To Get Started Hybrid Ideas:

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- Assessments:
 - [An Introduction to Hybrid Teaching](#)
 - [Formative Assessment Practices for Distance Learning](#)
 - [Universal design for learning](#)
- [Formative assessment distance learning article](#)
- [Checklist for high quality feedback click here](#)
- [Increase engagement during remote learning, click here](#)
- [Successfully taking offline courses online. \(includes building blocks of an effective online lesson\)](#)
- [How to engage online learners](#)



Elementary Grading - Community

Parents/Guardians will receive the Scotia-Glenville standards based report card at the end of each trimester.

Teachers will use a combination of numeric and standards based grades during the school.

High quality, explicit feedback will be shared with students and parents/guardians.

Prioritizing graded work - We will focus on the priority standards within each grade level. The District has reviewed the NYS Learning standards and narrowed the focus to identify the enduring skills and understandings students need to be successful.

Assessments will be edited for fewer overall items. The items will focus on constructed response questions and fewer multiple choice questions.

Homework – Please reference the District's Elementary Homework Procedures and Practices linked [here](#)

We would ask that you contact your child's teacher if you:

- have questions about assignments.
- have information about personal extenuating circumstances that would help a teacher understand what supports your child may need to be successful.



What could the 6-12 classroom look like this year?

Below are examples that a teacher might choose to use to structure their class time. Teachers could choose to vary the lesson template based upon a particular lesson or topic. The teacher would choose which template best suits the lesson and the students they are working with. Teachers could expand on these examples based on their professional judgement and professional learning.

Example 1- Traditional Direct Instruction Lesson That Engages All Learners

Remote students connect to the class via Google Meet to join their in person peers at the beginning of the period and remain connected throughout the entire lesson to take part in the class. They can interact with their teacher and their in-person and remote peers.

The teacher engages in a “traditional” 40-minute lecture/discussion

Example 2- Mix of direct instruction and collaborative work between peers

Remote students connect to the class via Google Meet to join their in person peers at the beginning of the period and remain connected throughout the entire lesson to take part in the class. They can interact with their teacher and their in-person and remote peers.

Lesson Opening (15 min): Greeting followed by the introduction of new content or the continuation of a previously introduced topic

Independent/Partner/Group Work (10 min): Students work independently, with a partner, or in groups. For partner or group work, a shared Google doc or slide could be used.

Lesson Closing (10 min): Check for understanding, review and revise independent/partner/group work

Next steps (5 min): Assign homework, announcements, etc.

Example 3- Mix of direct instruction and independent work time

Remote students connect to the class via Google Meet to join their in-person peers at the beginning of the period and remain connected for a group lesson and then complete independent work.

Group Lesson (20 min): Welcome followed by the introduction of new content or the continuation of a previously introduced topic

Independent Work (20 min): In-person students will work independently and the teacher could provide support. Remote students would work on the same or similar tasks and could submit questions and completed work via Google Classroom.

Example 4- All students are working independently on virtual lessons in Google Classroom

At the beginning of the period all students log in to retrieve their assignment. Students work on the assignment for the duration of the class period and submit at the end or at a later date, if appropriate. Teachers are available to clarify directions, answer questions and provide periodic check ins.

Example 5-Direct Instruction with group work and a share out

Group Lesson (5 min): Welcome followed by introduction of task.

Small Group Work (20 min): Students work collaboratively in a Google Slide or Google doc around a task.

(15 min): Students share out or present on group work.



Attendance

Both In-person and Fully Virtual School

We are keeping all current attendance practices in place.

Daily attendance is expected for all students in all classes.

Please call the main office if your child will be absent.

Attendance will be kept in PowerSchool.

Personal contact will be made through emails and phone calls by the attendance secretary, social worker, nurse, teachers, principal or other school staff.

Attendance letters will be mailed home if a student is chronically absent.

If students are unable to be present we will work together with the student and family to identify and remove obstacles.



Google Meet Expectations

The Scotia-Glenville Central School District Code of Conduct applies to all in person and online classrooms.

