SAFELY FORWARD

HARRISVILLE CENTRAL SCHOOL DISTRICT
PLAN FOR THE 2020-2021 SCHOOL YEAR



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ACKNOWLEDGEMENTS

Harrisville Central School ReOpening Committee:

Robert Finster - Superintendent
Eric Luther - Principal
Rick Chartrand - Buildings and Grounds
Colleen Bush - Transportation Supervisor
Christine Bristol -Cafeteria Manager
Shelly Carr - Guidance Counselor
Mackenzie Weir - Elementary Teacher
Cory Bearor - BOE member
Bridget Paro - Teaching Assistant
Heidi McIntosh - BOE member
Donna Brown - Elementary Teacher
Gena Stamp - Music Teacher
David Giver - HS Teacher
Jen Schrodt - Parent
Brian Schrodt - Parent
Ann Hall - Community Member
Mary Beth Benson - Teaching Assistant
Amy Frost - Clerical
Jolie Snider - Clerical
Tammey Rebb - Clerical
Michelle Fuller - HS Teacher

SUMMARY

Plan Development Process

This plan was created over the course of several months based on analysis and research into a number of scientific studies, guidelines and plans released across the state and nation, as well as recommendations from worldwide, national, and statewide health and educational experts. The guidelines outlined within this plan are the result of a multi-tiered collaborative approach with input at the local level at each school district and BOCES, regional cooperation among BOCES in the North Country, committee work among the 18 districts, and guidance from the New York State Education Department and Governor Cuomo's Office.

Our regional planning approach was guided by the notion that just as the decision on the initial school closure due to the COVID-19 Pandemic was made jointly, so too must the overarching decisions be made regarding reopening. By nature of our region, our small, rural school districts depend heavily on one another and consistency will be key to safely moving forward.

Application

This plan will serve as a "living document" to be updated throughout pre-opening and as initial re-entry occurs. The guidance and processes outlined in this document should be applied by school districts throughout the re-opening phases. The intent of this document is to be a foundational guide for each district. It is not a "one-size-fits-all" plan, but a guide that honors the nuances in each district within the SLL BOCES region. A plan is only as good as its implementation, and each district and the SLL BOCES will be responsible for applying and enforcing the guidelines contained in this document.



SUMMARY/GUIDING PRINCIPLES

Considerations

The top priority will always be the safety of students, staff, and the greater community. As the title denotes, this plan was designed with a concern for safety underlying all aspects. We must move forward together, but it is imperative that we move forward safely.

The stakeholders that developed this plan understand the social, emotional, and mental health needs for in-person instruction. We recognize the value and importance of extracurricular activities and athletics. However, we must achieve the appropriate balance between safety and wellbeing. We believe this plan strikes that delicate balance.

Leveraging Relationships

Maintaining close relationships between BOCES/districts and St. Lawrence County Public Health will be crucial as we continue to navigate this ever-evolving situation. Throughout the school closure, districts and BOCES in the SLL region have worked in consultation with our partners at the county level, and gathered their input in the development of this document. As more information regarding COVID-19 becomes available, we will continue to work collaboratively with these entities to ensure a safe course of action in the future.

Authority

The guidelines and recommendations contained in this document were formulated based on research from various sources in order to establish best practices. However, all directives and Executive Orders at the state level, and any guidance from the CDC or DOH will supersede the plans contained herein. Should these changes occur, this document will be revised to reflect and incorporate them.

Flexibility

School districts and BOCES will need to be nimble and adapt to multiple scenarios and educational models depending on the current public health situation. In developing this document, we considered a number of possibilities in order to best plan for an uncertain future. However, as the COVID-19 crisis evolves, so too must our plans.

GUIDING PRINCIPLES

01. Safeguarding the health and safety of students and staff

02. Protecting all students' right to learn

03. Monitoring the spread of COVID-19 in the community

04. Emphasizing equity, access, and support for students

05. Fostering strong two-way communication with families, educators, and staff

06. Accounting for the social-emotional well-being, and the mental health needs of our students

TIMELINE

Research regional, statewide, and national plans, news articles, and resources related to reopening and compile recommendations. Compile bank of resources (*ongoing*)

Analyze data from statewide and regional ThoughtExchange surveys to school staff, parents, and community members.

Form district/BOCES task forces to leverage expertise on specific topics.

Form Chief School Officer subcommittees to evaluate, edit, and refine content in each category as needed.

Incorporate feedback from surveys to parents, students, staff and community members, as well as BOCES/district committees into revised document.

Refine and reformat collection of research, data and stakeholder input into single guiding document that is easy to follow and digest.

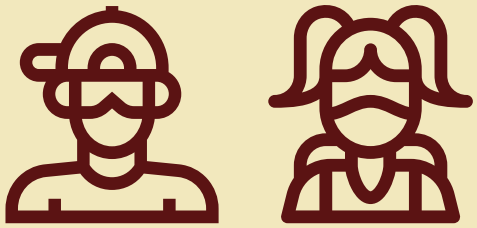
Share plan with leadership at the County and Public Health to make sure all plans are in line with current guidelines, and make any necessary changes based on recommendations.

Incorporate any necessary changes after guidance is released by NYSED and/or Governor's office.

Submit district and BOCES plans to SED - July 31

Continue to reshape guidelines and plans throughout 2020-21 academic year and release updated versions as directives and guidance continue to evolve

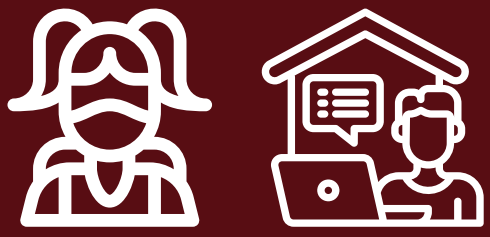
THREE MODELS



Full in-class instruction with heightened health protocols.



