



The Lowell School Reopening Plan

Dede Proujansky, Executive Director

Elementary & Middle School

Elizabeth Simona, Principal

24-20 Parsons Boulevard, Whitestone, NY 11357

High School

Irene Psilakis, Principal

142-45 58 Road, Flushing, NY 11355



INTRODUCTION:

Executive Director Dede Proujansky

The Lowell School Reopening Plan

This School Reopening Plan aims to define clear guidance for how The Lowell School will open its doors, physically and virtually, aligned with the regulations developed in collaboration with state and national authorities. Our first commitment is to the students, staff, and families we serve. **Our priority must be to keep them safe.**

The areas outlined in this plan represent major considerations our school is addressing to reopen and to remain open as a source of hope and comfort. We believe we have found a balance between doing what's right for kids, and what is safe for all.

As with every plan of this magnitude and under these ever-changing conditions, this document will remain fluid and change as necessary based on guidance from state agencies and local health experts, as well as our students, staff, and families. We will be ready to act should it be required, knowing that we have been provided thoughtful counsel and established deliberate actions to protect our stakeholders.

We look forward to the 2020-21 academic year, no matter what challenges it may bring because together, we can **Accelerate Lowell.**

Sincerely,

Dede Proujansky, Executive Director

Elizabeth Simona, Elementary and Middle School Principal

Irene Psilakis, High School Principal

TABLE OF CONTENTS

Introduction.....	pg 2
Executive Summary/ Ensuring Student Success Through Robust Relationships: Vision, Mission.....	pg 4
What Returning to School Will Look Like for Students and Staff/ Educational Services.....	pg 5
The Lowell School Reopening Plan and Phases.....	pg 5
PHASE I Reentry- Distance Learning/Responsibilities/Overview.....	pg 6
Level of Continuation/ Health and Safety Concerns/Attendance Procedures.....	pg 8
Pandemic: Epidemic Job Roles.....	pg 8
Access to Devices/ Access to All Classes/ Communication/ Strategists.....	pg 10
High Quality, Effective, Standards-Based Education/Assessments.....	pg 10
Grades/ Remediation/Academic Progress Monitoring.....	pg 11
Business Office Processes.....	pg 11
PHASE II Re-entry – Hybrid Plan.....	pg 12
Responsible Parties/ Core Principles for Students and Staff.....	pg 12
Health and Safety Considerations.....	pg 12
Face Coverings/ Cohorts/ Controlled Movements/ Common Area Modifications	pg 13
Spaces/ Health and Wellness Protocols/ Screenings	pg 14
Positive COVID-19 Case Confirmation/ Contact Tracing/ Return to School.....	pg 15
Limited Access to Visitors/ Transportation/ Food Service/ Ventilation.....	pg 16
Campus Health and Wellness Protocols/ Mass Gatherings/ High School- After School Clubs.....	pg 17
Classroom Modifications and Structure/ Movement Patterns/ Breakfast and Lunch.....	pg 18
Arrival and Dismissal/ Safety Drills/ Field Trips and Gatherings.....	pg 19
IEPs and CSE.....	pg 19
Resources.....	pg 19

Appendix

CDC Parent Checklist: Planning for In-Person Classes

EXECUTIVE SUMMARY

Thank you for the opportunity to submit our distance education plan during this unprecedented statewide school closure due to the COVID-19 pandemic. Our school developed this plan with guidance from the New York State Education Department. We have developed a learning plan that will meet the needs of all our students. Our staff strategized on how to effectively leverage the existing technology platforms already in place. We have developed communication plans and the implementation of a full continuum of grade-level services.

Our school's commitment to providing learning opportunities for our students has provided a strong basis for our teaching staff to prepare our students for the next level during these uncertain times. The Lowell School will continue its distance/virtual synchronous learning utilizing all features of the Google Classroom platform, with two-way audio and video.

ENSURING STUDENT SUCCESS THROUGH ROBUST RELATIONSHIPS

Vision:

The vision of The Lowell School is to welcome and celebrate the individuality of the students, staff, parents, and community. We educate with passion in a safe and respectful environment. We strive to educate with the highest level of technology. We pledge to prepare students to graduate and achieve personal success.

Mission:

Founded in 1968, The Lowell School is a New York State Regents approved and accredited not-for-profit, coeducational day school, which provides a structured and supportive learning environment for children from elementary through high school age.

The school is approved to accept children with the classifications of Learning Disabled, Speech Impaired, Other Health Impaired, Emotionally Disturbed, and Autistic. Our goal is to close the gap between a child's potential and his/her day-to-day performance. An emphasis is placed on developing self-respect, responsibility, and building character.

We respect and nurture the unique qualities of each of our students within the context of a challenging academic program and offer an environment that encourages and provides opportunities for academic achievement and social growth. Often referred to as "the family school," close cooperation between home and school is the cornerstone of Lowell.

The inherent culture of our school is one of acceptance, tolerance, respect, and giving. Lowell students are involved in doing for others or supporting a cause.

