



# REOPENING PLAN

FALL 2020

AS OF 7.31.20

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# INTRODUCTION

## CONSIDERATIONS IN THE DEVELOPMENT OF THE SCHOOL REOPENING PLAN

Greene Hill School is a day school housed in a 20,000 square foot four story building located at 39 Adelphi Street, Brooklyn, NY 11205. The school has ten classrooms, a community space, basement lunch area and three outdoor spaces including a small garden. GHS has under 150 students in grades pre-k-8th grade (with no early childhood program). Greene Hill School's reopening plan is based on an audit of our operations and has been developed to communicate how we will best support the health and safety of the GHS community. GHS will follow the State of New York, City of NY and CDC Health Guidelines for K-12 schools as applicable. These plans will be filed with the Department of Public Health and NYS.

### **Mission**

Greene Hill School is an independent school for children ages four to fourteen that serves the need of the Fort Greene/ Clinton Hill and surrounding Brooklyn communities for affordable and progressive education. We actively involve families in their children's school and children in their own education. We promote learning through an interdisciplinary curriculum, appreciation of critical thinking, and open-ended investigation of the neighborhood and beyond. Founded with the understanding that community is the backbone of society, Greene Hill School guides children to become dedicated members of a diverse, democratic society.

# INTRODUCTORY OVERVIEW

## WHAT FAMILIES CAN EXPECT AS GREENE HILL SCHOOL REOPENS

Greene Hill School faculty, staff, parents and Board of Trustees have contributed to the development of this reopening plan as guided by our mission and values. The health and safety of our students, staff, and families is of the utmost importance. When the 2020-2021 school year begins, in-person school will look different than previous years due to new health and safety measures. Our goal is to retain GHS's strong sense of community and care, provide the very best educational experience possible for our students and also ensure the health and safety of all members of the community. This plan to reopen schools is based on current guidance from public health officials and city and state agencies and will be updated as the situation evolves.

- **Medical Health and Safety**

Greene Hill School's Administration and Board of Trustees have been actively and strategically working together in our responses to COVID-19. Our Crisis Emergency Management Team has kept abreast of current guidance for health and safety and since the beginning of the pandemic has contributed to decisions to keep our school community safe. As a continuation of this commitment GHS has hired a School Nurse and COVID-19 coordinator to oversee our practices and policies regarding student health moving forward. This plan is informed by the health guidelines of NYS, NYC and the CDC in order to protect the health and safety of our community — students, families, faculty, and staff.

- **Social-Emotional Wellbeing of our Community**

We are proud and grateful for the way the Greene Hill community joined together to respond to the pandemic and the immediate ways that students, parents, and teachers moved quickly into remote learning. We also recognize that the need for separation, isolation and uncertainty during the pandemic have taken their toll. Trauma caused by continuing violence against black and brown people has also contributed to many people's stress, anxiety and heartbreak. Caring for the social and emotional health of our students is a core value for Greene Hill School. We are working this summer to plan for enhanced social-emotional, social justice and anti-racist curriculum, procedures and programs to support our students, staff and families. Additional information can be found in our programs section.

- **Distance Learning**

Distance Learning will be in effect if NY State or City mandates, if determined by a health agency like the CDC or if GHS decides to close for a period of time to maintain a healthy community due to a positive case of COVID-19 or other reason. Greene Hill School is developing schedules that will account for the interruption of in-person learning at any point of the year. At the same time that faculty and staff are participating in professional development and teachers are planning for in-person classes, they are also familiarizing themselves with best practices for online learning in a progressive school setting so that they are prepared to shift should the school need to close for a period of time.

- **Communicating our Plan with Family & Community**

Greene Hill School is committed to maintaining constant and clear communication with our school community. We will share our reopening plans, informed and developed in partnership with faculty, staff and parents in several ways. In addition to posting plans on our website, we send out regular updates specifically on COVID-19 and reopening updates. During the school year, class teachers write weekly newsletters and we send out a monthly "Progressions" newsletter to our entire community (parents, faculty, staff, alumni and friends of the school). Before school starts we will provide orientations and training for students, parents and faculty and staff on COVID-19 prevention and safety, (including information on CDC and DOH COVID-19 guidelines), adapting to social distancing requirements, properly wearing face coverings, and proper hand and respiratory hygiene. These trainings will be reinforced throughout the day through scheduled routine hygiene breaks, verbal reminders and signage. Parents with questions, concerns or suggestions related to this Reopening Plan may email them to [covidresponse@greenehillschool.org](mailto:covidresponse@greenehillschool.org).

# COMPONENT 1: RE-OPENING OF IN-PERSON INSTRUCTION

## **Capacity:**

Greene Hill School is a day school located in a 20,000 square foot four story building located at 39 Adelphi Street, Brooklyn, NY 11205. The school has ten classrooms, a community space, basement lunch area and three outdoor spaces including a small garden.

GHS has under 150 students in grades pre-k-8th grade (with no early childhood program) and under 50 employees. Based on our population and the size of our building and grounds we believe will be able to have all students, faculty and staff at school daily in-person.

GHS has a full time school nurse and a hospital nearby. GHS will monitor the local hospital's capacity to treat patients as part of our ongoing metrics for opening.

GHS families walk, drive or take public transportation to school. If the OPT yellow buses are available some students may also use this service.

The details about factors that enable us to do this are below.

## **I. PEOPLE**

### **A. Social Distancing and Face Covering**

#### **Social Distancing**

##### **PLAN FOR SOCIAL DISTANCING IN THE SCHOOL BUILDING AND CLASSROOMS**

Greene Hill staff have surveyed our spaces and, under current guidance, plans to welcome all students and faculty and staff back into the building every day.

- Students and Faculty and Staff (and necessary visitors) may be welcomed into the building five days a week.
- Parents, Guardians and Caregivers will drop off at the entrance to the school building.
- All other public will be kept out of the building.
- Students will be in fixed cohort groups to limit potential exposure.

The School is able to provide six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk.

