



# **Reopening Plan 2020-2021**



Prepared by the Reimagining TPS 2020 Committee  
Last Updated: July 30, 2020

**Table of Contents**  
**Tuxedo Park School Reopening Plan for 2020-2021**

<b>Introduction</b>	
School History and Mission	2
<b>Section I: Health and Safety</b>	
Admittance to the Building	3
Health Checks and Screenings	3
Management of Ill Persons	4
Containment	4
Face Coverings and Personal Protection Equipment (PPE)	5
Hygiene	6
Social Distancing	7
Closure/Metrics Used in Decision-Making	9
<b>Section II: Facilities</b>	
Utilization of Space	9
Safety Drills	9
Ventilation	10
<b>Section III: Transportation</b>	10
<b>Section IV: Social-Emotional Well-Being</b>	
Support Team	11
Curricular Programs	11
School Procedures and Teacher/Staff Professional Development/Training	12
<b>Section V: Instructional Models and Curriculum</b>	
In-Person Learning	12
Hybrid Learning	13
Remote Learning	14
Special Education/English Language Learners	14
Athletics and Extracurriculars	14
<b>Section VI: Technology and Connectivity</b>	
Access to Technology	15
Education for Families, Faculty, and Staff	15
<b>Section VII: Attendance</b>	15
<b>Section VIII: Communication</b>	16
<b>Conclusion</b>	16

# Introduction

## School History and Mission

Tuxedo Park School (TPS) is a small, independent Pre-K through Grade 9 school in Orange County, New York. We are a diverse community of educators and learners with strong traditions of engaged learning and thorough preparation for secondary public, independent, and boarding schools. Small class sizes, a low student-teacher ratio, and a nurturing atmosphere allow for differentiated instruction, meaningful conversations, and each child to be known, appreciated, and celebrated.

Over the past few months, a *Reimagining TPS 2020* committee comprised of school administrators, staff, faculty, trustees, medical professionals, and parents has developed a reopening plan that is both comprehensive and in compliance with the New York State Education Department (NYSED) and the Department of Health (DOH), and in line with Centers for Disease Control and Prevention (CDC) recommendations. The central focus of this plan is the physical, mental, and emotional health and safety of our students and faculty, along with the academic and developmental needs of each child.

As a small independent school, TPS is in a unique position to provide a safe and effective learning environment for our students and our faculty. Intentionally small classes provide TPS the ability to restore in-person, socially-distanced, learning using larger indoor classroom spaces. In addition, our park-like campus lends itself to the creation of multiple outdoor classrooms. Should we need to pivot to remote learning, faculty are ready to seamlessly proceed to consistent, comprehensive academics, using both synchronous (facilitated live by a teacher) and asynchronous (independent) instruction.

Whether in-person or online, students, faculty, and staff care for each other and the community, while living the school's creed, "Be Kind. Be Fair. Be Responsible." Tuxedo Park School will communicate this reopening plan in its entirety to our parents via email and our Fall 2020 Reopening site.



## **Section I: Health and Safety**

Through research and guidance from NYSED, DOH, and CDC, the TPS Reimagining Committee has developed a detailed plan to best keep our students and staff healthy and safe. Success of this plan will be dependent on our clear communication and the critical cooperation and partnership of our families.

### **Admittance to the Building**

TPS students, faculty, administrators and staff will be allowed access to the building with the conditions outlined below. Parents and visitors (contractors, vendors, prospective families, etc.) will generally be prohibited from entering the building to protect the community.

All students, employees, and approved non-employees will be required to wear an appropriate face covering in order to enter any building on campus. Details on face coverings required for access to buildings are outlined below.

Students in grades Pre-K-3 will enter utilizing the Primary School (PS) entrance. Students in grades 4-9 will enter utilizing the Middle School (MS) entrance. Employees may enter using either the PS or MS entrance.

The Blairhaime entrance to the main foyer/waiting area is restricted to all non-employees where they will be assisted by the receptionist. Access to the building will not be permitted unless an appointment has been made in advance or unless specific permission has been received from the Head of School, Associate Head of School for Academics (AHOS), or Chief Financial and Operating Officer (CFOO). All non-employees are subject to a health screening (as described below for employees) before being allowed to enter the building. Each person must provide their name and telephone number which will be recorded in a Visitor's Log for potential tracing purposes.

The school building will be closed for use by outside groups or private events until further notice.