Our supportive and structured multi-sensory learning environment provides each student with the needed tools to make academic gains. Each student's progress is closely monitored so that individual needs are addressed, and goals are achieved.

In this unique situation, teachers and administrators are using online communication tools, personal phone calls, and positive notes of encouragement for students and families as frequently as necessary based on the needs of each student.

What Returning to School Will Look Like for Students and Staff

Students and staff will return to campuses with increased health and safety measures to combat the effects of COVID-19 in our school buildings. School leadership has received input from all stakeholders and engaged in meaningful conversations with health authorities to create a reopening plan with safety and health at the forefront.

EDUCATIONAL SERVICES To be successful in preparing our students for the next level, The Lowell School believes the continuation of education is a critical service we can provide to support our families. The Lowell School recognizes that students learn in different ways, understands each student's unique learning issues, and the importance of meeting each students' specific needs. We will utilize a blended approach to learning that includes online learning, telephone contact between teachers, and teletherapy for related services. The Lowell School stresses the importance of augmenting and continuous professional development for our staff. We have used these opportunities to prepare our teachers to utilize online resources. Recognizing a pandemic level event requires a new level of dependence on technology, assessing, assisting, and supporting our instructional staff in providing the best learning environment for each student. Training and support options include materials already developed, virtual team training, and one-on-one support for our teachers.

The Lowell School Reopening Plan

The Lowell School is proposing a flexible and responsive model. It will include a phased-in approach that is compliant with the Department of Health (DOH), Center for Disease Control (CDC), New York State Education Department (NYSED), and Governor Cuomo's guidelines. We will build on each phase of entry or return to previous phases if caused by current data—notifications from the DOH, Governor's Executive Orders, or unsafe conditions.

PHASE I- September 10, 2020, Distance Learning Only

The Lowell School will be starting the school year with a distance learning model on Thursday, September 10, 2020.

PHASE II- Date To Be Announced, Hybrid (Distance Learning and In-Person Instruction)

Anticipated sometime in October 2020, The Lowell School will be using a hybrid model of in-person and distance learning. The square footage of our classrooms, while maintaining 6 feet of social distance, allows for a maximum of 6 students with a teacher and assistant.

PHASE III- Opting in for full in-person learning -OR- full distance learning

To Be Announced- Re: State and local Health Data Assessments, notifications and guidelines
Parent Preference- Upon determining it is safe for re-entry, parents can opt into full in-person instruction or full remote learning.

PHASE IV- Full in-person learning

To Be Announced- Re: State and local Health Data Assessments, notifications and guidelines
All Cohorts, A and B, will return to full in-person instruction.

PHASE I Re-entry DISTANCE LEARNING (Thursday, September 10, 2020)

Distance Learning will:

- Occur five days a week, with 5 ½ hours of instruction per day
- Provide all mandated IEP related services
- Engage students using online learning platforms
- Use high-quality, aligned instructional resources
- Offer flexibility for submission of assignments
- Provide daily instruction in ELA, math, science, and social studies for 3-8th grade students
- Provide daily instruction in courses required for graduation for 9-12th grade students
- Instruction will ensure rigor that matches the traditional classroom setting
- High-quality curriculum and virtual learning experiences will continue to be implemented
- All courses are aligned to NY State Standards. The scope and sequence has been adjusted and developed to support the prioritization of essential standards and to support foundations.
- Students/families will be provided with technology troubleshooting, as needed.

Teachers and Related Service Providers will:

- Plan and provide “live” instruction via Google Classroom throughout the school day
- Provide student support for work expectations
- Maintain a routine for classes and assigned work
- Monitor student attendance and completion of assignments.
- Grade weekly assignments and provide feedback to students
- Provide accommodations
- Be available for individual students who may need additional support
- Reports of progress will be communicated regularly with parents via email and/or phone
- Maintain attendance records daily; Absence calls/emails daily
- IEP implementation for delivery of service will continue, e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio, etc.
- Collect data, formative assessments, and on-going monitoring of student progress towards annual goals and to evaluate the effectiveness of the student’s special education services.
- Collect data for student progress and reports to present levels of academic achievement and functional performance to the CSE to help determine whether, or to what extent, the school closures may have on student learning
- Maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during the school closure.
- Document all on-going provisions of compensatory services to individual students.