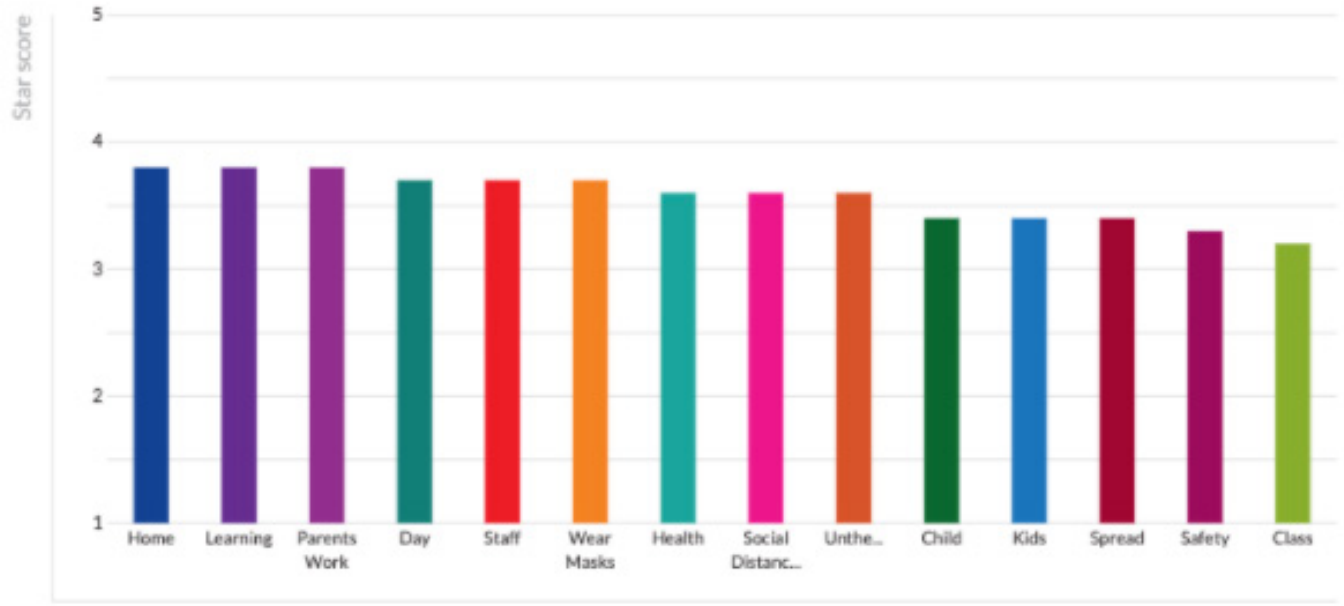
Fully remote learning with more standardization. This would also happen should additional closures occur.



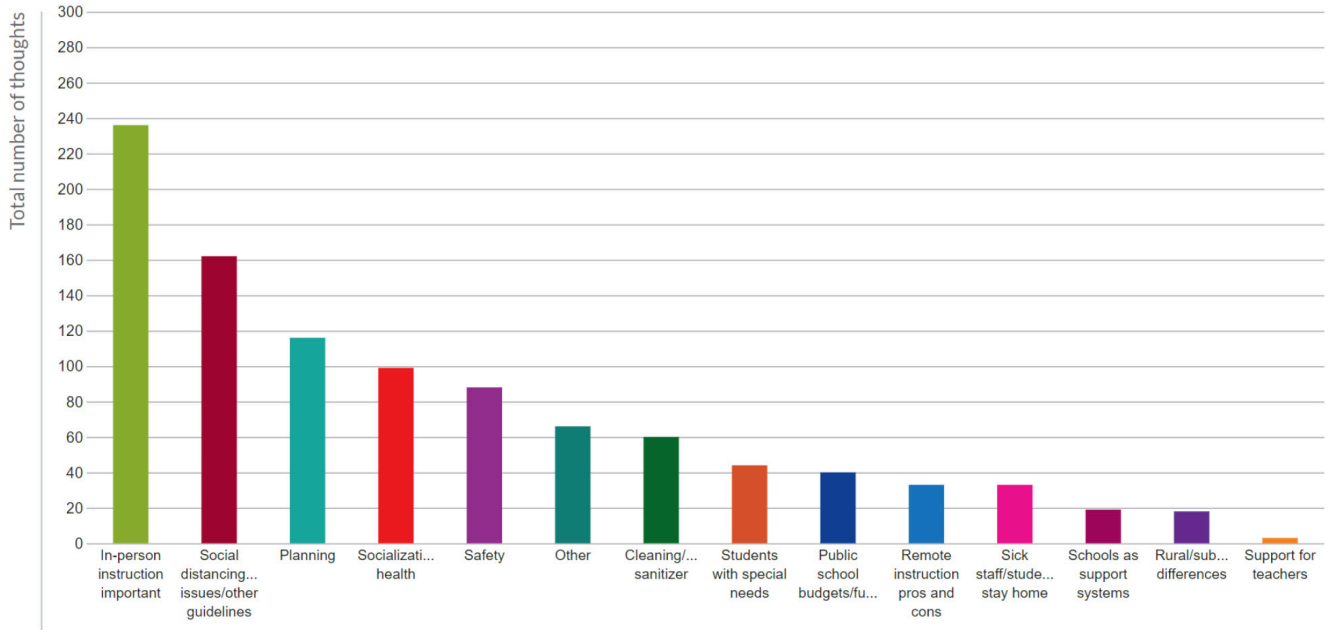
A hybrid delivery model, which blends in-class with online learning based on an alternating schedule.

THOUGHT EXCHANGE DATA

This survey gathered input from more than 60,000 participants. After a participant shared their thoughts, they were encouraged to rate at least 30 of the thoughts submitted by other participants. This way, the thoughts that resonated with the most participants would rise to the top. More than 80,000 thoughts were shared, resulting in more than 2.2 million ratings. The exchange is the largest in Thoughtexchange's history. Over 1,000 thoughts were shared in the SLL BOCES region specifically.



In the Harrisville Central School District, the "Home" and "Learning" theme received the most ratings. There were 116 participants who shared 183 thoughts.