### **Health Checks and Screenings**

Prior to departing for school, parents/guardians will need to certify that their children do not have a fever or any COVID-19 related symptoms using a remote Daily Parent Screening/Attestation Mobile App. Students with any symptoms must remain home. The school will periodically ask symptom related questions to the students upon arrival.

Upon arrival at school, all students and employees must present themselves to the automated temperature kiosks located at the designated entrances. The school will not record an individual's actual temperature, but rather a "Pass/Fail" in accordance with HIPPA requirements. Individuals who conduct health screening are required to wear PPE (face shield, mask, disposable gown and gloves) and use a Non-Contact Digital Infrared Forehead Thermometer. Individuals who do not present with a temperature greater than 100.0 degrees Fahrenheit will be allowed to attend school.

Any student who presents COVID-19 symptoms or fever will be discharged to their parent/guardian immediately along with any siblings. Students who utilized district or contracted bus services will be isolated and supervised in a safe, contained area in the Health Office, located near the main



entrance. The nurse will wear full PPE until the student is picked up by parent, guardian or designated emergency contact. The school nurse will bring the symptomatic student out the front entrance to the waiting vehicle and provide the caregiver with information on health care, testing resources, and when they can return to school based on the satisfaction of CDC guidelines.

Employees will be required to undergo a daily health screening to include questionnaire and temperature checks. The questionnaire will be updated, as needed, to comply with changing CDC or DOH guidelines. Employees and non-employees who present COVID-19 symptoms or fever upon arrival will not be allowed to enter the facility.

### **Management of Ill Persons**

During the school day, any student who presents COVID-19 symptoms or fever will be brought to the Health Office, located near the main entrance. The nurse will wear full PPE and supervise the student until they are picked up by parent, guardian or designated emergency contact. The school nurse will bring the symptomatic student, and any siblings, out the front entrance to the waiting vehicle and provide the caregiver with information on health care, testing resources, and when they can return to school based on the satisfaction of CDC guidelines.

Employees or non-employees with symptoms will be instructed to leave the facility, seek appropriate medical treatment and not return to school until they satisfy CDC guidelines. If an employee or non-employee is unable to transport themselves, they will remain in the Health Office until their transportation arrives.

If the Health Office has been used to house a student or person with COVID-19 symptoms, then the Office will be placed off limits and the Facilities Dept. will be summoned immediately to clean/disinfect the office utilizing appropriate PPE, an EPA approved disinfectant and a hydro/electrostatic sprayer.

The school will have a secondary location where the nurse can evaluate non-COVID-19 related illness/injuries.

### **Containment**

Students will be grouped by grade cohorts and in separate areas of the building by division to allow for fewer opportunities for cross-exposure, and easier containment of the virus if there is an outbreak.

#### *Positive for COVID-19 Diagnosis*

Students and individuals who have been referred for medical evaluation and/or test positive for COVID-19 must inform the school's CFOO immediately. The CFOO, as designated person, will notify the Orange County Dept of Health (845-291-2330), and convene an immediate response team to identify any potentially affected individuals and areas of the building that may require closure.

The immediate response team will determine if exposure to individuals was limited or widespread.

Limited exposure may require those affected students and faculty undergo COVID-19 testing, remain at home and participate in remote learning, and/or not return to school until they satisfy local health authority and CDC guidelines. The school building will be cleaned/disinfected each

night with EPA approved disinfectant and a hydro/electrostatic sprayer potentially limiting the need for building closures.

Widespread exposure may result in partial or full closure of the school's campus until any required diagnostic testing can be completed and approval to open is received by local health authorities. At this point, all faculty and students will participate in remote learning until the school is allowed to open.

TPS will notify faculty or families of students if they have come into close or proximate contact with a person with COVID-19. Medical privacy laws explicitly prohibit TPS from revealing the name of the individual who has tested positive. The school may only reveal that the student or faculty member has come in close or proximate contact with an unnamed person, and how we came to know this information (school tracking systems, governmental contact tracing, or another mechanism).

### *Return to School*

It is essential that students stay home when they are sick (with COVID-19 or other illnesses) for their health and the safety of others.

If a person tests positive for COVID-19 or suspects they have COVID-19 based on symptoms, they are not allowed at school, and as per [CDC guidelines](#) at the time of publication, should stay at home until:

- It has been at least ten days since they first had symptoms;
- It has been at least three days since they had a fever (without the use of fever reducing medicine);
- It has been at least three days since the symptoms improved, including cough and shortness of breath; and
- Cleared by a physician.

