

Return to Learn Plan



*Integration of the TTA/TEU Proposal and the
existing Return to Learn Plan*

October 15, 2020



Shared Goals



- Students to return in-person to the greatest extent possible with equitable access
- Creating a healthy and safe learning environment for all members of the Tuxedo UFSD Family
- Leverage existing staff and resources already in place to meet the needs of our learning community

Weekly Teaching Schedule - COHORTS



Most Important: *Students return to in-person to the greatest extent possible with equitable access to instruction*

Integrated Recommendations	What Would it Take	Considerations	Outcome(s)
<p>GFB</p> <ul style="list-style-type: none"> • Two Cohorts • All students (6-12) • Every other week in-person <p>GGM</p> <ul style="list-style-type: none"> • Two Cohorts • Pre-K and Kindergarten <ul style="list-style-type: none"> • Half Day Schedule • Grades 1-5 <ul style="list-style-type: none"> • AA/BB Weekly Schedule 	<ul style="list-style-type: none"> • Creation of cohorts by family - Review families with siblings • Appropriate sized classrooms • Transportation of students <ul style="list-style-type: none"> • Bussing for ½ day • Sanitizing of buildings between class groups/cohorts • Providing enough classroom space 	<ul style="list-style-type: none"> • Families may have students in both GGM and GFB that end up on two different weekly schedules • NYS and CDC Guidelines • Potential adjustments to student schedules • Additional Staffing • Additional planning for cleaning schedules • Extra rooms if needed 	<ul style="list-style-type: none"> • <i>Consider GGM in every other week to ensure siblings are on the same schedule</i> • <i>Kindergarten possibly AA/BB and not ½ day</i> • <i>Additional custodians requested (1.5)</i> • <i>GFB Teachers to spray (disinfect) used desks between periods</i> <ul style="list-style-type: none"> • <i>(if needed)</i>

Sample Schedule – 2 COHORTS



	Monday	Tuesday	Wednesday	Thursday	Friday
GFB - Cohort A <i>(Grades 6-12)</i>	Asynchronous	In – Person Instruction			
GFB - Cohort B <i>(Grades 6-12)</i>	Asynchronous	Remote Instruction (Learning from Home)			
GGM - Cohort A <i>(Grades 1-5)</i>	Asynchronous	In-Person	In-Person	Remote Instruction	Remote Instruction
GGM - Cohort B <i>(Grades 1-5)</i>	Asynchronous	Remote Instruction	Remote Instruction	In-Person	In-Person
GGM - Cohort A <i>(PreK & Kindergarten)</i>	Asynchronous	AM - In-Person	AM - In-Person	AM - In-Person	AM - In-Person
		PM - Remote	PM - Remote	PM - Remote	PM - Remote
GGM - Cohort B <i>(PreK & Kindergarten)</i>	Asynchronous	AM - Remote	AM - Remote	AM - Remote	AM - Remote
		PM - In-Person	PM - In-Person	PM - In-Person	PM - In-Person

Student ARRIVAL

Most Important: *Getting students safely and quickly to school and ready to learn*



Integrated Recommendations	What Would it Take	Considerations	Outcome(s)
<p>Arrival</p> <ul style="list-style-type: none"> • Staff Greeting students • Temperature check of students prior to entry • Questionnaire Completion Confirmation 	<p>GFB</p> <ul style="list-style-type: none"> • Four staff members to take temperatures, confirm questionnaire, and serve as an escort <p>GGM</p> <ul style="list-style-type: none"> • Four staff members to take temperatures, confirm questionnaire, and serve as an escort • Planning for additional time for staggered times for students disembarking the bus 	<ul style="list-style-type: none"> • Utilize current staff members • One entrance per building • Additional staffing and equipment would be needed • Accurate count of parents who will transport their children • Disinfecting of busses • Location of bus and parent drop-off for smooth flow 	<ul style="list-style-type: none"> • Temperature taking will happen inside the building <ul style="list-style-type: none"> • Additional staffing to escort as needed • Questionnaires will be researched by the nurse (<i>parents not questioned at the car</i>) • AM Drop-Off & PM Pick-Up will remain as planned • Two entrances at GGM

Student FLOW

Most Important: *Limit the number of students in the hallway*



Integrated Recommendations	What Would it Take	Considerations	Outcome(s)
<ul style="list-style-type: none"> School entrances open at 8:00AM and students report directly to their first class Specials push into the classroom Students remain in same classroom with teachers pushing in 	<p>GFB</p> <ul style="list-style-type: none"> Students in grades 9-12 (+ some gr. 8) will transition as usual Students in grades 6-8 will remain in the same classroom and teachers will travel <p>GGM</p> <ul style="list-style-type: none"> Students will remain in their (grade level) classroom All specials will be in the (grade level) classroom, except for Physical Education Transitions will be minimized 	<ul style="list-style-type: none"> Hallway supervision during passing time Estimated time needed to clean class spaces between student groups – teachers to spray desks w/disinfectant Signage to reinforce hallway expectations 	<ul style="list-style-type: none"> Teachers will step out into the hallways during passing time Teachers will spray (disinfect) desks only as needed – most done by custodial staff Signs have been ordered, waiting for delivery and installation