- Sit upright at a table or desk, if possible.
- Please wear appropriate clothing.
- Be on time for class.
- Check your background, what is behind you may be seen by others.
- Only *you* should be in front of the computer, not your sister or brother.
- Choose a school-appropriate avatar if you are using something other than your initials.
- Mute your line when you enter the room.
- Keep your camera on during the entire class.
- Participation is expected. Keep comments appropriate!
 - Remember to be kind and respectful, in both speech and behavior.
 - Keep the conversation about school-related topics.
- Do not take photos or videos of others.
- Please leave the meeting when your teacher directs you to leave the meeting.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

Grading for All-Virtual and Hybrid Classes Grades 6-12 Information for Staff

1. **PowerTeacher Gradebook:** Numerical grades should be entered in PowerTeacher and updated on a regular basis; and grades must be up-to-date at the five and ten week points of each quarter.
 - a. Best Practice Recommendation - Assignment title should be specific; e.g. "Regents Practice Part 2" or "Present/Past tense verbs."
2. **Google Classroom:** Additional written feedback should be shared with students on assignments submitted through Google Classroom.
3. **Course Policies and Procedures: Include (but not limited to) the appropriate information outlined:**
 - a. Middle School Policy
 - i. <https://www.scotiaglenvilleschools.org/middle-school/middle-school-home-work-guidelines/>
 - b. High School Policy
 - i. <https://www.scotiaglenvilleschools.org/senior-high-school/high-school-homework-procedures-and-practices/>
 - c. Include information about:
 - i. course name
 - ii. teacher contact information
 - iii. the type and weight of assignments (grade calculation = total points or weighted)
 1. formative and summative assessments
 2. homework
 3. class participation (not attendance!!!!)
 - iv. deadlines
 - v. video "Permission to View" form
 1. [Link to "Permission to View" video form](#)
 2. For additional information see the Regulation Governing the Use of Movies, Videos, and Other Audiovisual Materials (Policy 4514)



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

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<https://www.scotiaglenvilleschools.org/school-district-policies/4000-instruction/>

- d. Instead of paper copies, consider using a Google form to share with students/families at the beginning of the course and
- e. The family's submission of [the form](#) is equivalent to the old paper signatures.
- f. Other Suggestions:
 - i. Post your Course Policies and Procedures in Google Classroom.
 - ii. Include your grade calculation process (weighted/total points?) in PowerTeacher under the class description.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

PROTOCOLS AND PROCEDURES: ACADEMIC & INSTRUCTIONAL

Grading for All-Virtual and Hybrid Classes 6-12 Information for Students and their Families

1. **PowerSchool Gradebook:** Numerical grades will be in PowerSchool and updated on a regular basis; and grades will be up-to-date at the five and ten week points of each quarter.
2. **Google Classroom:** Additional written feedback can be found on assignments submitted through Google Classroom.
3. **Course Policies and Procedures:**
 - a. A syllabus is provided for each course with information about:
 - i. course name
 - ii. teacher contact information
 - iii. type and weight of assignments
 1. formative and summative assessments
 2. homework
 3. class participation
 - iv. deadlines
4. **Communication:**
 - a. Contact a teacher if you:
 - i. have checked PowerSchool and GoogleClassroom and have questions about grades or assignments.
 - ii. have information about personal extenuating circumstances that would help a teacher understand what is happening with your engagement in class.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

Scotia-Glenville Central Schools
Department of Pupil Personnel Services
Embedded and Push-in Related Services and Instructional Support COVID Protocol

Related service providers and special education teachers who provide services embedded in the classroom delivered as push-in services may provide those services to students in the student's classroom provided that the addition of the related service provider/special education teacher does not increase the number of staff and students over the limit allowed in the classroom. The ability to push-in to classrooms will need to be determined on a classroom-by-classroom basis (in consultation with the building principal) depending on the physical size of the classroom and the number of students and staff assigned to that particular classroom. The following conditions must be met:

- The six foot distance between students and adult is maintained throughout the session to the extent possible given the goals of the instructional session.
- Students and adults wear masks (and face shields as appropriate) throughout the lesson.
- Each student/adult has their own materials which are not shared among the students/adult. In the cases where duplicate materials are not available or practical the materials will be disinfected before being passed from one student/adult to another.