If a person has been ill, but is not positive for COVID-19, they can return to school:

- After 24 hours without a fever (temperature of 100.0 or higher) or signs of fever (chills, flushing, sweating, feeling warm), without the use of fever reducing medicine (e.g., Tylenol).
- If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

### **Face Coverings and Personal Protection Equipment (PPE)**

TPS requires all students, employees, and non-employees (parents, contractors, vendors, visitors, etc.) to wear an appropriate face covering when entering any building on campus and while indoors at all times except while eating, when a socially distanced space of 6 feet or greater will be maintained. Exceptions may be made for individuals that have a physician certified exception/accommodation on file with the school's Health Office. Students will be given periodic mask breaks throughout the day in accordance with social distancing guidelines.

Acceptable face coverings include, but are not limited to, cloth-based face coverings and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used alone. TPS prohibits the use of bandanas, scarves or gaiters as CDC studies have shown that they are not as

effective at limiting the spread of respiratory droplets and do not ensure the mouth and nose are consistently covered.

Each family is encouraged to purchase or make ten cloth face coverings (two for each day of the week) per child. Face coverings should be labeled with the child's name or initials so it is clear to whom the covering belongs. The school will maintain a supply of face masks for students who may require one for any reason throughout the day.

Employees may elect to bring their own masks. The school will make disposable face masks available to all employees each day should they require one. An employee may remove their face covering if they are alone in their classroom/office or outdoors, provided a socially distanced space of 6 feet or greater can be maintained between themselves and other individuals.

Parents are expected to instruct and practice proper face covering placement and removal with their children prior to starting school per [CDC guidelines](#). Faculty and staff will also provide this instruction during scheduled visits prior to the September 8th opening and reinforce safe practices as needed. Face coverings should be cleaned or replaced daily and must not be shared. Students and parents/legal guardians should take responsibility for maintaining their face coverings.

The school will provide the Health Office and Facilities Dept with a supply of Personal Protection Equipment (PPE): N95 disposable masks, face shields, disposable medical gowns and nitrile gloves. This equipment will be utilized during daily health screenings, in the event a student or employee presents any COVID symptoms, and for cleaning/disinfecting of any potentially exposed areas of the building. Additionally, classroom teachers will be provided with a supply of nitrile gloves, disinfectant solution and rags to wipe down desks and touch points in their classrooms as needed.

### **Hygiene Protocols**

Clean hands can stop germs from spreading from one person to another and throughout an entire community. Students will be required to wash hands with soap and water for 20 seconds or use provided hand sanitizing solutions when entering or leaving the building, before and after each class, at meal periods, and after using the restroom. Hand sanitizing dispensers will be located in or near all classrooms and at all entrances/exits.

Classroom teachers will be provided with a supply of nitrile gloves, disinfectant solution and rags to wipe down desks and touch points in their classrooms as needed. The Facilities Dept will regularly clean/disinfect restrooms, stairway handrails, door knobs/frames and frequent touch points throughout the day. The night time cleaning staff will perform all regular cleaning routines (surface cleaning, trash/recycle removal, carpet vacuuming, floor mopping, restroom cleaning) and will complete the process by disinfecting all areas of the building utilizing appropriate PPE, an EPA approved disinfectant and a hydro/electrostatic sprayer.

The school's food service vendor, in addition to regular food safeguards, will wear appropriate PPE while preparing and serving any meals. Meals will be eaten outdoors (weather permitting) or while seated at assigned desks. Food will be served using disposable plates/utensils. The food for PS students will be delivered to the PS Wing by the kitchen staff. MS/US students will proceed one class at a time to go through the cafeteria line, have their food plated by the kitchen staff and taken outdoors/to their classrooms.

Employees must observe social distancing guidelines and have their meal plated by a member of the kitchen staff. Access to the kitchen areas will be restricted to kitchen personnel only and self-service is not allowed. Lunch for employees will be available during MS/US lunch periods only, as kitchen personnel will be occupied providing meals in the PS wing during the PS lunch period.

Employees and onsite third party vendors will receive training prior to school reopening regarding how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper wearing of face coverings, social distancing, and respiratory hygiene. Faculty will instruct students on these protocols upon their return to school.

The Facilities Dept. will identify cleaning and disinfection frequency for the facility and area type, assign responsibility to staff and maintain daily activity logs that include the date, time, and scope of cleaning and disinfection.