Students will:

- Adhere to daily attendance guidelines, attending all virtual classes/sessions during the designated times, following given schedules
- Sign in to all virtual classes promptly with cameras turned on and remain present and engaged
- Arrive to all virtual classes with all necessary materials.
- Follow directions and ask for assistance as needed.
- Participate during class discussions, lessons, and activities.
- Make appropriate use of class time and complete quality class assignments.
- Complete and submit quality homework/projects by due dates.
- Study daily and prepare for assessments
- Display a positive attitude.
- Be respectful and considerate of others.
- If absent, take responsibility to obtain notes, and make-up missed work in a timely manner, accessing curriculum and assignments via Google Classroom
- Utilize “Meet” for specific related service sessions and meetings

Parents will:

- Ensure students participate in all virtual lessons daily
- Ensure that required assignments, homework, and projects are completed and submitted promptly
- Ensure students take all required local and state tests
- Typically, elementary students require daily guidance from their parent or guardian, while middle and high school students need guidance weekly
- Perform check-ins with your child regarding academics, and this includes checking Chalkable to ensure assignments, homework, and projects are submitted
- Communicate with teachers regularly to ensure student success
- Talk to your child regarding how they are feeling during this stressful time
- Seek assistance from school staff for emotional or mental health if needed
- Reach out to your child’s counselor with any changes that may impact your child’s success.
- Parent meetings and/or conferences will be scheduled to occur virtually until it is deemed appropriate to have larger numbers of individuals on-site

LEVEL OF CONTINUATION

We will follow full-continuation: Students will be able to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed above.

ATTENDANCE PROCEDURES

School closure has caused us to think creatively as to how to ensure that our students are ready for the next grade level. Attendance and accountability for learning are important during the school closure. Our teachers will be contacting students and parents through personal phone calls and virtual sessions. Attendance will be determined in various ways, including online contacts through “Google Suite for Education” and completed classwork and homework. If students are not completing work or participating in learning, teachers will be contacting parents, principals, and counselors to work with families to develop plans for student engagement based on the needs of each student.

PANDEMIC – EPIDEMIC JOB ROLES

Administrators:

- Identify essential personnel to be working in buildings
- Oversee all staff during transition and monitor accountability
- Execute Distance Learning Plan
- Continue to attend school planning meetings
- Send timely, consistent messages to school families and staff via School Messenger
- Receive guidance from the Executive Director on alternative duties and follow expectations
- Provide parents with the Procedural Safeguards and the Student Code of Conduct

Secretaries:

- Field phone calls
- Receive guidance from Supervisor on alternative duties and follow expectations

Custodians:

- Follow CDC guidelines to thoroughly clean and disinfect all schools
- Continue to clean as necessary
- Receive guidance from Supervisor on alternative duties and follow expectations

School Nurse:

- Provide guidance as needed for various stakeholders
- Follow-up with parents on student’s health
- Follow-up with mandated immunizations and annual physical exams
- Receive guidance from Supervisor on alternative duties and follow expectations

Teachers:

- Execute Distance Learning Plan
- Contact each family to answer questions and offer support
- Take daily attendance
- Receive guidance from Supervisor on alternative duties and follow expectations

Teacher Assistants:

- Assisting teachers with preparing instructional materials
- Assist students with online learning
- Contact parents for student absences and collect absentee notices
- Receive guidance from Supervisor on alternative duties

Related Service Providers:

- Provide all IEP mandated related services via teletherapy
- Follow developed student schedules
- Record all sessions in Easy Track
- Maintain session attendance
- Receive guidance from Supervisor on alternative duties
- Counselors will continue close contact with students and families to address mental health and offer support and resources.

Tech Department:

- Support continued distance learning operations
- Implement procedures to provide support for remote users (teachers, staff, students)
- Continue to provide training for online learning
- Receive guidance from Supervisor on alternative duties and follow expectations

Business Office:

- Will assist employees pertaining to hiring, and various resources employees might need
- Accounts Payable & Receivables will continue as normal to communicate with vendors and employees
- Will continue with normal operations in compliance with government directives
- Will receive guidance from direct Supervisor on alternative duties and follow expectations

ACCESS TO DEVICES

- Measures are taken to ensure all students have a device during the closure.
- Students have DOE devices, loaned school iPads/Chromebooks, or personal devices.
- Assistive Technology ensures continued access to quality education and services during any prolonged closure.

ACCESS TO ALL CLASSES

- All instruction continues to adhere to New York State Learning Standards
- Students and staff are using iPads, Chromebooks, laptops and desktop computers
- All students will receive distance or virtual learning daily between the hours of 8:15 am and 2:30 pm
- Daily schedules are followed throughout the day with instruction provided in all academic areas on every grade level according to the Commissioner's Regulation, including art, computer technology, music, and physical education
- We will maintain the 12:1:1 staffing ratio in all classes
- Students will receive all IEP mandated related services of counseling, speech, OT, PT, and individual reading via teletherapy with parental consent
- Students in grades 9 – 12 will continue to complete a minimum of 22 units of credit and demonstrate competency as prescribe by the NYSED to earn a Regents or Local Diploma. All New York State diploma pathways and requirements are applicable.

Communication

During a school closure, staff will communicate with families through email, phone, and virtual platforms (i.e., Zoom or Google) with our students and parents to provide services and support.

Strategists

Strategists will continue to collaborate with grade-level teachers for at-risk students and provide services via online modalities, packets, and phone conferencing.