#### **Face Coverings**

##### **ALL FACULTY, STAFF, AND STUDENTS AND ANY VISITORS MUST WEAR MASKS AT GREENE HILL SCHOOL.**

- We ask that parents support this effort by beginning to acclimate their children to wearing masks for extended periods of time before the school year begins. GHS will conduct virtual training to introduce putting on and wearing masks throughout the school day in accordance with public health guidelines.
- We believe that most children and families would prefer to supply their own cloth masks and suggest five per child for the week. GHS will have a backup inventory for those who do not have a mask or forget. Students and adults alike will not be permitted entry into the building without a mask on.
- Students will have mask break opportunities throughout the day, in a socially distant safe space.
- Students having difficulty breathing should immediately be given a mask break and if the difficulty continues, be evaluated by the nurse. Teachers will receive training on COVID-19 specific hygiene and when it is appropriate for a child to remove a mask. Provisions will be made for those with medical or breathing issues.
- Use of masks is required while riding on any group transportation.

### **Social Distancing for Certain Activities**

GHS will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in PE or Movement classes).

### **Space Configurations**

Our “Space Committee” made up of faculty and staff is continuing to refine these protocols.

#### **• Classrooms:**

- We will limit class sizes based on the age of the children and classroom area to achieve 6’ physical distance between individual desks. This will involve splitting some single classes into two.
- We will repurpose space throughout the building for classroom use.
- Students will have individual tables or desks and chairs.
- Teachers will have maximum distance between themselves and students as well as use of face shields, or sneeze guards, in order to decrease airborne droplets from being transmitted.
- All upholstered furniture, pillows, rugs and soft seating will be removed.
- Signs and messages related to stopping the spread will be posted throughout the school.
- GHS will use our several outdoor spaces as classrooms whenever possible for fresh air and to maximize physical distancing.

#### **• Shared Spaces**

Spaces that can be used upon rotation by various classes have been measured to achieve continued physical distance of 6’. Procedures are being developed to prevent students from different cohorts from breaking social distance.

#### **• Student Flow Through Building**

Pathways will be created for students throughout the building as well as schedules for shared spaces (such as bathrooms) to limit interactions beyond a student cohort. We will also limit capacity in bathrooms by using easily read signs for spaces that are shared. Our “schedule committee” made up of faculty and staff is determining these protocols.

### **Schedules**

Our “Schedule Committee” made up of faculty and staff is continuing to refine these scheduling concerns.

#### **• Annual Calendar**

Greene Hill classes are scheduled to begin on September 10 for some students. Details for orientations and phase-in schedules for a healthy reentry will take place virtually and in-person in late August and early September. 4s class home visits in person are currently suspended but may happen virtually.

#### **• September Phase-In Schedule and Orientations:**

The phase-in schedule will be available by mid-August and provides all students the opportunity to come to school for limited and staggered times over the first few weeks of school, and will be used for orientations, community-building, and review and practice of remote learning and new and ongoing school routines.

#### **• Daily Schedule**

Access to the building on a daily basis will be limited to GHS students, faculty and staff.

#### **• Time Management**

Cohorts will predominantly stay in their designated classrooms. Our schedule will consider times they will be leaving the building for the school yard or moving as a group through the hallways to minimize the chances of cohort mixing.

#### **• Arrival and Dismissal**

Drop off and Pick-Up will take place at the front of the building or in one of our side yards. The timing of staggered arrival and dismissal will be available in mid-August and is part of our time-management plan.

#### **• Before and Aftercare**

Currently GHS’s reopening schedule allows for staggered arrival and dismissal with no mixed cohort early drop-off program. Certain afterschool care activities may resume when safety can be ensured, while others will continue virtually. We will share the list of approved activities once we have additional guidance.

### **Medically Vulnerable/High Risk Populations**

We are preparing to accommodate students, faculty and staff who need extra PPE accommodations or to participate in school remotely even when in-person school is open, due to family medical needs or other extenuating circumstances determined on a case-by-case basis. We will ensure that any modifications in social distancing or PPE will continue to minimize COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible. GHS is updating its 2020-21 Employee Handbook covering all points of HR policy as they relate specifically to the pandemic. All employees will receive and acknowledge this handbook before the school year begins. GHS will offer health assessments in-house by GHS prior to returning to work and throughout the year.

### **Transportation**

GHS does not provide school-run transportation of any kind to our students. As detailed later in this document all members of the GHS community are expected to follow health and safety guidelines like wearing masks and social distancing when commuting.

### **Signage**

Greene Hill School will post age-appropriate signage throughout the school grounds to remind individuals to:

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

## **B. Gatherings**

### **Lunch and Snacks**

Greene Hill School does not have a food service program.

All food is brought by students to the school for individual lunches and snacks each day.

- Lunch and snack times will take place in cohort classrooms or in one of our outdoor areas where students can sit 6' apart.
- If students sit at a table, or in the same common area, that may be used afterwards by another group the table will be fully cleaned and disinfected in between uses.
- All students will be asked to bring lunch, individual snacks and a full water bottle each day. Sharing of food or drink will not be permitted and teachers will give verbal reminders at the beginning of each meal.
- Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.
- Teachers will be trained in food allergies and possible reactions to food.
- All students will wash hands before and after they eat and will be reminded through signs and verbally.

### **Small Spaces and Common Areas**

Greene Hill School will limit gathering in small spaces (e.g., supply room, kitchen) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant. Hand sanitizer will be available in these spaces.

- GHS will create a staggered schedule or procedure for adhering to these limits. Bathrooms will have physical barriers between toilets and sinks if six feet of separation is not feasible; and use of touch-free paper towel dispensers in lieu of air dryers.



### **Meetings, Field Trips, Group Events**

In order to reduce possible exposure we will be limiting access to the building only to students, GHS employees and necessary visitors.

- Programs taught or attended by non-GHS employees will not take place in the building. This means that in-person after-school programs taught by outside providers are suspended for the time being. Certain activities may resume when safety can be ensured, while others will continue virtually. We will share the list of approved activities once we have additional guidance. All extracurricular sports and public events are suspended until further notice.
- All faculty and staff meetings or group events will be held virtually or within an open, well-ventilated space where social distance can be adhered to.
- All field trips requiring public or coach bus transportation, or to an inside institution, are suspended this fall.

### **Transportation and Travel**

We have every confidence that the GHS community will keep our collective good health at the core of any decisions to travel to and from school and during the school year. Students, faculty and staff are advised to avoid unnecessary travel domestically and internationally. This counsel will be lifted as conditions warrant.