In the event of a confirmed case of COVID, the school building will have been previously cleaned/disinfected with EPA approved disinfectant and a hydro/electrostatic sprayer potentially limiting the need for building closures.

### **Social Distancing**

TPS will strive to maintain appropriate social distancing between all individuals while on school property, unless safety or the core activity (e.g., instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household. Mask-wearing and barriers will also help address cases where a six-foot distance cannot be maintained.

### *Class Size*

TPS has always valued our small class sizes. In the context of COVID-19, the small classes allow us to set up the classroom so each student maintains a distance of 6 feet while seated in their desks. We have determined capacity based on classroom square footage.

Pre-Kindergarten to 3rd-grade classes (one cohort per grade) will remain in the primary school wing, and will not move throughout the rest of the building. They will utilize the primary school entrance/exit, and students in other grades will not enter the primary school wing. Cohorts, particularly in younger grades, allow for social distancing to be slightly more relaxed within the group, enabling the children to walk around the room more freely, take mask breaks at the teacher's discretion, and engage in developmentally appropriate play that is not considered "high risk."

Fourth-ninth grade class sizes are also minimized to allow for social distancing. Students will move through designated hallways and stairwells, wearing masks, and classrooms will be sanitized between each class. They will utilize their own entrance/exit, and move through the MS/US wing.

### *Space Configurations*

Space configurations and usage will change for the duration of the COVID-19 period. Some of the changes include:



## Classrooms

- Desk spacing will be in accordance with social distancing guidelines, with all facing one direction so that students sit side-to-side rather than facing one another.
- For our younger students where social distancing can be more challenging, transparent desk partitions may be used, when appropriate.
- Shared surfaces or workstations will be disinfected between student use.
- Outdoor classroom spaces will be used in the form of tents and terraces, with moveable seats.
- Both gyms have been reconfigured, as “classrooms” for higher-risk activities (music, chorus, band, movement) or when greater social distancing is required.

## Common Areas

- Students will eat in available outdoor spaces whenever possible. When eating inside, they will be in classrooms which have been modified to ensure proper social distancing.
- Hallways will be divided down the middle and marked with directional arrows. If hallways are too narrow to divide, they will be marked ‘one-way’ with signage and tape arrows on the floor.
- Staircases will be designated up or down.

### *Music, Wind Instruments, and Physical Education/Sports*

All activities requiring vocal projection or heavy breathing due to the playing of wind instruments (including classroom recorders/flutes) and/or aerobic exercise, will be performed outdoors, when possible. When the weather does not permit being outdoors, these activities will take place in the gym where a distance of twelve feet in all directions will be maintained, with spacing marked on the floor.

All persons playing wind instruments should wash their hands immediately following their instrumental play. Masks will be worn to and from the gym, and taken off only when the teacher signals to do so.

### *Arrival, Departure, and Scheduling*

TPS will maintain the typical arrival from 8:15-8:30 am for students, as they enter through multiple designated building doors. There will be no early morning drop off this year. Students getting off of the bus will exit in a manner that they maintain 6 feet distance from one another. PS students are dismissed at 3 pm, MS and US students are dismissed at 4 pm. Entrance and egress from the building will be through designated doorways specific to each age/grade level. Exceptions are Extended Day, which runs until 5:45 pm, and any after school programs the school has the capacity to implement.

If there is a line to enter the school outside the designated entryway, parents may wait in line with children outside the school. Parents will not be allowed inside the building and will be expected to say goodbye to their children outside. PS children will be escorted to the classroom by a teacher. All other children will proceed directly to their homerooms, while maintaining social distancing.

Lunch, snack, and recess times are staggered across divisions so that each class has time outdoors, as well as safe and well-ventilated places to eat.

#### *Social Distancing Considerations for Faculty and Staff*

All teachers are assigned to their own classroom or office, minus a few shared spaces (gyms, KMAC lab). Any shared space has scheduled time between class sections for disinfecting. The teacher lounge will be closed this year. All faculty, committee and board meetings will be held either remotely or in a space where social distancing can be maintained. Non-TPS employees, including outside tutors or service providers, are not permitted to provide services in the building until further notice.