In the North Country region, "In-person instruction important" theme received the most thoughts with 236 of the 998 thoughts placed in this category. This represents about 24% of the thoughts. Conversely, "Support for teachers" only received three thoughts, or less than 1% of the thoughts.

CHECKLIST

In order for a safe re-entry to school, the following conditions must be met:

- ☐ Local health metrics meet phase 4 standards under NYS reopening guidance
- ☐ Equipment availability- adequate access to PPE
- ☐ Ability to measure potential local surges
- ☐ Screening measures in place to assess positive cases in the school community
- ☐ Conduct job-specific training among all employees
- ☐ Deploy pre-return communications plan



HEALTH AND SAFETY

DEFINITIONS

COVID-19 is the disease caused by the Novel Coronavirus. It is highly contagious and can be transmitted via droplets expelled from an infected person. Some infected persons can be asymptomatic, yet still contagious.

Community transmission of COVID-19:

Community transmission of COVID-19 occurs when individuals acquire the disease through contact with someone in their local community, rather than through travel to an affected location. Once community transmission is identified in a particular area, correctional facilities and detention centers are more likely to start seeing cases inside their walls. Facilities should consult with local public health departments if assistance is needed in determining how to define "local community" in the context of COVID-19 spread. However, because all states have reported cases, all facilities should be vigilant for introduction into their populations.

Confirmed vs. Suspected COVID-19 case:

A confirmed case has received a positive result from a COVID-19 laboratory test, with or without symptoms. A suspected case shows symptoms of COVID-19 but either has not been tested or is awaiting test results. If test results are positive, a suspected case becomes a confirmed case.

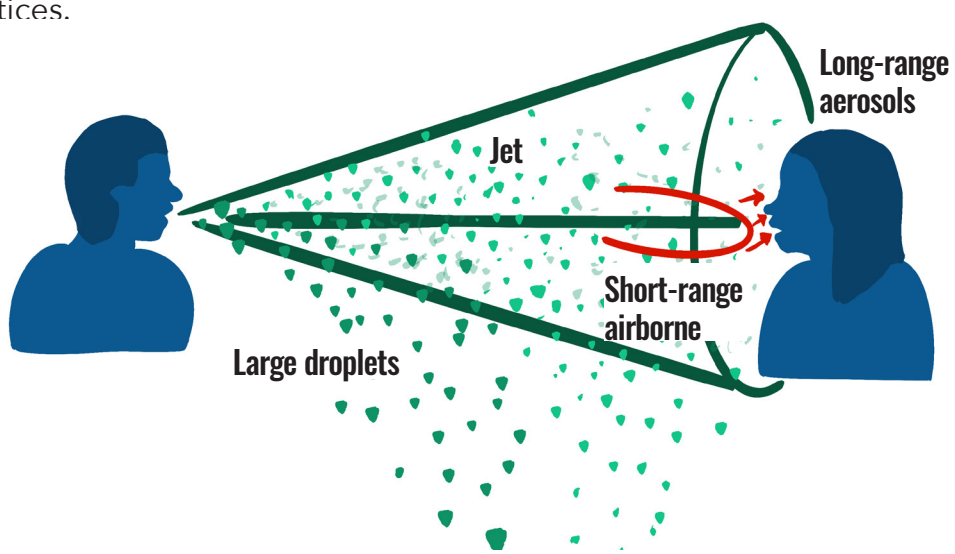
Transmission:

According to the CDC:

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Population Surveillance Studies

There may be a lower prevalence of COVID-19 among children than adults. The generalizability of these data may be impacted by differences in exposure faced by children, especially variation in school closure practices.

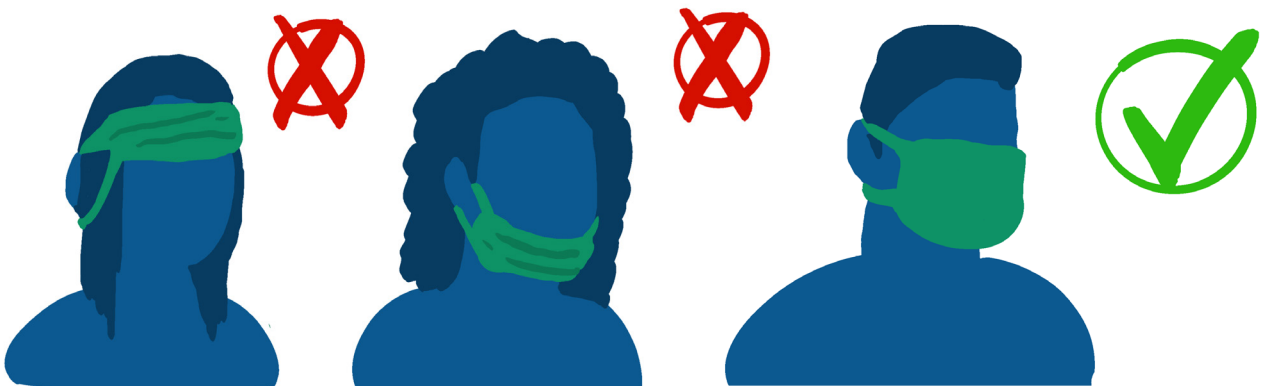


Close contact scenario with exhalation from the infected (left) and inhalation through the mouth of the suceptible person (right).

Prevention:

The CDC lists most effective prevention measures as follows:

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
    - » If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid close contact with people who are sick
- Stay home as much as possible
- Put distance between yourself and other people.
    - » Remember that some people without symptoms may be able to spread virus.
    - » Keeping distance from others is especially important for people who are at higher risk of getting very sick.
- Cover your mouth and nose with a cloth face cover when around others
    - » You could spread COVID-19 to others even if you do not feel sick.
    - » Everyone should wear a cloth face cover when they have to go out in public, for example to the grocery store or to pick up other necessities.
    - » Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
    - » The cloth face cover is meant to protect other people in case you are infected.
    - » Do NOT use a facemask meant for a healthcare worker.
    - » Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.
    - » Cover coughs and sneezes
- If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw used tissues in the trash.
    - » Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.
- Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
    - » If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.
    - » Then, use a household disinfectant. Most common EPA-registered household disinfectants will work.