HIGH QUALITY, EFFECTIVE, STANDARDS-BASED EDUCATION

Provisions for instructional support

Assessment

Grade-level assessments have been developed prior to the pandemic, and The Lowell School will continue to utilize these assessments; however, the delivery method will be adjusted and differentiated to meet the needs of all students.

Grades

Core classes will continue to follow our policies, practices, and grading structure during the closure due to the COVID-19 pandemic. Specifically, grades 3-5 will continue to use letter grades, while grades 7-12 will continue to use numerical grades.

Remediation

We will continue our current services for credit recovery and remediation.

Academic progress monitoring

The Lowell School teachers will continue to meet as grade-level teams to discuss instructional best practices, methods, and strategies. This planning time will continue to monitor students' academic progress in all academic areas, including, but not limited to ELA, Math, Social Studies, Science, Computer Technology, and the Arts.

The Lowell School teachers will continue to use grade-level assessments. Assessments will be virtual, formative, and summative through our online platforms and by student work. Student progress will continuously be monitored and addressed weekly. Any differentiation to instructional delivery or interventions will be discussed during grade-level meetings. Curriculum guides for each academic area will continue to be followed. With distance learning, The Lowell School will continue to monitor instructional delivery through our weekly meetings and make adjustments to scaffold learning as needed. To maintain compliance and accountability of instructional planning and implementation, teachers will verify daily assignment understanding and completion.

BUSINESS OFFICE PROCESSES

Our Business Office consists of accounts receivable, accounts payables, payroll, human resources, enrollment, communications, and student services. These services are essential to daily business and will continue to function as directed by the Executive Director while remaining in compliance with governmental regulations.

PHASE II HYBRID PLAN:

Group A-

Six students will be receiving in-person instruction on Mondays and Wednesdays, with the remainder of the class receiving virtual instruction using the Google platform.

Group B-

Six students will be receiving instruction on Tuesdays and Thursdays, with the remainder of the class receiving virtual instruction using the Google platform.

Group A & Group B-

Fridays- all students will be receiving virtual instruction via the Google platform.

***Until such time where social distance requirements are lifted, this reopening plan will remain in place.**

Responsible Parties:

The responsible parties for developing this plan affirming and adhering to the DOH Guidance are the Executive Director, the Elementary Middle School Principal, and the High School Principal.

Technology and Connectivity

The Lowell School has on-going email and phone contact with all parents concerning the level of access to devices and high-speed internet. The school will lend devices to students who do not have access. Parents are also provided the DOE phone number on how to secure a DOE device moving forward. For students who are unable to obtain any device or Wi-Fi for any reason, work packets are mailed to the home, and upon completion are mailed or scanned back to the providers.

Core Principles for Students and Staff

Students and staff will return to campuses with increased health and safety measures to combat the effects of COVID-19 in our school. School leadership has received input from all stakeholders and engaged in meaningful conversations with health authorities to create a reopening plan with safety and health at the forefront.

HEALTH AND SAFETY CONSIDERATIONS

We have been deep cleaning and disinfecting all buildings. All custodians have a list of cleaning duties to date and sign when the cleaning was completed.

Social Distancing

Individuals will practice social distancing from arrival on campus through departure. Specifically, appropriate social distancing means six feet of space in all directions between individuals.

Face Coverings

Face coverings will be required based upon the best available data and input from local health authorities, CDC guidelines, and stakeholder groups, including teachers and parents. Social distancing is not always possible in a school setting; therefore, students and staff will always be expected to wear cloth or paper masks while on campus. Students and staff will be allowed to remove face masks during meals and short breaks so long as they maintain appropriate social distance. Acceptable face coverings include, but are not limited to, cloth-based face coverings (homemade sewn, quick cut, bandana), disposable or surgical masks that cover both the mouth and nose. Teachers will work with students to increase mask tolerance and will provide designated “mask breaks.”

According to the CDC, face coverings are an effective tool in slowing the spread of COVID-19 in concert with social distancing, hand washing, and disinfecting.

- **Face covering requirements:** Students, staff, vendors, and visitors will be required to wear face coverings on campus. Students will wear face coverings at all times when in the building, as well as on school buses and those who take public transportation. Face coverings must be school appropriate and shall not interfere with the school’s dress code policy.
- **Masks:** Masks should be brought from home. Disposable masks will be provided by the school for students who do not have one.
- **Enforcement:** Each building will have an assigned COVID Point Person to work on compliance with face masks.
- **Common areas and classrooms:** Students must wear face coverings in the building. This includes classrooms, hallways, and other shared spaces.

Cohorts

Students will “cohort” to the extent practicable, to limit potential exposure to COVID-19. Measures will be put into place to prevent intermingling between cohorts. Cohorts will be in self-contained preassigned groups, and the teachers will be changing classrooms rather than the students.

Controlled Movement Patterns

To limit COVID-19 exposure and promote social distancing, students will move in cohorts where possible throughout the day, utilizing controlled movement patterns based on signage throughout the campus. Staggered dismissal patterns will be devised.