#### **Closure / Metrics Used in Decision Making**

There may be times when we need to fully or partially close the campus. The State has established metrics that they will use to order a regional or state-wide lockdown. However, there may be situations within our own school community when community spread of COVID-19 needs to be addressed. Under guidance from the State and local authorities, TPS has identified protocols 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. The metrics utilized in the decision making process will vary depending on the type/level of exposure and Orange County DOH guidance which will inform our contact tracing, isolation, and quarantine efforts.

## **Section II: Facilities**

Due to the nature of our small school, students are able to move through the building while maintaining distance from others. Hallways will be divided down the middle and marked with directional arrows. If hallways are too narrow to divide, they will be marked 'one-way.' Stairwells are assigned 'up' and 'down' directions. When necessary, students will switch classes and visit their lockers at staggered times to ensure proper social distancing. Alcohol-based dispensers are positioned throughout the building and students will be reminded to use them, or to properly wash their hands, upon entering the classroom each time, before/after lunch and recess, and more often if needed.

#### **Utilization of Space**

TPS is fortunate to be housed in a building with large windows, a 17-acre campus, and two large gymnasiums that provide venues for activities that may pose slightly higher risks. In these existing spaces, we are ensuring they conform to NYS DOH guidelines for capacity, as well as being retrofitted or upgraded to improve utility (e.g., installing tents outdoors to provide shaded outdoor classroom space, designating a portion of one of the gyms as a space for music and orchestra). No major structural changes, alterations, or replacements are occurring. Therefore, we are not changing anything that has already been approved by the NYS Fire Prevention and Building Code. In line with guidelines, the function, position and operation of our doors will remain unchanged.

#### **Safety Drills**

TPS complies with state guidelines to practice eight evacuation drills and four lockdown drills per school year. We maintain an internal guide for conducting drills and emergency procedures. This will be reviewed and updated before the start of the 2020-21 school year to reflect social distancing guidelines, indicating that students and faculty are to maintain a distance of six feet when they

gather on the fields outside for our headcount, and by reviewing where each class should gather in order to preserve maximum distance. Considering our entire population is spread out across two huge fields, maintaining distance will be manageable. In addition, faculty and students will be re-trained accordingly, including a note that all staircases become 'down' staircases when evacuating the building. During lockdown drills, students will be required to wear masks, however, 6 feet distance will not be sustained during that time.

### **Ventilation**

The school's three main buildings were constructed at different times with different air ventilation systems. The PS and MS wings were purpose built and both contain air ventilation/handling systems. Blairhame, having been constructed as a residence, does not have an internal ventilation system.

The PS wing was designed with an exhaust ventilation system for classroom restrooms. Fresh air introduced through open windows and/or air window conditioner will force outside air into the room and in conjunction with existing ductwork and a window fan (set to exhaust) will ventilate each room.

The MS wing was designed with a recirculating ventilation system. The system dampers will be set in the open position to introduce outside air into the system. Any air recirculated through the system is passed through HEPA filters which work by forcing air through a fine mesh that traps harmful particles. Fresh air can also be introduced through open windows, air window conditioners or fans.

The Blairhame/US wing will use a combination of open windows, air window conditioners and/or fans to ventilate each room with the air. Utilizing an air conditioner or open window to introduce outside air into the room in conjunction with a window fan set to exhaust will circulate the classroom air and exhaust it outside.

Classroom and hallway windows will be kept open as much as possible, weather conditions permitting, to allow outside air to enter the buildings to increase air circulation. Classroom interior doors will remain open to increase airflow.

### **Section III: Transportation**

TPS encourages parents to drive their children to and from school each day given the current COVID pandemic. However, it is understood that many parents rely on the area's school districts and the school's contracted bus service to transport their children to and from school. As such, the following procedures have been implemented to ensure maximum health and safety of riders:

- Parents will be required to complete a health screening using the remote Daily Parent Screening/Attestation Mobile App before placing their child on a bus. If they have symptoms, they should not board the bus.
- While waiting for the bus, students will be expected to wait in their cars, or wear masks and maintain social distance.
- Students will be required to wear a face covering at all times while riding a bus.

- No food or beverages are allowed to be consumed on the bus as this requires a student to remove their face covering.
- Students will board the bus walking to the furthest seat from the front of the bus that is available. Students must sit by themselves in a seat unless they are from the same family. One row should be skipped between students, unless the driver instructs the students otherwise based on the number of passengers.
- Exiting the bus will occur opposite to boarding instructions. Students closest to the front door will exit first, followed by each consecutive row working towards the back of the bus. Students should remain seated until there is at least 6 feet (or 3 rows) of distance between the person in front of them.
- Both school districts and bus companies will be wiping down the seats with disinfecting products before students enter and again after they exit.
- Public school district and private bus company rules are subject to the latest guidance provided by NYS and/or CDC, and any changes will supersede this policy.