Vulnerable populations:

- According to the CDC, certain groups are more susceptible to serious illness and/or death as a result of COVID-19. These groups include (https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html):
    - People 65 years and older
    - People who live in a nursing home or long-term care facility
    - People of all ages with underlying medical conditions, particularly if not well controlled, including:
        - People with chronic lung disease or moderate to severe asthma
        - People who have serious heart conditions
        - People who are immunocompromised
- Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
    - People with severe obesity (body mass index [BMI] of 40 or higher)
    - People with diabetes
    - People with chronic kidney disease undergoing dialysis
    - People with liver disease

Symptoms:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Testing:

According to New York State Department of Health: (https://coronavirus.health.ny.gov/covid-19-testing#can-i-be-tested-) As New York State aggressively expands COVID-19 diagnostic testing capacity, the Department of Health has revised guidance to increase testing for frontline workers, including all first responders, health care workers, and essential employees who interact with the public, while continuing to prioritize resources. Testing for COVID-19 shall be authorized by a health care provider for individuals who meet one or more of the following criteria:

- An individual is symptomatic or has a history of symptoms of COVID-19 (e.g. fever, cough, and/or trouble breathing), particularly if the individual is 70 years of age or older, the individual has a compromised immune system, or the individual has an underlying health condition; or
- An individual has had close (i.e. within six feet) or proximate contact with a person known to be positive with COVID-19; or
- An individual is subject to a precautionary or mandatory quarantine; or
- An individual is employed as a health care worker, first responder, or other essential worker who directly interacts with the public while working; or

- An individual presents with a case where the facts and circumstances – as determined by the treating clinician in consultation with state or local department of health officials – warrant testing; or
- An individual is included under other criteria set by the NYS Dept. of Health based on an individual's geographic place of residence, occupation, or other factors that the Department may deem relevant for COVID-19 testing purposes; or
- Any individual who would return to workplace in Phase 1.

BACKGROUND INFORMATION

COVID19 and children
Based on available evidence, children do not appear to be at higher risk for COVID-19 than adults. While some children and infants have been sick with COVID-19, adults make up most of the known cases to date.

CDC and partners are investigating cases of multisystem inflammatory syndrome in children (MIS-C) associated with COVID-19.

What we know about MIS-C
Multisystem inflammatory syndrome in children (MIS-C) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes COVID-19, or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care.

What to do if you think your child is sick with MIS-C
Contact your child's doctor, nurse, or clinic right away if your child is showing symptoms of MIS-C:
- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms.

Seek emergency care right away if your child is showing any of these emergency warning signs of MIS-C or other concerning signs:
- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

How doctors will care for your child
Doctors may do certain tests to look for inflammation or other signs of disease. These tests might include:

- Blood tests
- Chest x-ray
- Heart ultrasound (echocardiogram)
- Abdominal ultrasound

Doctors may provide supportive care for symptoms (medicine and/or fluids to make your child feel better) and may use various medicines to treat inflammation. Most children who become ill with MIS-C will need to be treated in the hospital. Some will need to be treated in the pediatric intensive care unit (ICU).

Parents or caregivers who have concerns about their child's health, including concerns about COVID-19 or MIS-C, should call a pediatrician or other healthcare provider immediately. Healthcare providers can follow CDC recommendations to keep children and their parents or caregivers safe if an in-person visit is needed.

What we don't know about MIS-C
CDC is still learning about MIS-C and how it affects children, so we don't know why some children have gotten sick with MIS-C and others have not. We also do not know if children with certain health conditions are more likely to get MIS-C. These are among the many questions CDC is working to try to understand.

All CDC recommendations are based on the best data and science available at the time, and we will update them as we learn more.

How to protect your child from COVID-19
Based on what we know now about MIS-C, the best way you can protect your child is by taking everyday actions to prevent your child and the entire household from getting the virus that causes COVID-19.

Transmission to and from Children in the School Setting, Including Outcomes of School Opening
Based on early data, schools do not appear to have played a major role in COVID-19 transmission. Based on data at this time, transmission from students to staff and from students to other students (especially younger students) appears to be rare, and will likely be even more rare with appropriate risk mitigation strategies. Attention to prevention of staff-to-staff transmission is critical. Most contact tracing studies have been conducted in the setting of low community prevalence of COVID-19; their generalizability to school re-opening in locations where community epidemic control is poor is unknown.

Epidemiologic Studies
Epidemiologic investigations of clusters are inherently limited, and so far have focused primarily on younger children in non-residential schools; to date these data have not revealed strong evidence for transmission from children to other children or from children to teachers.

Hygiene

- Address hygiene practices to ensure personal health and safety in school facilities and vehicles.
- Handwashing. In accordance with CDC guidance and in consultation with local public health officials, develop a plan for handwashing that includes:
    - » Providing opportunities for students and staff to meet handwashing frequency guidance.
    - » Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
    - » Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision.
    - » Call Poison Control if consumed: 1-800-222-1222.
- Note: frequent handwashing is more effective than the use of hand sanitizers.
- Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
    - » Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.
    - » Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
    - » Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
        - * Teach staff and students to:
        - * Use tissue to wipe the nose and cough and sneeze inside the tissue.
        - * Not touch the face or face covering.



HEALTH AND SAFETY

PREVENTATIVE MEASURES

Based on the health and safety considerations outlined herein, a safe return to school will require an array of new practices. These new practices and procedures must be fully adopted and understood prior to the full return. Adequate training must be provided. New practices and procedures include:

Education and Outreach

COVID-19 Instructions and protocols will be communicated to all students, staff, parents, community members, and visitors utilizing multiple methods.

- Signage at all entrances and exits, throughout the hallways, restrooms, cafeteria, and other necessary areas directing all with proper safety protocols.
- Appropriate hygiene practices including hand washing/disinfecting and respiratory will be covered topics included in the signage and training.
- District website will contain all safety information and protocols.
- Mailings and emails will be sent to all parents and students.
- All vendors and visitors will be notified of safety protocols.
- Time sensitive or emergency information will be shared via onecallnow.