Common Area Modifications

Students will be monitored in all common area locations to encourage social distancing practices. Elective classes and special resource classes such as Physical Education, Art, and Music will adhere to 6 feet or more of social distancing, with no collaborative activities or shared resources. There will not be any contact sports.

Spaces

To reduce social density, alternate indoor spaces will be repurposed for the delivery of IEP mandated related services.

Health and Wellness Protocols

As students and staff return to face-to-face instruction, their traditional environment will look different due to enhanced safety and health protocols. This new normal will require an adjustment for all, but ultimately these changes will keep health and safety as the top priorities on every campus.

Student and Staff Screening

- Students shall be self-screened at home by parents or guardians before coming to school to ensure the absence of symptoms. The CDC checklist is attached to this document.
- Mandatory daily temperature checks of students, faculty, and staff will occur upon entering the building.
- All employees will be required to sign in with a designated staff member for daily temperature checks upon arrival. Self-screening must also take place before leaving home.
- If an individual presents with a temperature higher than 100.4°F, the individual will be sent directly to a dedicated isolation area. PARENTS MUST PICK UP THEIR CHILD IMMEDIATELY OR DESIGNATE SOMEONE TO PICK UP THE CHILD IMMEDIATELY. THE STUDENT CAN NOT REMAIN IN THE BUILDING FOR THE REMAINDER OF THE SCHOOL DAY OR GO HOME ON THE SCHOOL BUS. Staff members that present with a temperature higher than 100.4°F will immediately leave the building.
- All individuals must be seen by a health care professional and provide a written note that he/she can return to school.
- Teachers and staff will evaluate students throughout the day, including asking students how they are feeling and observing general wellness.

Visitor Screenings

- Upon entry, all visitors will be screened via a symptom screening. They will have a temperature check and be asked the asked screener questions:

Have you experienced any of these symptoms, not associated with previously diagnosed conditions, in the past 72 hours:

- ~ Fever higher than 100.4F/chills
- ~ Cough/shortness of breath
- ~ New loss of taste or smell
- ~ Nausea/vomiting/diarrhea
- In the last 14 days, have you:
 - ~ Been in close contact with anyone who has been diagnosed with COVID-19
 - ~ Been placed on quarantine for possible contact with COVID-19
 - ~ Traveled abroad to an area of the country where it is recommended that you self-quarantine

Positive COVID-19 Case Confirmation

- **Communication:** Upon notification of a positive result, a parent or employee will notify the school building principal. The principal will notify the Executive Director. The school will communicate these positive test results to the local health agencies.

COVID Positive Cleaning Protocol

Sanitation, Cleaning and Disinfection Protocols

Schools will be cleaned daily, focusing on major touch entry points in common areas such as doorknobs, handles, elevator buttons, stairwell railings, light switches, and soap dispensers. Custodial staff will disinfect using approved cleaning products.

- **Scheduling and Routine:** Throughout the workday, the custodial staff will implement a routine of surface cleaning in the major touchpoint areas discussed, such as restrooms. Custodial shifts will apply the full standard cleaning of all areas to be ready for the next day. Additional disinfecting may be performed before the arrival of all students and staff. Custodial staff will wear face masks, gloves, and all other necessary PPE.

- **Deep cleaning:** If a positive COVID-19 case is determined within a school or building, custodial staff will use approved products to disinfect any area deemed appropriate by contract tracing processes.

- **School closures:** School closures due to cleaning or positive cases will be determined, and appropriate protocols will be followed.

Contract Tracing

The Executive Director will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors. In the case of an individual testing positive, Responsible Parties will support local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program. Confidentiality must be maintained as required by federal and state law and regulations. Responsible Parties will cooperate with all state and local health department contact tracing, isolation, and quarantine efforts.

Return to School

Any individual with a diagnosis or symptoms of any highly contagious disease must be tested with negative results and be fever free without antipyretic medication for 72 hours and/or 14 days from onset of symptoms and at least three days since symptoms including coughing and shortness of breath have improved. The Lowell School will follow the current CDC and DOH guidelines reflective of the current situation. The school will also require a medical release form from a personal doctor to return to campus.

Limited Access to Visitors

It is essential to create a healthy and safe environment by limiting potential COVID-19 exposure whenever possible. Our school will be limiting access to visitors. A visitor must make an appointment request 24 hours in advance. There will be temperature checks and verbal screenings for all visitors upon entering the building. The screening will consist of and is not limited to, specific questions regarding whether or not the individual has been out of the country, has been tested for COVID19, or has had exposure to COVID19.

Transportation:

Transportation is provided by the NYC DOE Office of Pupil Transportation. Bus companies are required to follow all DOH guidelines. Staff will instruct all students to wear acceptable face coverings on all school buses. Staff will instruct students to maintain appropriate social distancing unless they are members of the same household. Implementation of guidelines is the responsibility of the bus matron and bus driver.