Student BELONGINGS

Most Important: *Minimize touchpoints and spaces for congregating*



Integrated Recommendations	What Would it Take	Considerations	Outcome(s)
<ul style="list-style-type: none"> • Students carry in/out all belongings, including their Chromebook each day • Materials that cannot be taken home must be used by only one student • Digital materials 	<p>GFB</p> <ul style="list-style-type: none"> • Book bags kept under desk • No lockers <p>GGM</p> <ul style="list-style-type: none"> • Materials will not be shared between students • Storage space for student belongings (book bags) 	<ul style="list-style-type: none"> • Small instruments carried by children; accommodations made for large instruments • Storage spaces for elementary students larger material • Use of easily disinfected storage bags for materials • Type/size of storage material due to the blocking of the egress 	<ul style="list-style-type: none"> • <i>All students should plan on taking a back pack to and from school everyday</i> • <i>Lockers should be used to store coats</i> • <i>GGM Bins can be stored on shelving – not on the floor where it could block egress</i> • <i>Digital materials already in place</i>

Student LUNCH

Most Important: *Providing students with a safe area to each lunch*



Integrated Recommendations	What Would it Take	Considerations	Outcome(s)
<ul style="list-style-type: none"> Multiple lunch periods and groups Lunch seat assignments Limit money exchange Shared locations cleaned between lunch periods GFB cafeteria would be utilized as one lunch location 	<p>GFB</p> <ul style="list-style-type: none"> Two lunch periods Three locations Supervised by staff <p>GGM</p> <ul style="list-style-type: none"> Lunch in the classroom Supervised by staff Delivery of lunches to separate locations/ classrooms 	<ul style="list-style-type: none"> Additional staffing for supervising lunch periods Waiting markers for cafeteria System for lunch pre-order to minimize money exchange Removal of trash and cleaning of rooms of spills 	<ul style="list-style-type: none"> <i>Monitors will cover lunch periods as well as arrival and dismissal</i> <i>Signage/markers waiting for delivery/installation</i> <i>Students need to put in their ID at lunch (for accountability purposes)</i> <i>Lunch should be in the cafeteria (or designated location – not classroom) whenever possible (Grades 2-12)</i>

Students w/Disabilities and ENL Students

Most Important: *In-person service delivery to the greatest extent practicable*



Integrated Recommendations	What Would it Take	Considerations
<ul style="list-style-type: none">• IEPs and 504s met through synchronous and asynchronous formats• Prioritize in-person delivery of special education programs and related services (IEP & 504)• Utilize Monday afternoon for scheduled in-person services• Remote Learning from School days scheduled for students during the week/days their Cohort is learning from home• During these days, students would go to their “Remote Learning Pod” and attend some classes remotely (as if home) and some classes and therapy sessions in-person	<ul style="list-style-type: none">• Utilize a combination of remote learning from central school location and in-person special education services at the district• Creation of 4 Remote Learning Pods for students who receive special education programs and related services• Aide to supervise each Remote Learning Pod• Student headphones with microphone for synchronous lessons	<ul style="list-style-type: none">• 4 aides for supervision• Designated classroom location for each Remote Learning Pod• Per parent/guardian agreement and student need• Transportation provided by district• Student headphones

Student DISMISSAL

Most Important: *Safe and healthy return home from school*



Integrated Recommendations	What Would it Take	Considerations	Outcome(s)
<p>Dismissal</p> <ul style="list-style-type: none"> Staggered dismissal time by bus/parent pick up Limiting the time students are waiting on the bus 	<p>GFB</p> <ul style="list-style-type: none"> Staff members to supervise dismissal Planning time to dismiss students by bus <p>GGM</p> <ul style="list-style-type: none"> Staff members to pick up students from each class Staff members to pick up students for parent pick up 	<ul style="list-style-type: none"> Utilize current staff members One exit per building Additional staffing would be needed Accurate count of parents who will transport their children Disinfecting of busses Location of bus and parent drop-off for smooth flow 	<ul style="list-style-type: none"> <i>AM Drop-Off & PM Pick-Up will remain as planned</i> <i>Students should be dismissed by bus number (Grades 2-12)</i> <i>K-1 Students should be escorted by the teacher</i> <i>Buses will be disinfected between runs</i>

Additional STAFFING and MATERIALS Required



Aides and Monitors	O&M, Transportation, & Food Services Staff	Materials	Outcome(s)
<ul style="list-style-type: none"> • 8 staff members for student arrival • 4 aides for special education supervision • 3 aides for GFB lunch supervision • 3 aides for GGM lunch supervision 	<ul style="list-style-type: none"> • 5 part time Transportation Staff members • 2 Food Service staff members • 2 Full Time Maintenance Worker • 1 Part Time Maintenance Worker 	<ul style="list-style-type: none"> • 8 Radios for staff on arrival/dismissal duty • 40 student headphones • Technology for classroom spaces • Signage for hallways / waiting markers for cafeterias • Cleaning materials 	<p><i>Arrival/Dismissal & Lunch</i></p> <ul style="list-style-type: none"> • GFB - 3 Monitors • GGM - 3 Monitors • <i>SPED Aides (TBD)</i> <p>O&M</p> <ul style="list-style-type: none"> • <i>1 FT Custodian</i> • <i>1 PT Custodian</i> <p>Transportation</p> <ul style="list-style-type: none"> • <i>Replace 4 bus drivers</i> • <i>Add (?) 1 bus driver</i> <p>Materials</p> <ul style="list-style-type: none"> • <i>Headphones w/mic's for all students</i>



Return to Hybrid Model



What needs to happen in order for students to return:

- Bus drivers must be hired
- Monitors must be hired
- Custodian must be hired
- Lunch system finalized
- Parents opting for 100% remote instruction are confirmed
- Parents opting for 100% self-transportation to school are confirmed
- **Currently very FEW applicants – actively seeking potential employees**

Projected Dates:

- **October 27th** *Pre-K and Kindergarten*
- **November 3rd** *Grades 1-8*
- **November 9th** *Grades 9-12*

*****Return dates dependent on having staff in place***