Training will be provided to all parents using the above mentioned methods in the identification of COVID-19 symptoms.

- Parents will be instructed to keep their children home if they exhibit any of the signs.

All staff will receive appropriate training to recognize symptoms of COVID-19 and will be continuously instructed to assess students in their care as well as other staff members and immediately notify the school nurse if anyone displays symptoms.

- Staff members will discreetly ask a symptomatic student to check in at the nurse's office for follow-up screening.
- All students and staff members who fall ill while at school will be required to be assessed by the school nurse.
- Ill students and staff members will be required to have a healthcare provider follow-up prior to returning to school/work.

Screening

One strategy to identify individuals with COVID-19 symptoms is to conduct symptom screenings, such as temperature screening and/or symptom checking of staff and students. These screenings are one of many different tools to help lower the risk of SARS-CoV-2 transmission. However, because symptom screenings are not helpful for identification of individuals with COVID-19 who may be asymptomatic or pre-symptomatic or if infected with an unrelated virus, symptom screening will not prevent all individuals with COVID-19 from entering the school. Screenings should be conducted safely and respectfully and in accordance with applicable privacy laws and regulations. Examples of screening methods are provided by the CDC supplemental Guidance for Child Care Programs that Remain Open and CDC's General Business FAQs for screening staff.

- All parents will be required to sign an attestation at the beginning of the school year stating they will screen their children daily, including temperature checks prior to coming to school or boarding the bus.

  - » Parents will hold their children at home if they show any symptoms and will notify the school nurse.
  - » The District will assist any families who do not have the proper equipment to check their childrens' temperature.
  - » The school nurse will periodically conduct random screenings of students.
- All staff will be required to self-assess daily and respond to a screening questionnaire prior to reporting to work.
  - » Staff member responses to screening questions that indicate potential COVID-19 infection will need to immediately notify their supervisor and seek a follow-up with their health care provider.
  - » The school nurse will periodically conduct random screenings of staff.
- If a student/staff member is sent home during the school day with suspected COVID-19 symptoms, the district will notify the St. Lawrence County Department of Health and adhere to their recommendations, or refer the symptomatic individual to an appropriate healthcare provider or testing site. State and/or local health officials and/or healthcare providers will determine when viral testing for SARS-CoV-2 is appropriate.
- The District will maintain an isolation room for any COVID-19 symptomatic students and/or staff. This room will be separately supervised, with appropriate PPE for everyone involved.
- All visitors, guests, parents, and vendors will be required to sign-in and provide an answer to the posted self-screening survey and may be subjected to temperature screening.
  - » Anyone who has an affirmative answer to the COVID-19 screening survey, or presents with a temperature over 100.4 F will be denied entrance.
  - » If a parent or guardian answers in the affirmative they will be required to take all students living in their household home until cleared by a healthcare provider.
- If there is a confirmed case of COVID -19 in the district, the St. Lawrence County Department of Public Health will be notified and the district will follow their recommendations and dictates.
  - » Affected students/staff could be mandated into self quarantine and will then engage in remote instruction for the duration of the quarantine.
  - » Students/staff who test positive for COVID-19 will be allowed to return based on CDC guidance and clearance from the St. Lawrence County Department of Public Health.

Social Distancing

Harrisville Central School will adhere to established CDC and NYSDOH protocols related to social distancing when face coverings cannot be worn.

- » Capacity in instructional spaces will be determined utilizing room space calculators.
- » Furniture will be arranged to maximize space for social distancing.
- » Hallways will be clearly marked for directional traffic.
- » Restroom breaks will be spaced out to allow for social distancing.
- » Bus loading/unloading will maximize social distancing.
- » Mask breaks will be allowed at regular intervals when social distancing can not be achieved.
- » The district will have an available supply of PPE for students and staff who forget their own.
- » All able students, staff, and visitors will be required to wear a face covering when unable to be socially distanced.
- » Avoid large group gatherings such as assemblies or pep rallies, or limit attendance to comply with NYSDOH guidelines.
- » Conduct virtual meetings or events whenever possible.

HEALTH AND SAFETY

School Safety Drills

Fire Drill:

- » All fire drills will be conducted in accordance with regulation.
- » Fire Drills will begin with a brief sounding of the alarm.
- » Rooms will exit the building one at a time with social distancing.
- » All students/staff will wear masks during the drill.

Lock-Down Drill

- » Will be conducted using standard announcement.
- » Students will not be congregated into a corner of the room.
- » Responsible staff member will demonstrate the room location for congregating under normal circumstances.

Remote Instruction/Work

- Students at high risk or who live with someone at high risk will be allowed the option of remote instruction. All essential services will be provided.
- Employees at high risk will be allowed to work remotely to the extent practicable, and those whose essential function does not facilitate working remotely will be provided the appropriate PPE. Decisions will be guided by existing law, policies, and procedures (e.g. ADA, FMLA).

*See section: Transportation for details.

- » Conduct large group meetings (ie. staff meetings) online rather than in person
- » Hold parent-teacher conferences via phone or video call rather than in-person

"Cohorting"

- **Maintain a limit of 16 students in a typical classroom at one time**
- **Adopt timetabling that would allow, to the greatest extent practical, for students to remain in contact with only their classmates and a single teacher for as much of the school day as possible. In grades pre-K-5, students will remain in their classrooms with their cohort and teachers will move from room to room to provide direct instruction.**
- The need to limit rotating teachers would require adaptation to the delivery of subjects such as French or English, art, music, and physical education
- Students and teachers would be encouraged to remain in their classroom and to move as a cohort to entrances, exits, or other spaces within the school
  - » Rotating teachers into classrooms rather than rotating classes.
  - » Bringing special teachers (art, music, etc.) into classroom.
  - » Reducing class sizes and conducting no-contact activities in PE classes.