The school's "Happy Bus" may be used in limited capacity following the same boarding rules as stated above. The bus will be cleaned before and after each use. Storage of hand sanitizer or cleaning products on the bus is strictly prohibited.

## **Section IV: Social-Emotional Well-Being**

We concur with the NY State Education Department that "Social-emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but to create the mental, social, and emotional space for academic learning to occur." TPS will continue to be proactive, thoughtful, and diligently responsive to the social/emotional needs of our employees, students, and families.

### **Support Team**

Due to our small size, we can personally check-in with families and students through frequent communication and regular Zoom calls with parents. Younger students remain in the same cohort through 3<sup>rd</sup> grade, leading to strong bonds and a tight-knit community. Fourth through ninth-grade students are in small advisories of 8 or fewer students and have daily check-ins each morning with their advisor. In addition, each student has a weekly individual session with their advisor to address any academic or social/emotional struggles the student may be encountering. In addition to the class teacher, the school is also served by a part-time psychologist available to students, families, and teachers for individual and family appointments, as well as consultation with teachers about student needs in the classroom. When necessary, outside referrals for follow up are made.

### **Curricular Programming**

The research is conclusive that social interactions are crucial to healthy development in children, particularly adolescents. Our wellness program is designed to build self-awareness in our students and de-stigmatize mental health issues. We directly teach what it feels like to be stressed or anxious and healthy techniques to work through those feelings. If we need to move to a remote learning environment, we will provide multiple opportunities for students to 'gather' over Zoom in a non-academic, informal way (e.g., lunch with classmates, online social activities with their peers).

We are also able to lean into our usual arts-based curriculum as a means to allow children to process their grief, anxiety, and anger. Painting, clay work, theater, band, and chorus are integral to our school life and are recommended by trauma-informed approaches to education. We have found ways to ensure that each of these subjects is maintained in the curriculum consistent with COVID-19 guidelines.

### **School Procedures & Teacher/Staff Professional Development/Training**

We will provide support for students and faculty to process reactions to COVID-19 in the upcoming school year by:

- Inviting students and families of younger children into the building before the start of the school year to orient with new procedures and protocols. This introduction also allows parents to ask any questions or address any concerns they may have. Our youngest students will visit twice, once individually and again in pairs with another family, so that students can become comfortable moving around the classroom while distancing.
- Easing into the school year, with time for teachers and students to reorient to the “new normal,” allowing them time to unpack and process the previous six months, and focus on rebuilding the social fabric of the classroom.
- Offering support to faculty, as well as families, through individual appointments with the administration for questions, brainstorming and resource generation.
- Providing professional development for teachers in how to work with children in class during a prolonged crisis, identify signs of depression, anxiety, and trauma in children of different ages, and appropriately refer them to support staff for follow up.

## **Section V: Instructional Models and Curriculum**

The TPS school schedule for 2020-21 prioritizes safety, social-emotional wellbeing and academic skill building. Our academic expectations and content standards remain the same regardless of the learning situation we are in. Continuity of learning support services is also a high priority.

Our three scenarios (In-Person, Hybrid, and Remote) are designed to be relatively seamless, generally maintaining a version of the same schedule in all three situations. In PS, the In-Person and Hybrid scenarios are relatively similar, while the remote learning scenario takes into account the shorter time-spans young children can (or should) spend in front of screens, and the need for small group and individual instruction in order to maintain student engagement.

Throughout the 2020 summer, TPS teachers offered instructional classes to keep students academically challenged, and allowed them the opportunity to avoid learning loss. This will help ease their transition back into school. Further, students were able to develop trusting relationships with teachers and peers so they are walking into the building feeling more confident and connected.

### **In-Person Learning**

#### *Primary School*

The TPS PS program will maintain typical daily schedules and enrollment options for all students. Students are in grade-specific, self-contained student cohorts. Pre-Kindergarten has a maximum enrollment of 8 per class. Kindergarten through 3<sup>rd</sup> grade have a maximum enrollment of 12-15 depending on classroom size. All PS students will remain in the PS wing throughout the day.