#### **- Daily Travel**

Whether by private car or public transportation we ask all employees of GHS and families to abide by the health and safety measures provided by NYC and NYS. We will be communicating with the DOE/OPT to be informed of their plans for safe yellow bus usage. We encourage car-pooling among GHS families whose children are placed in the same cohort.

### **Building: General Health and Safety Assurances**

GHS follows all guidance related to health and safety requirements associated with building space related changes. To that end, any construction, alteration, relocation, enlargement, replacement, repair, equipment, use and occupancy, location, maintenance, removal, and demolition of every building or structure will comply with the requirements of the 2020 NYS Uniform Fire Prevention and building code (BC), except as specified in 19 NYCRR 1221.2 (d).

### **Ventilation**

We are looking to best reduce airborne exposure of COVID-19. Based on guidance GHS will circulate as much fresh air throughout the building as possible during the day by opening windows and setting all AC units fans to not recirculate. We have high ceilings and windows will be opened before and after students enter the building for additional ventilation. Spaces without windows or that need extra layers of protection (like the Nurse's office) will have air purifiers. We have also increased the opportunity for outside time throughout the day for all students.

### **Doorways**

GHS's building does not have doors with automatic hold opens. Doors without door closers and which are not fire rated may be left open for increased ventilation.

### **Emergency Drills**

GHS will conduct standard operations and procedures to the best of our ability without deviating from current requirements for emergency drills. Fire (evacuation) Drills and Lockdown Drills will be conducted as required by Education Law and the Fire Code. GHS assures that these Safety Drills will take place.

## **C. Operational Activity**

### **Cohorts**

Our "Program Committee" made up of faculty and staff is continuing to refine these groupings. GHS has created fixed cohorts of students who will stay together throughout the day and share a classroom with their teachers. Specialist teachers and teachers who share a grade may rotate among classes within a cohort. These classes may join one or more other classes to form cohorts during outdoor activity if they can adhere to the limits of students allowed in our outdoor space (presuming twelve feet of physical distance). Greene Hill's health and safety measures are designed to mitigate exposure and reduce potential cases of COVID-19 in our community. If there is a positive case in one cohort, however, that cohort will go into

Distance Learning for two weeks to quarantine. Dividing the school into cohorts allows for the possibility for one cohort to go into quarantine while the rest of the school continues In-Person Learning (although there may be exceptions as in the case of a possible cohort crossover in the case of siblings for example).

### **Restart Operations: In-Person Instruction**

Greene Hill is under 150 students and 50 staff and based on health and safety guidance may accommodate them all on a daily basis.

- Greene Hill School is developing schedules that will account for the interruption of in-person learning at any point of the year. At the same time that faculty are planning for in-person classes, they are also familiarizing themselves with best practices for online learning in a progressive school setting so that they are prepared to shift should we need to close school for a period of time.
- Distance, (or phased-in), Learning will be in effect if NY State or City mandates, if determined by a health agency like the CDC or if GHS decides to close for a period of time to maintain a healthy community due to a positive case of COVID-19 or other reason.
- GHS will accommodate students who need to participate in school remotely even when in-person school is open, due to family medical needs or other extenuating circumstances determined on a case-by-case basis.
- GHS will continue to monitor our program throughout the COVID-19 Public Health Emergency and make adjustments for continued health and engagement for all students.

### **D. Movement and Commerce**

GHS is planning for one-way directional flow throughout the building and all students will face forward in their classrooms.

#### **Student Drop-Off and Pick-Up**

Student drop off and pick up will take place outside the school building, at one of our three exits or outdoor spaces. Parents will be notified about the time and place to meet their children.

#### **Deliveries**

Delivery persons will buzz the front office and be met at the main doorway. Packages will be transferred without breaking socially distant parameters.

#### **Faculty/Staff Entrances and Exits**

With a small staff, GHS employees will be able to stagger their arrival, breaks and dismissal to maintain appropriate social distance.

### **Shared Objects**

#### **• Classroom, Common Areas and Outdoor Materials:**

- Students will be provided with a separate bag, bin or area for the personal property they will bring to school (e.g., refillable water bottles, school supplies, headphones/ earbuds, books, instruments, etc.). All items will be labeled clearly and not shared amongst students.
- Students and teachers will avoid sharing community supplies when possible (e.g. scissors, pencils, etc.). When sharing is necessary items will be cleaned frequently.
- Hand hygiene will be performed before and after using shared materials such as balls outdoors.
- Disposable wipes, soap and water or similar acceptable cleaners will be available in all bathrooms, classrooms and other shared facilities (e.g., copy machines, coffee stations) for routine cleaning of frequently-touched surfaces.

## II. PLACES

### A. Personal Protective Equipment

- **Face Coverings**

- All faculty, staff, and students and any visitors must wear masks at Greene Hill School. Students and adults alike will not be permitted entry into the building without a mask on.
- We believe that most children and families would prefer to supply their own cloth masks and suggest five extra to be stored at school per child. Students and parents/guardians will be responsible for maintaining student masks. GHS will have a backup inventory for those students who do not have a mask or forget.
- GHS will provide masks to faculty and staff at no cost.
- GHS may also supply some face coverings that are transparent around the mouth for adults whose students may benefit from being able to see more of the face of their teacher.

- **PPE requirements**

- GHS will look to any special PPE requirements mandated more generally for our School Nurse or Maintenance Staff in accordance with OSHA and CDC guidelines.

### B. Hygiene, Cleaning and Disinfection Hygiene

Greene Hill School will look to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) to mitigate the spread of Covid-19.

- Our maintenance staff will maintain logs that include the date, time, and scope of cleaning and disinfection. GHS will identify cleaning and disinfection frequency for each facility type and assign responsibility.
- Hand sanitizers will be alcohol-based and contain at least 60% alcohol and will be available at building entrances and classrooms and other common areas where appropriate. Signage will indicate that visibly soiled hands should be washed with soap and water.
- Additional wash stations have been added to the building. All wash stations will have continued supplies of soap, warm running water and paper towels. Students, faculty and staff will wash hands hourly.
- All students, faculty and staff and parents will be trained in daily health and hygiene practices (including proper use of masks, sanitizer, hand-washing, respiratory etiquette, cleaning and disinfection, etc.).