Food Service for Students and Staff

As we are maintaining a closed campus throughout the school day, no student or staff may be permitted to leave during school hours. Students will be eating in their classrooms. The Lowell School will continue to serve free breakfast and lunch to the students on the Food Program through Title I. Other students and staff may purchase Grab & Go meals or must bring meals from home. Menus and costs will be provided in advance for pre-orders. If you are participating in the meal service, all options will be cold as microwaves will not be available. If you are bringing your meal from home, please be aware that microwaves are not available for heating.

All water fountains will be closed; therefore, we encourage all students and staff to bring their own water bottles to the school daily.

Ventilation

The school will increase ventilation with outdoor air to the greatest extent possible while maintaining health and safety protocols.

Campus Health and Wellness Protocols

As students and staff return to face-to-face instruction, their traditional environment will look different due to enhanced safety and health protocols. This new normal will require an adjustment for all, but ultimately these changes will keep health and safety as the top priorities on every campus.

Wellness Education for All

The Lowell School will continue to educate our learners, staff, and community about health and safety measures to slow the spread of COVID-19.

Hygiene, Cleaning, Disinfection

The school will adhere to and promote hygiene, cleaning, and disinfection guidance set forth by DOH and the CDC. Responsible parties will train all students, faculty, and staff on proper hand and respiratory hygiene. The custodial staff will maintain daily logs that will include the date, time, and scope of cleaning and disinfection.

Campus Health and Wellness Protocols

As students and staff return to face-to-face instruction, their traditional environment will look different due to enhanced safety and health protocols. This new normal will require an adjustment for all, but ultimately these changes will keep health and safety as the top priorities on every campus.

Additional Hand Sanitation Stations

Each classroom and bathroom will be outfitted with sanitation stations with a variety of supplies to encourage proper cleaning practices, including soap, towels, and hand sanitizer. Students and staff will work together to ensure everyone is contributing to a healthy environment. Custodial staff will wipe all surfaces after classroom instruction is completed for the day. All rooms will be disinfected daily.

Mass Gatherings

For the safety of staff and students on campus, pep rallies, assemblies, and other large gatherings will not be permitted until further notice.

High School After School Clubs

After School Clubs may be done virtually after school hours where feasible beginning the second semester. There will be no athletic sports teams through the Metro League until further notice.

Classroom Modifications

Student desks will be spaced six feet apart. Extraneous furniture will be removed from each classroom as much as possible for proper social distancing practices. There will be no collaborative activities or shared resources.

Classroom Structure

- Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space. Administrators will preview and approve classroom designs before the start of school and throughout the school year as adjustments are required.
- Students will be encouraged to take hand-washing breaks throughout the day, in addition to washing hands before and after eating. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be in each classroom.
- There will be no use of shared items in the classrooms, including learning tools, pencils, and other items normally shared in a group setting. In all instructional models, students will be provided with materials to avoid the sharing of items.
- Only one student will be permitted in a community bathroom at any time. Signage will be utilized to ensure procedures are listed in these areas for proper hand-washing. School-based staff will teach the safety procedures for these areas.

Movement Procedures

- All movement in hallways will be in one direction only. We will utilize signage on floors and walls to encourage proper movement to limit contact, as well as floor signage to encourage 6-foot distancing.
- Staff members will monitor hallways and escort class changes to ensure a steady flow of students with no congregation in the hallways.
- Teachers will reduce classroom transitions by rotating classrooms themselves rather than utilizing student rotation.

Breakfast and Lunch Structure

- The Lowell School will participate in a grab-and-go breakfast and lunch program utilizing food carts. Students and staff will eat all meals in their classrooms.
- Staff will explain to students that they are not to pass or share any items, including food, with other students.
- Students will be reminded that the school expectation is to wear face coverings up to the point of beginning his/her meal. Immediately upon finishing, the face cover will be put back on. Any free time after eating commences will require face coverings to be placed back on.

Arrival and Dismissal

- The Lowell School will have a staggered arrival and dismissal procedure to minimize crowding and transmission of COVID-19.
- Dismissal procedures will limit the mixing of cohorts of students. Signage will be provided to remind students of the traffic flow pattern upon entrance and exit of school grounds.
- School buses will be staggered for both arrival and dismissal.
- For all late arrivals, upon entry, temperature checks will be conducted by administrative staff.
- If you will be driving your child in the morning and picking them up in the afternoon, please be advised you may not enter the building. For pickup, please use the school buzzer system and remain outside, and your child will be sent to you outside the main entrance. The same rules will apply if you need to pick up your child early.

Safety Drills

The Lowell School will conduct the required eight fire drills and four lockdown exercises in compliance with the New York State Department of Education regulations. Each cohort of students will participate in the required number of exercises. There will be modifications to egress routes to maintain physical distancing requirements unless safety requires closer proximity. Staff will assist with staggering traffic flow for egress. Classrooms will be given instructions to ensure physical distancing during all emergency exercises and responses.