Our PS program is inquiry-based, and hands-on academic learning, laying the foundations for success in the middle school grades. Our younger grades learn through a rich, story- and song-filled environment that offers ample opportunities for small and large motor development, as well as social skill building through free play and gently guided circle activities. Our older primary grades learn through collaboration and investigation to secure their foundational understandings of core material. For the 2020-2021 school year, we will take extra care to provide the following:

- **Increased outdoor time** on our 17-acre campus
- **A tent for outdoor learning and eating** when weather permits
- **Indoor spaces that still reflect our beautiful aesthetics and values** but have toys and play surfaces that are easier to disinfect
- **Individual sets of materials** to allow for active engagement while also maintaining sanitary practices
- **Age-appropriate, creative, and gentle education** about mask-wearing, handwashing, social distancing, and other health precautions
- Reserved **private corners or spaces** within the classroom for children needing “mask breaks,” where they can socially distance while still being supervised by teachers
- Creative rethinking of our usual curriculum to provide **familiar rhythm, structure, and warmth** to reassure young children during a time of increased isolation and anxiety.

#### *Middle/Upper School*

The TPS MS and US program will maintain typical daily schedules. Students are in student cohorts of 12 or fewer and are contained except for math and foreign language. Art and electives will be held in respective portions of the building to avoid students traveling through the PS wing.

Our MS and US program is inquiry-based, academic, collaborative and reflective. In order to maintain instructional opportunities that foster these foundational skills, in the 2020-2021 school year, we will take extra care to provide the following:

- **Increased outdoor time** on our 17-acre campus
- **A tent for outdoor learning and eating** when weather permits
- **Indoor spaces that allow for distancing** with surfaces that are easier to disinfect
- **Age-appropriate education** about mask-wearing, handwashing, social distancing, and other health precautions
- **Reserved spaces within the classroom** for students needing “mask breaks,” where they can socially distance while still being supervised by teachers
- Creative rethinking of our usual curriculum to provide **familiar rhythm and structure, and time to process social/emotional wellness** to reassure students during a time of increased isolation and anxiety.
- **Individual sets of materials (e.g., lab equipment)** to allow for active engagement while also maintaining sanitary practices

#### **Hybrid Learning**

In order to accommodate special circumstances, we will utilize a hybrid model. Hybrid learning in all three divisions will look the same. If a child needs to quarantine at home, or has chosen to learn from home due to underlying conditions or vulnerable adults in the household, we will live stream instruction via Zoom. Utilizing our new technology, we are able to teach in the classroom, while still

allowing the children at home to participate. Families will need to contact the AHOS for discussion and approval of this accommodation.

### **Remote Learning**

Our remote learning plan takes into account what is developmentally appropriate for children in terms of their relationship to the screen and its effects on their well-being. Our remote learning will be a combination of synchronous and asynchronous learning opportunities. In addition, we have designed a plan such that we can pivot to distance learning overnight. Schedules will be established ahead of time, and students will have individual materials. We have also purchased online versions of our textbooks so students have access at all times. Our in-person instruction will include opportunities to engage in online learning platforms, so they are familiar with them, in the event that we move to distance learning in the future. The amount of synchronous learning time is linked to chronological age but at no time exceeds four hours of synchronous programming per day. The school will provide technology to any family who needs it.

#### *Primary School*

The PS remote learning program combines synchronous activities with individual or small group synchronous lessons. All students in all grades will receive multiple individual/small group instructional times each week. In Pre-K through 1<sup>st</sup> grade, the emphasis is on shorter, frequent check-ins with teachers and classmates, with some daily whole-class instruction. These synchronous activities in Pre-K include circle time, story-time, puppet shows, or singalongs. In K-3<sup>rd</sup> grade they include whole-class instructional lessons, circle time, read aloud and shared work opportunities. Students will continue to receive synchronous instruction in all their specialty classes (science, PE, Art, Music, French).

Teachers will also offer biweekly meeting times with students and parents to foster a sense of community and connection, and to address any individual concerns that might arise.

#### *Middle/Upper School*

In MS/US, we will try to maintain a familiar rhythm to the day, for the well-being of the students. Their daily schedule will remain the same, however, on a rotating schedule, certain classes will be designated as synchronous, while others are designated as asynchronous. Students will have no more than 4 hours of synchronous learning each day, and daily classes will include required extracurricular and specialty classes (e.g., electives, chorus, band, PE, Art, etc.)