#### Cleaning and Disinfection

- Cleaning and disinfection will be the primary responsibility of the maintenance staff but appropriate cleaning supplies will be available to faculty and staff for frequently touched surfaces. Touch free soap, hand sanitizer and paper towel dispensers will be available whenever possible.
- GHS has hired additional maintenance support to assist with the increased cleaning and disinfecting needs throughout the building. Shared surfaces/areas will be cleaned between each cohort's use.
- Public, corridor and office spaces and their bathrooms are cleaned on a regular schedule in accordance with the State's general guidelines for schools. Bathroom use will be scheduled to reduce restroom occupancy.
- Materials and Tools used by employees will be regularly cleaned using disinfectants registered by the EPA.

#### Additional Resources:

[https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening\\_America\\_Guidance.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

[https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh\\_covid19\\_publicprivateemployeeereturntowork\\_053120.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployeeereturntowork_053120.pdf)

### **C. Coordination and Phased Reopening**

Our School Nurse is the COVID-19 safety coordinator working in conjunction with the Head of School and the Crisis and Emergency Management Team to ensure continued compliance of the School's reopening plan and phased-in reopening activities to acclimate to new norms and procedures at School.

### **D. Communications Plan**

Greene Hill School's reopening plan is based on an audit of our operations and has been developed to communicate how we will best support the health and safety of the GHS community. GHS plans are informed by the State of New York, City of NY and CDC and local Health Guidelines for K-12 schools as applicable. These plans will be filed with the Department of Public Health and NYS.

Greene Hill School faculty, staff, parents and Board of Trustees have contributed to the development of this reopening plan as guided by our mission and values. Our Crisis and Emergency Management Team in collaboration with the Head of School and the School Nurse (COVID-19 Coordinator) have participated in an abundance of training, research and coordination to ensure the safest possible environment for our community members. Faculty and Staff are involved in planning committees on the topics of schedule, space and educational program. The COVID-19 coordinator will work in conjunction with local health agencies to monitor public health conditions and will communicate regularly with GHS's students, parents, faculty and staff. This plan to reopen schools is based on current guidance from public health officials and city and state agencies and will be updated as the situation evolves.

Greene Hill School is committed to maintaining constant and clear communication with our school community. We will provide orientations and training for students, parents and faculty and staff on COVID-19 prevention and safety, (including information on CDC and DOH COVID-19 guidelines), adapting to social distancing requirements, properly wearing face coverings, and proper hand and respiratory hygiene. These trainings will be reinforced throughout the day through scheduled routine hygiene breaks, verbal reminders and signage.

If you have questions, concerns or suggestions related to this Reopening Plan, email [covidresponse@greenehillschool.org](mailto:covidresponse@greenehillschool.org).

### **E. Residential Living Considerations**

Greene Hill School does not have a residential program.

# COMPONENT 2: MONITORING OF HEALTH CONDITIONS

## III. PROCESSES

Greene Hill School has a plan for regular monitoring of health of students, faculty, and staff as well as safeguards should one become sick or symptomatic at school. Faculty, students and staff are explicitly instructed not to come to work or to school if they are experiencing COVID-like symptoms.

### A. Screening and Testing

#### Health Screening and Temperature Checks

All GHS employees and students are asked to perform, or have performed for them by a parent or guardian, a daily self-screening *before leaving home for School*. GHS is looking into remote electronic surveys and digital applications to help make this an easy process for everyone.

*In addition to a temperature check, employees and students (or parents and guardians)* will be asked to affirm that they have not:

- a. 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;
- b. tested positive through a diagnostic test for COVID-19 in the past 14 days;
- c. experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or
- d. 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.

#### Close Contact

The CDC currently defines a close contact as someone who:

1. starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated—was within 6 feet of someone who has COVID-19 for at least 15 minutes;
2. provided care at home to the person;
3. had direct physical contact with the person (touched, hugged, or kissed them);
4. shared eating or drinking utensils with the person; or
5. was sneezed on, coughed on, or “somehow got respiratory droplets on” by the person.

#### Positive Screen Protocols

If for any reason a student does not clear the health screening, if for example they have a temperature of over 100.0°F, they will be denied entry to the building. Or in the instance they develop COVID-19 symptoms while at school their parent/guardian will be called for immediate pick-up. At this time parents/guardians will receive instructions from the school nurse on health care and contacting their health provider for assessment and testing. Updated emergency contacts are available through our School Docs data system. While waiting the student will be placed in our isolation area under the care of the school nurse.

All students, parents and employees must notify the School Nurse immediately if their responses to the daily health screening changes or if they begin to experience symptoms during or outside of school hours.

#### Testing Protocols and Responsibility

**Before re-entry to GHS:** GHS asks all members of faculty and staff and students to practice additional safety precautions for 2 weeks before the first day of school. GHS plans to monitor the health of faculty and staff and necessary safeguards will be in place, which may include a plan for testing of faculty, and student-facing staff before the school reopens.

**Strategy beyond the re-entry period:** We will require testing of all symptomatic students, faculty, and staff who interact with students as well as close contacts.

Should any GHS student, faculty or staff not be able to affirm the above screening, or need for other reasons to have a diagnostic test, the school nurse, with school leadership, will make referrals for testing in consultation with local health department official which should include plans for testing of symptomatic individuals, close contacts of COVID-19 suspected or confirmed individuals, and individuals with recent international travel or travel within a state with widespread transmission of COVID-19 as designated through the New York State Travel Advisory, before allowing such individuals to return to in-person to the school. The same process would apply should the school need to implement large-scale testing of our community.

### **Protocols for Communication and Notification about COVID-19 cases**

Should a positive or suspected COVID-19 case occur at a school site, the following protocols will be followed:

Faculty, students, and staff have been asked to immediately inform the COVID-19 Coordinator that they are experiencing possible COVID-19 symptoms, as well as a protocol for having symptomatic students tested. (For students, faculty, or staff using an external health care provider, the school requests that they inform a designated administrator if they test positive.)

#### **• Returning to school after a diagnosis of COVID-19:**

GHS is responsible for clearance of individuals infected with COVID-19, including students. After a positive diagnosis is made, students should expect to be in isolation for at least 10-14 days after the test, and potentially longer if they continue to remain symptomatic. Students should not return to school until they have been cleared by Public Health; school nurses will work directly with families when they are cleared by the Public Health and ready to return to school.