TRANSPORTATION
FACILITIES
NUTRITION
ATHLETICS

TRANSPORTATION

Safety Protocols:

- Students and staff are encouraged to use hand sanitizer before and after riding the bus. However, hand sanitizer is not permitted on the bus due to combustibility.
- Transportation vehicles will be cleaned and disinfected daily. Children must not be present when a vehicle is being cleaned. Buses will be fogged and wiped down after every run. Frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) will be cleaned and disinfected with increased frequency.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work.
- Families should conduct a health screening of children each morning prior to boarding. Should the health screening indicate sickness, children should not board the bus or attend school.
- Weather permitting, doors and windows may be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- When temperatures are above 45 degrees, school buses may transport passengers with roof hatches or windows slightly opened to provide air flow.

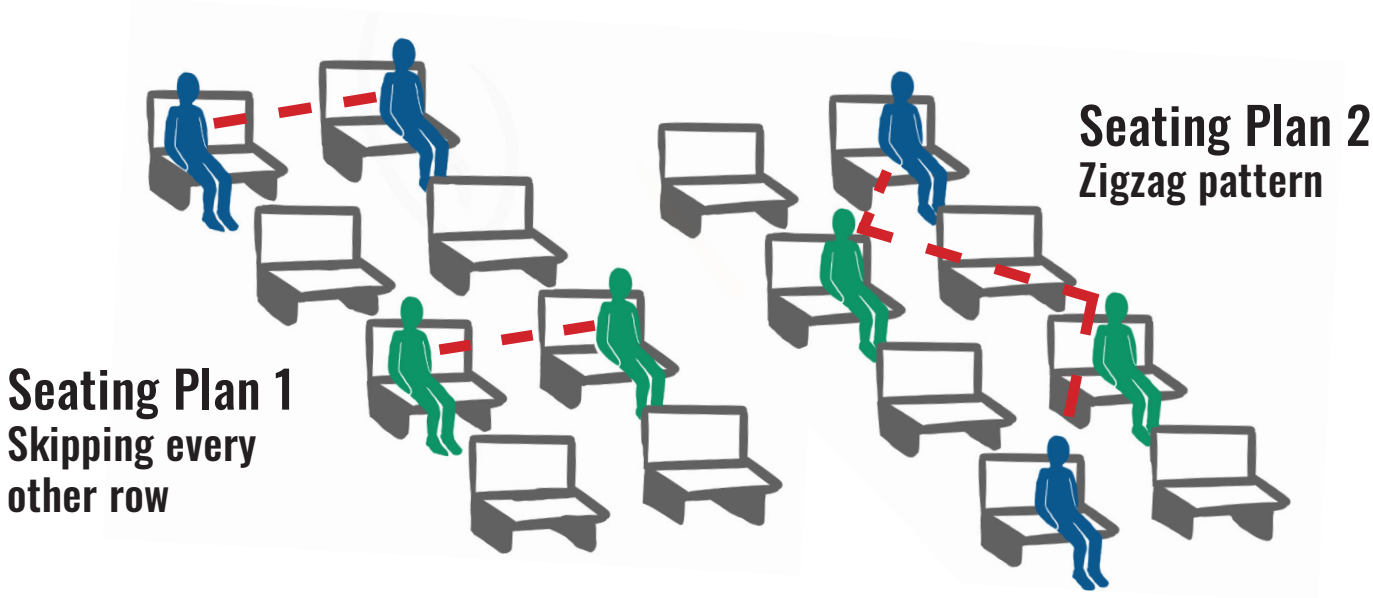
Mask Wearing:

- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials. In the event that a face covering is not used, social distancing must occur, or additional PPE may be required.
- Any staff or student that is unable to medically tolerate a facial covering must not wear one, but will be provided an alternative such as a face shield.
- Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Alternative transportation may be arranged.
- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.



Social Distancing:

- In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available for use.
- Determine maximum capacity of students for each vehicle while meeting 6-foot physical distancing objectives, if face coverings may not be worn.
- Create a plan for seating based on maximum capacity determined above.
    - » Sample options: Option 1: Seat one student to a bench on both sides of the bus, skipping every other row when possible; Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
    - » Mark or block seats that must be left vacant.
    - » Assign a bus monitor to ensure distancing.
    - » Practice 6-foot distancing at bus stops and while loading and unloading.
    - » Utilize seating and loading/unloading practices to optimize social distancing, such as:
        - * Seat students from the rear of the bus forward.
    - » Require face coverings for students and staff at bus stops.



FEEDING IN SCHOOLS

This procedure is to establish guidelines for student behavior as well as modifications to serving methods while providing food service during stages of students returning to school from a public health emergency. This procedure applies to all Central School Food Management Programs.

Responsibilities:

Food Service Directors
- Share this procedure and subsequent revisions with district food service staff
- Organize staff
- Coordinate with partners/administrators
- Order supplies
- Other operations

School District Administration
- Provide direction to food service on the lunchtimes, who and how many in each lunch period
- Provide funding in the event school meals programs do not permit it
- Facilitate/Coordinate staff to facilitate the process. Custodians, lunch monitors and/or teacher aides shifting duties to help in the overall feeding process
- Allow time for modified lunch services to operate

Implementation Timeline:
- Various depending on stage



Procedure:
Adjust operations accordingly based on guidance from Harrisville CSD district. Operations will be based on what Step you are guided to work within. Steps 1-4 are listed on the next page.

Supplies needed may vary depending on what Step you are operating in. Also, Additional supplies may need to be ordered to accommodate alternative services, needs and requests that come up based on the direction of the district.

NYSED Approval- Requests and waivers may be necessary to allow school feeding style service, grab and go service and various locations. A review of NYSED Child Nutrition guidelines and available waivers will be necessary.

A list of employees willing/able to work is identified. Have a list of the job tasks/duties they will need to do during their time at work. Have them go through the trainings offered by NYSED and any additional training deemed necessary.

Level One

Students are not attending school

- Feed students based on the feeding procedures/systems available, contact parents to determine need of food. Food will be made available to those families choosing to participate.
- If staggered attendance or high risk students are attending school in person, it may be necessary to provide meals in this manner while also providing one of the levels below, if NYSED permits.