SCOTIA-GLENVILLE CENTRAL SCHOOL DISTRICT

Scotia-Glenville Central Schools
Department of Pupil Personnel Services
Therapy-Assessment COVID Protocol

Individual and small group related service sessions as well as individual assessment sessions may occur as long as the conditions listed below are met. Combining students from different classrooms is not preferred, but allowed when unavoidable to provide the prescribed service to the student.

- Table and chair surfaces are disinfected using district approved disinfectants between each student or group of students.
- Students and therapist wash hands (or use hand sanitizer) before starting activities.
- Students and therapist are seated six feet from each other. Group sizes may need adjusting based on this requirement.
- The six foot distance between students and therapist is maintained throughout the session to the extent possible given the goals of the therapy session.
- Students and therapist wear masks (and face shields as appropriate) throughout the session.
- Each student/therapist has their own materials which are not shared among the students/therapist. In the case where duplicate materials are not available or practical the materials will be disinfected before being passed from one student/therapist to another.
- Utilize pointers and other such devices to minimize the need for touching surfaces on assessment materials.
- Laminate materials as appropriate to facilitate cleaning.
- In the case of physical or occupational therapy sessions which include physical activity, there will be 12 feet of space between students/therapist.
- For music therapy sessions that involve singing, students need to be distanced 12 feet apart.
- For office space that is small and with no windows, seek alternate spaces as available.

Protocol for Faculty/Staff to Follow for Health Office Visits and Other Procedures

(Reviewed September 1, 2021)

Faculty/Staff will call the Health Office at _____ to arrange for student or staff member to visit, all calls will be triaged by the School Nurse. If the nurse cannot be reached and it is an emergency, call the main office. If it's not an emergency the nurse will get back to the person calling as soon as possible.

- No more than 2-3 Students will be allowed to visit the Health Office at a time to maintain social distancing.
- All first aid procedures must be attended to by the School Nurse, no bandaids will be allowed in the classrooms.
- If a waiting area is available outside the Health Office students or staff will wait seated 6 feet apart and be monitored for safety.
- Medication and medical treatment visits will be done at staggered times to allow for social distancing.
- Masks must be worn by all students and staff during Health Office visits and while waiting.
- Nurse's will wear face shields and masks at all times so that students can remove their mask to take medications and while caring for students when we are unable to social distance.
- Health Office sinks and bathrooms are for Health Office use ONLY to maintain cleanliness.

Faculty/staff members assisting students with toileting procedures will wear a mask, face shield, gown and gloves. After flushing the toilet the student will wash hands with soap and water, the faculty/staff member will remove the gown and gloves and also wash hands thoroughly. Any faculty/staff member working with students where they cannot social distance and/or the student is unable to wear a mask the faculty/staff member will wear a face shield and mask.

Any classrooms with students that have life threatening food allergies will be sure that all students wash their hands prior to and after meals. All surfaces will be wiped down, the floors shall be swept and or vacuumed if needed, directed by classroom staff/teacher.

If the school nurse must leave The Health Office to visit a classroom or outdoor field due to an emergency the Health Office will be closed and locked. The no nurse protocol will be followed. Visitors will wait in the social distance waiting area. If there is an emergency the main office will be contacted.

Scotia Glenville Central School District
Health Office Protocol
During the COVID-19 Pandemic 2020-2021 School Year
(Updated September 1, 2020)

All nursing staff will complete the daily district screening Health App prior to reporting to work.

All nursing staff will be required to wear a mask with a face shield at all times while in the Health Office

All nursing staff will be fit tested for N-95 masks

- N-95 masks are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures such as suctioning or a nebulizer treatment
- If an aerosolized treatment is required this will be done in a separate area of the Health Office and the surfaces will be wiped down with an approved disinfectant after the treatment is complete. The student will also wash hands or use hand sanitizer after the treatment is complete.