CDC guidance available as of July 20, 2020 recommends:

### **Symptom-based strategy for symptomatic persons diagnosed with COVID19**

- At least 10 days\* have passed since symptom onset and
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and other symptoms have improved.

\* A limited number of persons with severe illness may produce replication-competent viruses beyond 10 days, that may warrant extending the duration of isolation for up to 20 days after symptom onset.

### **Time-based strategy for asymptomatic persons diagnosed with COVID19**

- At least 10 days have passed since the date of their first positive COVID-19 diagnostic test; and
- They have remained asymptomatic (if symptoms occur then this strategy no longer applies; refer to above).

As of July 20, 2020, CDC no longer recommends test-based strategies to determine when to discontinue isolation except for “persons who are severely immunocompromised” or to “discontinue isolation or other precautions earlier than would occur under the symptom-based strategy outlined above.”

### **Asymptomatic persons who were exposed to COVID19 (no COVID-19 diagnosis)**

- Close contacts may return to work 14 days after last exposure unless they test positive or develop symptoms of COVID-19.

*The CDC acknowledges that this may lead to a result that some may find counterintuitive: “it is possible that a person known to be infected could leave isolation earlier [ex: after 10 days] than a person who is quarantined because of the possibility they are infected [ex: after 14 days].”*

### **In-Person Screening**

- Persons conducting the in-person screening activities, including temperature checks, will be appropriately protected from exposure to potentially infectious individuals entering the facilities and trained by employer-identified individuals who are familiar with CDC, DOH, and OSHA protocols. They will be provided with appropriate PPE for this work.
- Upon entry to school all students will take part in a health screening. This will include a touchless temperature check and a series of questions.
- Visitors will be required to undertake a health screening before entering the building.

### **Early Warning Signs**

The school leadership, with the School Nurse, will monitor state and local health metrics that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level, as established by state and local health departments.

# COMPONENT 3: CONTAINMENT

## B. School Health Office

The School Health Office will be equipped under the NYC Dept. of Health Medical Room Standards for - NYC Public and Non-Public Schools including a separate isolation area to contain any students with COVID-19 symptoms who are waiting for pick-up or arrive at school with symptoms. Our School Nurse will supervise these individuals.

- The School Nurse will have the appropriate PPE.
- Faculty and staff who develop symptoms during the school day or arrive at school with symptoms will follow the same procedures. At the beginning of the year all faculty and staff update their emergency contacts. These individuals will be contacted immediately should an employee become ill. Based on the conversation with that contact employees will be sent home as quickly and safely as possible or wait in the isolation area to be picked up.
- GHS has protocols for asthma-related acute respiratory treatment using up to date standard of care.

## Isolation, Quarantine and Return to School

### • Isolation

In order to contain exposure and spread if a case of infection is detected or suspected, GHS will isolate the infected student under the supervision of the School Nurse and in the appropriately designated area.

### • Collection

The School Nurse will immediately contact their parent/guardian to arrange for immediate pick-up meeting them at the front door. Parents/guardians will be given written and oral instructions that the student must be seen by a health-care provider.

### • Infected and Exposed Individuals:

The School will then follow protocols from state and local health departments for monitoring and movement restrictions of COVID-19 infected or exposed persons including isolation and quarantine.

- GHS will also follow communication and notification protocols around COVID-19.
- Discharge from quarantine and return to school will be conducted in coordination with the local health department.

## Quarantine

### • Metrics for Quarantining a Cohort

Students will be grouped in cohorts to allow for fewer opportunities for cross-exposure, and easier containment of the virus if there is a positive diagnosis to help mitigate the potential for an outbreak. During times of quarantine, GHS will do everything to ensure that students have access to remote learning.

- If a student or teacher from a given class is confirmed to be COVID-19 positive, then the class will self-quarantine at home for the following two weeks and the school community will be alerted that we have a cohort in quarantine. The school may take extra precautions during this time to mitigate the risk of spread.
- If the student who tested positive has a sibling in a different cohort, the sibling will also self-quarantine for two weeks; however, the sibling's classmates will not need to quarantine unless the sibling themselves tests positive.
- If more than three students from any given cohort are out sick, the cohort will self-quarantine at home either for two weeks or until all students are tested and come back negative, whichever is sooner. In the case of sickness but no positive test, the wider community will not be alerted until such time as a positive result comes back from a quarantined student.
- Students who present with symptoms of COVID-19 during a period of self-quarantine need to follow the procedures for returning to school as outlined above.
- During the time of a full-class quarantine, GHS will do everything possible to ensure that classes continue remotely. However, there may be situations in which teachers themselves fall sick and online classes may not take place.
- Please note at all times all patients/persons will be protected under the HIPPA and laws of confidentiality.



- **Travel and Quarantine**

Employees of GHS and families are asked to communicate with the School if they are planning for necessary travel and may be asked to quarantine themselves and their families upon return. If a person engages in travel that the CDC has indicated should be subject to a 14-day self-isolation they will be asked to follow this guidance. All community members traveling back from overseas or domestic hot-spot states must return to New York in time to meet the 14-day quarantine requirement prior to the start of school, per CDC and New York State guidelines.

### **Cleaning and Disinfection Following a Suspected or Confirmed COVID-19 Case**

- GHS will consult with local health officials should a suspected or confirmed case of COVID-19 be identified at School. The School will then determine if a full or partial closure is necessary and for what period of time.
- Windows will be left open to increase circulation in the areas used by the person who is suspected or confirmed with a case of COVID-19.
- Areas used by a sick person will be closed off and not used again for 24 hours before cleaning and disinfecting. GHS's procedures are informed by the [CDC guidelines on "Cleaning and Disinfecting Your Facility,"](#) if someone is suspected or confirmed to have COVID-19. Once cleaned these areas will be reopened for use.
- Individuals who have not been in close contact with the person suspected or confirmed to have COVID-19 can return to the areas and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the confirmed or suspected case has been in the facility only routine cleaning and disinfection is necessary.