Field Trips and Mass Gatherings

To stay committed to the health and safety of our students and staff, field trips and mass gatherings will not be permitted until further notice. Extracurricular activities and school-based clubs may be instituted when feasible, but not before the start of the second semester of this school year.

IEPs and Committee on Special Education (CSE)

Special education and related services, as identified in the IEP, will be provided in a variety of ways, including the use of teletherapy, instructional support materials, internet-based or virtual lessons and/or virtual therapies, and other available distance-based learning approaches.

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

- Teachers and administrators will review students' baseline data to determine the present level and learning gaps.
- Educators will review student's progression toward IEP goals and objectives.
- Determine any need for additional supports or services to remediate gaps.
- Ensure delivery of services and supports.
- Progress monitoring assessments will be conducted utilizing diagnostic assessments and curriculum-based measures.
- Complete all IEP documentation needed.
- Provide on-going communication and collaboration with parents.
- Hold IEP team meetings, including parents and all appropriate IEP team members.
- Participate in all CSE scheduled meetings, annual reviews, and reconvenes. These will take place utilizing telephone conference calls.

Additional safety information, guidelines, and resources are available at:

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

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

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

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

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

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

Occupational Safety and Health Administration COVID-19 Website

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

Checklist: Planning for In-Person Classes

Actions to take and points to consider	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, they should not go to school. <input type="checkbox"/> Make sure your child does not have a sore throat or other signs of illness, like a cough, diarrhea, severe headache, vomiting, or body aches. <input type="checkbox"/> If your child has had close contact to a COVID-19 case, they should not go to school. Follow guidance on what to do when someone has known exposure. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify your school point person(s) to contact if your child gets sick. 	<p>Name of school point person(s):</p> <p>Contact information:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with local COVID-19 testing sites in the event you or your child develops symptoms. These may include sites with free testing available. 	<p>My local testing options:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure your child is up-to-date with all recommended vaccines, including for flu. All school-aged children should get an influenza flu vaccine every season, with rare exceptions. This is especially important this year because we do not yet know if being sick with COVID-19 at the same time as the flu will result in more severe illness. 	<p>Date of flu vaccination:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Review and practice proper hand washing techniques at home, especially before and after eating, sneezing, coughing, and adjusting a face cover. Make hand washing fun and explain to your child why it's important. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with how your school will make water available during the day. Consider packing a water bottle. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Develop daily routines before and after school—for example, things to pack for school in the morning (like hand sanitizer and an additional (back up) cloth face covering) and things to do when you return home (like washing hands immediately and washing worn cloth face coverings). 	



<input type="checkbox"/> Talk to your child about precautions to take at school. Children may be advised to: <ul style="list-style-type: none"> ◦ Wash and sanitize their hands more often. ◦ Keep physical distance from other students. ◦ Wear a cloth face covering. ◦ Avoid sharing objects with other students, including water bottles, devices, writing instruments, and books. ◦ Use hand sanitizer (that contains at least 60% alcohol.) Make sure you're using a safe product. FDA recalled products that contain toxic methanol. Monitor how they feel and tell an adult if they are not feeling well. 	
<input type="checkbox"/> Develop a plan as a family to protect household members who are at increased risk for severe illness .	
<input type="checkbox"/> Make sure your information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school. If that list includes anyone who is at increased risk for severe illness from COVID-19, consider identifying an alternate person.	
<input type="checkbox"/> Be familiar with your school's plan for how they will communicate with families when a positive case or exposure to someone with COVID-19 is identified and ensure student privacy is upheld.	
<input type="checkbox"/> Plan for possible school closures or periods of quarantine. If transmission is increasing in your community or if multiple children or staff test positive for COVID-19, the school building might close. Similarly, if a close contact of your child (within or outside of school) tests positive for COVID-19, your child may need to stay home for a 2-week quarantine period. You may need to consider the feasibility of teleworking, taking leave from work, or identifying someone who can supervise your child in the event of school building closures or quarantine.	
<input type="checkbox"/> Plan for transportation: <ul style="list-style-type: none"> ◦ If your child rides a bus, plan for your child to wear a cloth face covering on the bus and talk to your child about the importance of following bus rules and any spaced seating rules. ◦ If carpooling, plan on every child in the carpool and the driver wearing cloth face coverings for the entire trip. If your school uses the cohort model, consider finding families within your child's group/cohort at school to be part of the carpool. 	
<input type="checkbox"/> If your child has an Individualized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue.	
<input type="checkbox"/> If your child receives speech, occupational or physical therapy or other related services from the school, ask your school how these services will continue.	
<input type="checkbox"/> If your child receives mental health or behavioral services (e.g., social skills training, counseling), ask your school how these services will continue.	