### **Special Education and English Language Learners**

We are in contact with the district to see if they can provide speech or OT services remotely to students who receive services. We do not serve any ELL students.

### **Athletics and Extracurriculars**

Our ability to provide extracurriculars will be guided this year by DOH guidelines as well as common sense preventative measures. At the time of this writing, interscholastic sports are prohibited. We have arranged for limited after-school physical education practice. The Athletic Coordinator is also in the process of developing low-risk alternatives to interscholastic sports. Other after-school activities will be offered to specific cohorts in PS (for those who are dismissed at 4 pm due to bussing), moved to more online options while in school (e.g., chess using technology), or will be offered outdoors or in large spaces.

## **Section VI: Technology and Connectivity**

### **Access to Technology**

All students in grades 4-6 are assigned a ChromeBook at the beginning of the school year. Students in grades 7-9 follow a “bring your own device” policy. If we move to a remote environment, students will continue to use those devices.

Students below Grade 4 do not receive devices as part of their daily curriculum.

TPS realizes that not all families have devices at home to allow all family members to access technology at the same time. With that in mind, families who require ChromeBooks for their children may request one from the AHOS.

The school uses Zoom meetings as its main platform for remote instruction. Google Classroom is utilized for the recording/completion of assignments, listing of homework assignments and for student collaboration. The school will provide links to instructional videos and resources for technology used, and will review the platforms at the annual Back to School Night in September.

Each platform has varying layers of security that allow for students to safely complete their work and interact with teachers. It is important that students (or parents) do not share passwords or login credentials.

The school utilizes a third party IT firm to support its technology infrastructure, employee computers and student devices. Should parents experience any difficulties or issues with school issued equipment, they can send an email to [TECH@tuxedoparkschool.org](mailto:TECH@tuxedoparkschool.org) stating the issue and telephone number where they can be reached.

### **Education for Families, Faculty, and Staff**

Teachers received professional development over the summer months specifically focused on pedagogical remote teaching. This included NYAIS-sponsored seminars, Global Online Learning Education, Fairydust Teaching, and Zoom training. Teachers will continue to enhance the remote learning plan through collaboration during professional development week in August. This ongoing training, coupled with faculty, student and parent feedback from the spring semester, positions our teachers to be well-equipped and prepared for remote learning.

Through the experience of a sudden pivot to remote learning last spring, our students and families had the opportunity to become proficient users of Google Classroom, which we will continue using this year. This platform will be used in our in-person plan to provide practice to all students as preparation for a possible move to remote learning. New families will receive additional training and assistance with technology as needed.

## **Section VII: Attendance**

Attendance is mandatory and will be taken daily, regardless of instructional model. Teachers take attendance at the start of each class period to ensure regular attendance. In the event, students are unable to attend a class day, parents are required to report the absence by emailing [attendance@tuxedoparkschool.org](mailto:attendance@tuxedoparkschool.org) before 8:30 am. Should we move to a remote learning

environment, this policy will remain in place. If a student is unable to attend an individual class, the parent should email the teacher and [attendance@tuxedoparkschool.org](mailto:attendance@tuxedoparkschool.org) before the class starts.

## **Section VIII: Communication**

The central focus of this plan is the physical, mental, and emotional health and safety of our students and faculty, along with the academic and developmental needs of each child. We understand our ongoing role in educating families and communicating the importance of cooperation and partnership, especially during this pandemic. The reopening plan will remain posted on the school website, and a frequently asked questions page will be updated on a regular basis. To assist in the transition to the many changes, regular emails will be sent to families prior to school opening to inform and remind families of changes, ensure understanding, and encourage practicing of new protocols. We will continue to reach out to families to share information on the reopening, answer any questions and gather feedback.

## **Conclusion**

TPS is currently well-positioned to return to an in-person scenario in the fall, and is fully prepared to shift to a remote model at any moment, should the need arise. Our building and outdoor spaces are equipped to provide necessary ventilation; our small class sizes make the spatial aspect of social distancing relatively easy for us to implement; our flexible arts-based curriculum and strong social/emotional learning program provide a solid foundation for student and faculty wellness. We prioritize the family-school partnership and therefore have a communication plan established to continue to foster that school-home connection. We will maintain updated copies of our reopening plan on our school website. If you have any questions about this policy, please reach out to Serena Mueller, AHOS, at [smueller@tuxedoparkschool.org](mailto:smueller@tuxedoparkschool.org)