### **Contact Tracing/Tracing Support**

The COVID-19 coordinator will immediately work with the Department of Health in accordance with the New York State Contact Tracing Program to undertake contact tracing and to recommend full or partial school closure for the recommended time. Confidentiality must be maintained as required by federal/state law/regulations. Appropriate personnel will be trained in contact tracing and how best to consult with the NYC Department of Public Health.

### **Communication**

As detailed previously, all protocols and safety measures taken by the school will be shared with all relevant parties including parents, legal guardians, faculty, staff, students and the local community.

# COMPONENT 4: CLOSURE

## C. Closure Triggers: Tracing and Tracking Metrics

Greene Hill School will close our doors in the effect of a mandate by NY State or City, if determined by a health agency like the CDC or if GHS decides to close for a period of time to maintain a healthy community due to a positive case of COVID-19 or other reason. Greene Hill School is developing schedules that will account for the least disruptive transition to distance learning at any point of the year.

Greene Hill School will follow the instructions of the Governor if he determines that a statewide shutdown is required. GHS will also factor into the decision to close: the school's community health and wellbeing, if other NYC independent schools close or if public schools close. In the possibility that the opening of the school year is delayed GHS will start for all ages online.

As of 7/13/20 Governor Cuomo stated:

- Schools can open if region is in Phase 4 and
- If Local infection rate is below 5% over 14 day average\*
- If infection rate rises over 9% over 7 day average, then there will be an emergency stop button

\*On 8.1.20 The NYC DOE has announced that schools will close if the rate rises over 3% over 7 days

During the coming year, there may be times when we are ordered to close the school by the Governor. There may also be times that GHS decides to close due to COVID-19 spread or other considerations within our own borough, neighborhood, or school community. Under guidance from the State and local authorities, GHS has identified the following policies to help us track and trace the level of transmission in the school setting, so that we can responsibly provide for the health and safety of our students, families, faculty, and staff.

### Operational Activity: Metrics Used for School-Wide Closures

In addition to considerations outside of our school community, GHS will use the following metrics to decide whether to close the school building and enter a phase of remote learning:

- Two Cohorts within our own school community are under self-quarantine
- Attendance falls below 65% of the total school population on a single day
- Daily health screenings for over 30% of the total school population on a single day are “unclear”
- We are unable to safely staff our school programs because over 20% of faculty and staff are absent

### Communication and Notification

#### Protocol for notifications about COVID-19 cases:

In accordance with state and local laws and regulations, school administrators will notify local health officials, staff, and families immediately of any relevant case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).

Once confirmed, the people who have had close contact (defined previously) with a person diagnosed with COVID-19 (the employee, student, cohort etc.) will be notified so that they may self-monitor for symptoms and follow health guidance.

These notifications will be completed by administration, in consultation with the school nurse, by phone with follow-up written correspondence which will include:

- If known, date of potential exposure
- Information on incubation period and safety protocols that help to limit exposure (hand washing, face coverings, physical distancing)
- Information about local testing sites so that they can schedule an appointment
- Return to school protocols when applicable.
- Discharge from quarantine and return to school will be conducted in coordination with the local health department.

# COMPONENT 5: PROGRAM

## Social Emotional Well-Being

### • Mental Health and Trauma- Responsive Practice

Adverse childhood experiences (ACEs) and trauma can have a negative impact on young people's social emotional well-being, and consequently, their capacity to learn. Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes. In addition, anxiety and depression may present or worsen in response to these additional stressors and traumas.

Greene Hill School will incorporate trauma-responsive practices to help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

### • Multi- Tiered Support System

MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students who are identified as at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). MTSS is grounded in the belief that all students can learn, all school professionals must be responsive to the academic and behavioral needs of all students.

MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student given their unique needs, receives the level and type of support necessary to be successful. The MTSS is used by Greene Hill School as a method of addressing equity and most importantly, ensuring that all young people are provided with the support they need to thrive.

A strong set of universal interventions designed to support social emotional well-being will be crucial to our collective success as students and adults return to instruction and the school environment with increased needs. The supports represented in the universal tier are foundational to secondary and tertiary supports. In general, universal interventions should be effective for most students, but targeted and intensive support will be needed to address student needs that could not be met with universal interventions. A strong foundational tier helps ensure that schools are not overidentifying students and adults for tier 2 and 3 supports, which allows them to more strategically allocate resources for the higher tiers.

### • Pupil Personnel Services (PPS) Roles within MTSS

Pupil personnel service (PPS) staff at Greene Hill includes the school counselor, division heads, and teachers, who all work together to facilitate the social emotional and physical well being of the school community. They all work to improve community partnerships, strengthen relationships with families, increasing access to instruction and prompting a positive school climate.

A key function of the counselor's Tier 1 role is to promote a safe and supportive learning environment for everyone in the school community. Counseling professionals, no matter their title, use their specialized knowledge of child and adolescent development to design and implement comprehensive programs to help all students build fundamental academic, career development, resilience and social emotional skills.

At the secondary and tertiary levels, supports become increasingly targeted to meet students' specific needs. At the Tier 2 level, some of these supports may be referred to staff with specialized skills in the provision of mental health services. They are targeted to students who may be vulnerable due to academic, social emotional, and mental health challenges. At the Tier 3 level, experts address a smaller number of high need students who require more specialized individual interventions and/or referral to community-based counseling and resources.

### • **Social Emotional Learning (SEL) and Transformative SEL**

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”<sup>7</sup> By developing core intra- and inter-personal competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, students and adults build capacity to thrive by building a variety of protective factors, including increased resilience, stronger empathy, heightened self-efficacy, and more. SEL is not synonymous with mental health, but it does provide a foundational set of competencies that serve as tools to navigate challenges in healthy, productive ways helping Greene Hill to grow and maintain a positive environment.

SEL must be culturally and linguistically responsive and sustained to meet the needs of our young people and adults. Transformative SEL elaborates on the core competencies from an educational equity lens and envisions their operationalization to better prepare young people and adults for critical, active citizenship, and considers the roles and implications of culture, identity, agency, belonging, and engagement.

### • **Restorative Practice**

Addressing behavior that is inappropriate from a whole child perspective requires students’ and adults’ acquisition of, and practice in using, all five SEL core competencies, and is strengthened by an understanding of and sensitivity toward Adverse Childhood Experiences (ACEs) and trauma-informed practices.