Level Two

Classroom Dining

- Students will dine in the classroom by picking up plated or limited touch items. PreK-5 students will eat separately in their individual classrooms. Food will be delivered to the rooms and trash removed by staff when finished. Grades 6-12 will be appropriately distanced within the cafeteria and staggered times will minimize student density in the location.
- Efforts will be taken in the cafeteria serving line to significantly limit access to surfaces, social distancing rules apply.
- Pre-ordering would be strongly encouraged to limit the time needed for each group to go through the serving line
- No Cash exchange at the register. Highly encourage the use of the online school payment system. Cash or check can be sent down to the cafeteria by the students teacher

District to provide in Level 2:

- Masks worn by all staff
- Plexi- Glass (or State approved product) installed at registers
- Tape marks on floor will be used throughout the lunch line from entrance to exit
- Communication posters will be placed in hallways that border the cafeteria serving lines. These posters will contain the most recent standards in regards to keeping everyone safe from COVID 19
- Hand Sanitizing stations will be in place at the entrances and exits of each lunch line and in the cafeterias

Cafeteria Team to enact in Level 2:

- Eliminate utensils for self-selection by portioning all fruits, vegetables and other foods as possible
- Limited food will be put out for each group (example if a classroom ordered 15 orders, only 15 fruits or etc would be put out)
- Limited Ala - Carte snacks will be put out to encourage students to only touch what they take
- No Pin Pad - Students will verbally tell the cashier their name
- Disposable trays and silverware
- All condiments will be PC's – Cashiers and or servers will place items on students trays to avoid touching
- Wipe down and sanitize frequently all touched services
- Wash hands and change gloves frequently

Level Three

Self Selection returns along with some cafeteria seating

District to provide in Level 3:

- Follow same procedure in Level 2

Cafeteria Team to enact Level 3:

- Self-selection and shared surface touching can return by limiting intervals
- Limited number of food sides and serve yourself entrees will be displayed on the line
- Self-serve utensils will be replaced after each serving period with freshly washed utensils
- Pin Pads can be used for Student Id numbers, however they will be covered with plastic wrap and changed and or sanitized after each service

Level Four

Group dining can return with continued student behavior changes

District to provide in Level 3:

- Communication to students and staff on best practices to prevent the spread of COVID-19
- Hand Sanitizing stations at entrance and exits of each lunch line/ cafeteria
- Accommodations for at risk students

Cafeteria Team to enact Level 3:

- Self-selection and shared surface touching remains as stated in level 3
- Use reusable trays for students eating in the cafeteria
- Cash/Check may be provided at the cash register
- Normal food service sanitizing practices after each group goes through

ATHLETICS

PHASE ONE: COVID-19 Reopening Information Checklist

PAPERWORK + POLICY MANAGEMENT

- ☐ **Physicals**
  Review and distribute special state requirements.
- ☐ **COVID-19 Waiver**
  Distribute required school policies or waivers.

STAFF MANAGEMENT

- ☐ **Mobile Health Screening Tools**
  Provide staff with a mobile tool to: a) Take attendance b) Screen athletes c) Create reports
- ☐ **Virtual Coach and Team Meetings**
  Conduct informational meetings with coaches and teams.
- ☐ **Practice Sessions**
  Review national, state, and local guidance to enhance safety.
- ☐ **Coach Education**
  Review online certification and education options.

SPORTS EQUIPMENT MANAGEMENT

- ☐ **Equipment Reconditioning**
  Confirm that your reconditioning resources are up and running.

HEALTH & SAFETY EQUIPMENT MANAGEMENT

- ☐ Infrared thermometers
- ☐ Tape or paint for marking safe spaces
- ☐ Hand sanitizer, sanitizing wipes, and face masks

EVENT MANAGEMENT

- ☐ **Decide who will be allowed to attend**
  Tier 1: Athletes, coaches, officials, event staff, medical staff, security.
  Tier 2: Media. Tier 3: Spectators, vendors.
- ☐ Review transportation options

PRE-WORKOUT SCREENING

- ☐ Record athlete and coach attendance.
- ☐ Screen athletes and coaches for symptoms.
- ☐ Record and store screening clearances and symptoms.
- ☐ Send anyone with a positive symptom home.
- ☐ Urge symptomatic persons to seek medical advice.
- ☐ Report all symptoms and illnesses.
- ☐ Prohibit vulnerable persons from participation and oversight.

LIMITATIONS ON GATHERINGS

- ☐ Limit groups to 10 or less.
- ☐ Keep groups consistent.
- ☐ Do not use locker rooms.

FACILITIES CLEANING

- ☐ Schedule and implement regular cleaning plans.

PHYSICAL ACTIVITY AND ATHLETIC EQUIPMENT

- ☐ Do not share athletic equipment, balls, towels, clothing, or shoes.
- ☐ Clean all common equipment between uses.
- ☐ Do not lift weights that require a spotter.

HYDRATION

- ☐ Require athletes bring fluid from home.
- ☐ Do not use hydration stations.

PHASE TWO: COVID-19 Reopening Information Checklist

PAPERWORK + POLICY MANAGEMENT

- ☐ **Physicals**
  Review and distribute special state requirements.
- ☐ **COVID-19 Waiver**
  Distribute required school policies or waivers.

STAFF MANAGEMENT

- ☐ **Mobile Health Screening Tools**
  Provide staff with a mobile tool to: a) Take attendance b) Screen athletes c) Create reports
- ☐ **Virtual Coach and Team Meetings**
  Conduct informational meetings with coaches and teams.
- ☐ **Practice Sessions**
  Review national, state, and local guidance to enhance safety.
- ☐ **Coach Education**
  Review online certification and education options.

SPORTS EQUIPMENT MANAGEMENT

- ☐ **Equipment Reconditioning**
  Confirm that your reconditioning resources are up and running.