All nursing staff will focus on preventative actions by

- Performing health checks and screenings per the NYSDOH guidance
- Instructing students and staff in proper hand and respiratory hygiene
- Instructing students and staff on how to wear appropriate face coverings
- Requesting custodial staff to perform cleaning and disinfecting procedures when necessary in accordance with CDC and NYSDOH guidance

All nursing staff will develop plans to maximize social distancing in their offices:

- Medication administration and medical procedures will be completed in a separate room at staggered intervals
- No more than (3) visitors in the health office at a time with areas marked 6 feet apart
- The Health Office sinks and bathrooms will no longer be available for faculty/staff use
- Faculty/staff members will be instructed to call ahead to arrange for student visits to the Health Office or to arrange for the school nurse to visit the classroom
- If the nurse is required to leave the health office for an emergency the health office will remain locked. Students will be directed to the main office for emergencies
- Parents/Guardians dropping off medications will do so at a designated time and location outside of the health office. The School Nurse (Registered Professional Nurse) will need to sign a receipt for all medications and treatments provided
- If cots are available in the health office they must be at least 6 feet apart
- Cots will be wiped down with approved disinfectant in between uses
- A separate location will be identified in each building to isolate persons displaying any COVID-19 symptoms until they can be sent home or to a medical provider and will remain under visual supervision of a staff member who is socially distanced

- All nursing staff caring for a student or staff member that is suspected to have COVID-19 shall wear gown, gloves, and a fit-tested N-95 mask as well as eye protection (face shield)

All nursing staff will be familiar with the signs and symptoms of COVID-19 illness per CDC guidance:

- Anyone can have mild to severe symptoms
- Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing more serious complications from COVID-19 illness
- People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.
- People with these symptoms*may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

All nursing staff will look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms

All nursing staff will Call 911 or call ahead to our local emergency facility: Notify the operator that they are seeking care for someone who has or may have COVID-19

All nursing staff will report to the District Nurse Coordinator any suspected or known case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. The District Nurse Coordinator will collaborate with the local health department regarding school closure requirements and/or the return to school

All nursing staff may need to complete screening of students who are not able to utilize the district screening Health App prior to school

- Students may not be excluded from school due to non completion of screening via the Health App
- Screening must be treated in a confidential manner

- Screening should be completed as quickly as possible to minimize time away from class
- Nursing staff will wash hands with soap and water for 20 seconds or use alcohol based (at least 60%) hand sanitizer, wear masks, face shields and gloves to perform screenings within 6 feet of students
- Nursing staff will utilize non-contact (infrared) thermometers so that changing gloves and washing hands between each check will not be necessary because there will be no physical contact with students
- Nursing staff will clean infrared thermometers with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student/staff member. The same wipe can be reused if it remains wet
- Anyone with a fever of 100F or greater will not be allowed to attend school

All nursing staff will complete the following questions as part of the daily screening procedure for students/staff unable to complete screening utilizing the district screening Health App prior to school:

Since your last day of work, or last visit here, have you had any of these symptoms?

Fever (temperature of greater than 100.0° F in the last 14 days)

Cough

Shortness of breath or difficulty breathing

Chills

Repeated shaking with chills

Muscle pain

Headache

Sore throat

New loss of taste or smell

Gastrointestinal Tract Symptoms (primarily affecting children only)

Note: Answer "yes" if the symptoms you have experienced in the last 14 days are of greater intensity or frequency than what you normally experience.

Have you had a positive COVID-19 test within the last 14 days?

Have you had close contact with a confirmed or suspected case of COVID-19 case within 14 days?

Have you 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?

All nursing staff will document a Pass/Fail of screening for students/staff in SNAP electronic record

Any student, faculty or staff member sent home due to illness during the school day will need to provide a note from their healthcare provider stating when they are cleared to return to work/school

It is recommended that if students, faculty or staff members require fever/pain reducing medications (Acetaminophen-Tylenol or Ibuprofen-Advil/Motrin) before coming to work/school in the morning, that they remain home until these medications are no longer required to

function at school/work. These medications have the potential to mask many of the symptoms of COVID-19.

At the close of each day the School Nurse will provide a list of students, faculty and staff that were sent home due to illness to the attendance secretary and building administrator to ensure that clearance notes from medical providers are received prior to their return to work or school.