Greene Hill School will continue to use restorative practices such as Talk it out and Responsive Classroom, to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. The focus will be on development of strategies and skills such as understanding and managing one’s emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one’s behavior.

### • **Planning and Capacity Building**

Greene Hill will communicate to families and staff the importance of SEL within our curriculum to provide a positive school environment climate and the emotional well being of our students.

The division head, school counselor, learning specialist and teachers have regular scheduled collaborative meetings to gather, review and respond to data, to meet the academic and social emotional needs of each individual student. The school counselor is then able to develop plans, in conjunction with the family, to ensure they are aware and have access to proper support services.

### • **Adult SEL & Well-Being**

Adults in our school communities must take care of themselves and their peers, both for their own well-being and so that they may be better able to help young people heal.

Adults in the school community have experienced stress, anxiety, grief, and trauma. It is important to consider the impact this will have on their return to an in-person or virtual school environment.

- We will organize teacher support groups to offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions.
- Offer professional learning opportunities to all staff. Address critical topics related to personal, student, and community well-being, including trauma-responsive practices, social emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- Prior to the re-entry of students, invite the staff into the building to talk about differences, losses, and newness of preparation for teaching and learning.
- Survey staff regularly. Ask about their needs. Do not wait for people to come to you. Be prepared to respond with assistance or referrals.
- Support access to mental health and trauma supports for adults in the school community.
- Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work. Nurture SEL competencies to improve cultural and linguistic responsiveness and sustainability.

## **Student SEL & Well Being**

Improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community. To assist with this, Greene Hill School will:

- Have a prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content. Encourage connection, healing, and relationship-building.
- Use community-building initiatives to ensure all voices can be heard.
- Foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- Create safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- Nurture adult-student relationships to ensure that every student has a trusted adult at their school, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- Offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.
- Survey students regularly. Ask about their needs. Do not wait for them to come to you. Be prepared to respond with assistance or referrals.
- Leverage transformative SEL to support the work of anti-racism and anti-bias.
- Support access to mental health and trauma supports for students.
- Provide professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- Embed SEL and trauma-responsive practices in restorative discipline policies.

### **• Using Data for Continuous Improvement**

Data collection for continuous improvement and reflection means data is used to understand what is happening, to identify challenges or roadblocks, and to figure out what is working. Schools should assess immediate needs but recognize the need to continue to reassess regularly as circumstances are likely to change frequently in this tumultuous time. Continuing to collect data to ensure accurate understandings of need is necessary to continue providing the most effective and efficient response. Greene Hill School will:

- Collect and use data to support deeper relationships and improved supports for students, staff, and families.
- Support staff in reflecting upon data to inform continuous improvement.

## **Greene Hill School Schedules**

Greene Hill School has developed daily schedules for both in-person instruction as well as distance learning plans to prepare for the 2020-21 school year. Daily/weekly schedules for in-person instruction incorporate all typical academic and co-curricular classes, as well as additional outdoor times and breaks to allow for frequent movement, socialization (while adhering to guidelines for social distancing), hand-washing and cleaning/disinfecting of spaces and materials, and breaks from mask-wearing as recommended. Arrival and dismissal times will be staggered to accommodate smaller numbers of students entering and leaving the building and sharing hallways and common spaces.

In addition, Greene Hill School is planning an extended phase-in schedule for in-person learning that will invite cohorts into the building a few groups at a time over the first few weeks of school. The purpose of this phase-in schedule is to develop and build relationships, re-introduce students to the school environment, and teach new routines and procedures including movement around the building, mask-wearing, use of materials, and physical distancing in school. Younger students will also phase-in to full days of instruction by visiting first for short periods of time and working up to a full day.

As an intentionally-designed small school, Greene Hill School can accommodate all of its students five days per week while following recommendations for six feet of physical distance by utilizing some spaces typically used for community spaces as dedicated classrooms. Some larger classes will be divided into multiple cohorts in order to maintain the proper physical distance between students in the classroom space. A small number of teachers will rotate in to teach each cohort, but students will remain with their cohorts and the number of adults in contact with each cohort will be limited. School spaces will also be reimaged to allow for adult distancing and teaching schedules may be altered to reduce the number of adults in the building at any time. Parents and other visitors will not be admitted to school under normal circumstances; student drop-off and pick-up will happen at multiple entrances to the school on a staggered schedule.

Greene Hill School recognizes that distance learning may be a reality at any point in the school year and has developed plans and schedules for all age groups that include synchronous and asynchronous instruction and engaging and challenging curricular content in all academic areas as well as co-curricular classes such as music, art, physical education, and Spanish. These schedules will be shared in advance with families and students and, if possible to be in physical school together, time will be spent in class preparing for distance learning.

## **Attendance**

### **• Attendance for Instructional Purposes**

Greene Hill School plans to maintain attendance records for 2020-21 for all students. Teachers will take daily attendance in homeroom/the first period of the day, whether physically in the building or through taking attendance during daily synchronous class meetings if in distance learning. Attendance records will be submitted to a school-wide record compiled by the administrative associate. Modifications will be made to the school's typical attendance requirements to encourage students to remain home when ill, and students enrolled in remote learning programs will adhere to the same guidelines as students in physical school.

### **• Educational Neglect**

Excessive absences or latenesses will be noted and communicated to families. If the issue persists a GHS team of teachers and administrators will put together a communication and action plan to support the parent/legal guardian and child.

## **Teaching and Learning**

### **• Prekindergarten**

Greene Hill School's Prekindergarten program is a part of its Lower School, and so this age group will follow all the same health and safety guidelines as other students. These include small cohorts of students that remain together in a dedicated space with a small number of teachers rotating in to teach them, as well as a classroom design that ensures at least six feet of physical distance between students as well as space for them to move around the classroom. All food consumed in school will be individualized and regular hand-washing procedures will be in place with supervision. Shared materials in all classrooms will be limited, though in younger classes such as our prekindergarten class special attention will be given to ensuring that students have access to their own individual kits of materials and supplies to engage in rich learning and exploration. Typical routines in the school day will be maintained with modifications made for health and safety. Rest mats will be laid out properly spaced with students laying head to toe, and mats will be assigned to the same children throughout the year and disinfected daily. Open-ended times of the school day such as choice times and centers will be designed so that students still have these opportunities without sharing materials and physical space with classmates in the same way. Additional outdoor times will be scheduled for all students to allow for physical activity, socialization, and access to fresh air.