<input type="checkbox"/> If your school uses a cohorting model, consider limiting your child's in-person out-of-school interactions to children in the same cohort or to activities where physical distancing can be maintained.	
<input type="checkbox"/> Reinforce the concept of physical distancing with your child.	
<input type="checkbox"/> Talk to your school administrators and teachers about their plans for physical education and physical activity (e.g., recess). <i>Safer options include being outdoors when possible, reducing the number of people in an indoor space, and encouraging students to stay at least 6 ft apart.</i>	
<input type="checkbox"/> Ask how your school plans to help ensure that students are following practices to reduce the spread of COVID-19.	

Cloth Face Coverings

If your school is requiring or encouraging cloth face coverings

Actions to take and points to consider	Notes
<input type="checkbox"/> Have multiple cloth face coverings, so you can wash them daily and have back-ups ready. Choose cloth face coverings that <ul style="list-style-type: none"> ◦ Fit snugly but comfortably against the side of the face ◦ Completely cover the nose and mouth ◦ Are secured with ties or ear loops ◦ Include multiple layers of fabric ◦ Allow for breathing without restriction ◦ Can be washed and machine dried without damage or change to shape 	
<input type="checkbox"/> Label your child's cloth face coverings clearly in a permanent marker so that they are not confused with those of other children.	
<input type="checkbox"/> Practice with your child putting on and taking off cloth face coverings without touching the cloth.	
<input type="checkbox"/> Explain the importance of wearing a cloth face covering and how it protects other people from getting sick.	
<input type="checkbox"/> Consider talking to your child about other people who may not be able to wear cloth face coverings for medical reasons (e.g., asthma).	
<input type="checkbox"/> As a family, model wearing cloth face coverings, especially when you are in situations where physical distancing is difficult to maintain or impossible.	
<input type="checkbox"/> If you have a young child, help build their comfort wearing a cloth face covering and become comfortable seeing others in face covers. <ul style="list-style-type: none"> ◦ Praise your child for wearing a cloth face covering correctly. ◦ Put a cloth face covering on stuffed animals. ◦ Draw a cloth face covering on a favorite book character. ◦ Show images of other children wearing cloth face coverings. ◦ Allow your child to choose their cloth face covering that meets any dress requirements your school may have. ◦ Suggestions from the American Academy of Pediatrics 	

- ☐ Consider providing your child with a container (e.g., labeled resealable bag) to bring to school to store their cloth face coverings when not wearing it (e.g., when eating).

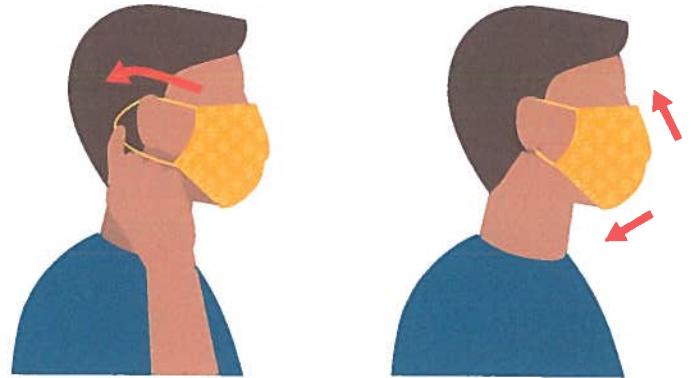
Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider	Notes
<input type="checkbox"/> Talk with your child about how school will look different (e.g., desks far apart from each other, teachers maintaining physical distance, possibility of staying in the classroom for lunch).	
<input type="checkbox"/> Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.	
<input type="checkbox"/> Anticipate behavior changes in your child. Watch for changes like excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating, which may be signs of your child struggling with stress and anxiety .	
<input type="checkbox"/> Try to attend school activities and meetings. Schools may offer more of these virtually. As a parent, staying informed and connected may reduce your feelings of anxiety and provide a way for you to express any concerns you may have about your child's school.	
<input type="checkbox"/> Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.	
<input type="checkbox"/> Check if your school has any systems in place to identify and provide mental health services to students in need of support. If so, identify a point of contact for these services at your school.	<p><i>Name of school point person:</i></p> <p><i>Contact information:</i></p>
<input type="checkbox"/> Check if your school has a plan to help students adjust to being back in school. Students might need help adjusting to how COVID-19 has disrupted their daily life. Support may include school counseling and psychological services (including grief counseling), social-emotional learning (SEL)-focused programs and curricula, and peer/social support groups.	
<input type="checkbox"/> Check if your school will provide training for students in mindfulness, incorporating SEL into classroom curriculum (either virtually or in-person), or support a child's ability to cope with stress and anxiety. If not, consider asking about ways to add this to your child's at-home learning.	
<input type="checkbox"/> You can be a role model for your child by practicing self-care: <ul style="list-style-type: none"> ◦ Take breaks ◦ Get plenty of sleep ◦ Exercise ◦ Eat well ◦ Stay socially connected 	

How to wear cloth face coverings

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- 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



WEAR A FACE COVERING TO PROTECT OTHERS

- Wear a face covering 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 face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a face covering correctly for maximum protection
- Don't put the face covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