### **• Grades K-5 (GHS Lower School)**

Lower School students will be offered a full academic program in either an in-person model or a remote learning environment, taught by head teachers with the support of assistant teachers and co-curricular specialist teachers. Reading, writing, mathematics, science, and social studies will be taught regularly, in integrated units of study as well as individually. All Lower School students will also have classes in music, visual arts, movement/physical education, and Spanish. Small group work will be a part of daily instruction while maintaining appropriate health and safety guidelines within cohorts, and will also be provided if Greene Hill is engaged in distance learning. One-on-one conferences with teachers will support individual student growth as well as ongoing assessment, and regular communication with families is built into the school-year calendar. These meetings will be done virtually during the 2020-21 school year.

In a distance learning model, all Lower School students will have daily synchronous class time, varied based on student age. Synchronous times will emphasize social interactions, discussion, and relationship building between students and between students and their teachers. Asynchronous work will be designed to facilitate student choice, engagement, and independence and problem-solving, with small group and individual teacher conferences to coach and support student learning. Greene Hill School will continue regular family communication to ensure that all students have the appropriate access to technological devices and connections to fully participate in the distance learning program, and will provide support in this area to families if needed.

- **Grades 6-8 (GHS Middle School)**

Middle School students will be offered a full academic program in either an in-person model, hybrid or a remote learning environment, taught by subject area teachers with the support of co-curricular specialist teachers. Humanities, mathematics, science, and Spanish will be taught regularly, in a departmentalized structure. Teachers have plans in place to transition between in-person and distance learning and are preparing material kits in order to ensure that all students have the supplies they need to deeply engage in learning from home, should remote learning need to take place. Middle school cohorts will stay in one classroom for the duration of the day in order to minimize interaction between groups. Alternatively, weather permitting, classes will be held outdoors in one of our three outdoor spaces. All Middle School students will also have classes in music, visual arts, and movement/physical education. Small group work will be a part of daily instruction while maintaining appropriate health and safety guidelines within cohorts, and will also be provided if Greene Hill is engaged in distance learning. One-on-one conferences with teachers will support individual student growth as well as ongoing assessment, and regular communication with families is built into the school-year calendar. These meetings will be done virtually during the 2020-21 school year.

In a distance learning model, all Middle School students will have daily synchronous class sessions. Synchronous times will emphasize social interactions, discussion, and relationship building between students and between students and their teachers. Asynchronous work will be designed to facilitate student choice, engagement, and independence and problem-solving, with small group and individual teacher conferences to coach and support student learning. Hands-on classes such as science or the arts will be facilitated remotely with students engaging in problem-solving and creative activities under the guidance of their teachers. Greene Hill School will continue regular family communication to ensure that all students have the appropriate access to technological devices and connections to fully participate in the distance learning program, and will provide support in this area to families if needed.

- **Arts (in-person, remote, hybrid instructional models)**

Greene Hill School will continue its Arts instruction in the 2020-21 school year through in-person instruction if in the building, or remotely if in distance learning. In the school building, visual and performing arts teachers will teach different cohorts of students in their classrooms to limit student movement through the building. When possible, these classes will be taught outdoors, particularly music class. In all arts classes, shared materials will be limited and disinfected regularly if necessary. Students will receive individual kits of materials that can be used in class, and teachers will re-envision instruction to include socially distanced and age appropriate activities that do not require additional specialized equipment and materials, including the possibility of some cross-curricular projects with other arts teachers. Singing activities will be conducted outdoors as much as possible and with 12 feet of physical distance between students and teachers, based on recommended guidelines. If engaged in distance learning, arts teachers will provide both synchronous and asynchronous instruction for all students. Some modifications to the typical schedule may be made in order to accommodate less movement between multiple cohorts by co-curricular teachers.

- **Physical Education (in-person, remote, hybrid instructional models)**

All Greene Hill students participate in regular physical education classes, which include movement classes focused on dance and yoga and athletic classes emphasizing sports skills. When in-person at school during the 2020-21 school year, physical education classes will be held outdoors in one of the school's multiple outdoor spaces. Modifications will be made to typical curricula to emphasize community building and positive engagement, as well as to limit the use of shared materials and students' physical proximity and contact. When in a physical education class, 12 feet of physical distance will be maintained between students and between students and teachers. When possible, kits of individual materials/equipment will be issued to students and any materials necessary to be shared will be disinfected between classes.

If Greene Hill is engaged in distance learning, physical education will be provided through both synchronous and asynchronous instruction, with accommodations made for students' varied access to outdoor space and/or adult support needed for participation. Activities will be designed for self-paced and individual work as well as community-focused games, with opportunities for reflection and connection provided. If possible, Greene Hill will offer times and scheduled activities for students to play safely in outdoor spaces during distance learning to ensure ample opportunities for physical activity.

- **Grading**

Greene Hill School typically provides narrative reports with checklists to families in the Lower School, and begins including grades in reports in Middle School. Reporting is based on grade-level benchmarks and expectations as well as indicators of individual student progress from teacher observations, assessments, evaluation of student work, and reflective conversations with students. This progressive practice lends itself well to supporting clear communication about students' growth and goals whether in an in-person school environment that includes frequent shifts in attendance or in a distance learning model. Greene Hill plans to continue its typical grading and reporting procedures in the 2020-21 school year.

- **Assessment**

Greene Hill School uses multiple forms of assessment in order to determine student progress, including but not limited to: observation, one-on-one sessions, quizzes, tests, projects, papers, and student presentations. Our assessments are closely aligned with our curriculum and provide teachers opportunity for both formative and summative information. Teachers base their ongoing curricular planning on authentic understanding of student progress and provide opportunities for both extension and remediation as needed. During remote-learning, teachers will adapt assessments to the formats that best serve a virtual environment, such as individual meetings with students and longer term projects.

### **Athletics and Extracurricular Activities**

- **Interscholastic Sports**

GHS will not take part in interscholastic sports in 2020. We will revisit this program in 2021.

**This plan has been submitted on 7/31/20 by GHS and will be updated as plans and guidance changes.**