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- ☐ Infrared thermometers
- ☐ Tape or paint for marking safe spaces
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EVENT MANAGEMENT

- ☐ **Decide who will be allowed to attend**
  Tier 1: Athletes, coaches, officials, event staff, medical staff, security.
  Tier 2: Media. Tier 3: Spectators, vendors.
  Review transportation options

PRE-WORKOUT SCREENING

- ☐ Record athlete and coach attendance.
- ☐ Screen athletes and coaches for symptoms.
- ☐ Record and store screening clearances and symptoms.
- ☐ Send anyone with a positive symptom home.
- ☐ Urge symptomatic persons to seek medical advice.
- ☐ Report all symptoms and illnesses.
- ☐ Prohibit vulnerable persons from participation and oversight.

LIMITATIONS ON GATHERINGS

- ☐ Limit groups to 10 or less indoors, 50 or less outdoors.
- ☐ Keep groups consistent.
- ☐ Do not use locker rooms.

FACILITIES CLEANING

- ☐ Schedule and implement regular cleaning plans.

PHYSICAL ACTIVITY AND ATHLETIC EQUIPMENT

- ☐ Do not share athletic equipment, balls, towels, clothing, or shoes.
- ☐ Clean all common equipment between uses.
- ☐ Do not lift weights that require a spotter.

HYDRATION

- ☐ Require athletes bring fluid from home.
- ☐ Do not use hydration stations.

PHASE THREE: COVID-19 Reopening Information Checklist

PAPERWORK + POLICY MANAGEMENT

- ☐ **Physicals**
  Review and distribute special state requirements.
- ☐ **COVID-19 Waiver**
  Distribute required school policies or waivers.

STAFF MANAGEMENT

- ☐ **Mobile Health Screening Tools**
  Provide staff with a mobile tool to: a) Take attendance b) Screen athletes c) Create reports
- ☐ **Virtual Coach and Team Meetings**
  Conduct informational meetings with coaches and teams.
- ☐ **Practice Sessions**
  Review national, state, and local guidance to enhance safety.
- ☐ **Coach Education**
  Review online certification and education options.

SPORTS EQUIPMENT MANAGEMENT

- ☐ **Equipment Reconditioning**
  Confirm that your reconditioning resources are up and running.

HEALTH & SAFETY EQUIPMENT MANAGEMENT

- ☐ Infrared thermometers
- ☐ Tape or paint for marking safe spaces
- ☐ Hand sanitizer, sanitizing wipes, and face masks

EVENT MANAGEMENT

- ☐ **Decide who will be allowed to attend**
  Tier 1: Athletes, coaches, officials, event staff, medical staff, security.
  Tier 2: Media. Tier 3: Spectators, vendors.
- ☐ Review transportation options

PRE-WORKOUT SCREENING

- ☐ Record athlete and coach attendance.
- ☐ Screen athletes and coaches for symptoms in high risk sports.
- ☐ Record and store screening clearances and symptoms.
- ☐ Send anyone with a positive symptom home.
- ☐ Urge symptomatic persons to seek medical advice.
- ☐ Report all symptoms and illnesses.
- ☐ Allow vulnerable persons to participate and overseet.

LIMITATIONS ON GATHERINGS

- ☐ Limit groups to 50 or less indoors or outdoors.
- ☐ Keep groups consistent.

FACILITIES CLEANING

- ☐ Schedule and implement regular cleaning plans.

PHYSICAL ACTIVITY AND ATHLETIC EQUIPMENT

- ☐ Do not share athletic towels, clothing, or shoes.
- ☐ Clean all common equipment between uses.
- ☐ Place spotters at ends of weight bars.

HYDRATION

- ☐ Require athletes bring fluid from home.
- ☐ Do not use hydration stations.

Sport Risk Levels

PHASE ONE

LOW

Sports that allow for social distancing or individual participation AND allow for equipment to be cleaned between uses.

- XC running
- Golf
- Throwing events
- Alpine Skiing
- Sideline Cheer
- Weightlifting
- Individual running, swimming, or sculling events

MODERATE

Sports involving close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between uses.

- Basketball
- Volleyball
- Baseball
- Softball
- Soccer
- Tennis
- Pole Vault
- Jump events
- Water polo
- Swimming relays
- Girls Lacrosse
- Ice Hockey
- 7 on 7 football
- Field Hockey
- Crew w/ 2+ rowers in shell
- Gymnastics

** If equipment can be sufficiently cleaned between competitors

HIGH

Sports involving close, sustained contact, lack of significant protective barriers, and high probability of respiratory particles being transferred.

- Wrestling
- Football
- Boys Lacrosse
- Competitive Cheer
- Dance

PHASE TWO

LOW

Sports that allow for social distancing or individual participation AND allow for equipment to be cleaned between uses.

- XC running
- Golf
- Throwing events
- Alpine Skiing
- Sideline Cheer
- Weightlifting
- Individual running, swimming, or sculling events

MODERATE

Sports involving close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between uses.

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** If equipment can be sufficiently cleaned between competitors

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Sports involving close, sustained contact, lack of significant protective barriers, and high probability of respiratory particles being transferred.

- Wrestling
- Football
- Boys Lacrosse
- Competitive Cheer
- Dance

PHASE THREE

LOW

Sports that allow for social distancing or individual participation AND allow for equipment to be cleaned between uses.

- XC running
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- Throwing events
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- Weightlifting
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** If equipment can be sufficiently cleaned between competitors

HIGH

Sports involving close, sustained contact, lack of significant protective barriers, and high probability of respiratory particles being transferred.

- Wrestling
- Football
- Boys Lacrosse
- Competitive Cheer
- Dance

CLEANING/DISINFECTION GUIDELINES

Responsibility for disinfection and cleaning will lie solely with custodial/maintenance/building and grounds staff.

- These workers will undergo specific training related to CDC approved methods of cleaningand handling of cleaning products
- Other non-custodial employees are prohibited from bringing their own cleaning products from home, including aerosols, wipes, or sprays
- Exceptions may be made in certain cases as determined by the Head Building Maintenance Worker.

Definitions:

- *Community facilities* such as schools, daycare centers, and businesses comprise most non-healthcare settings that are visited by the general public outside of a household.
- *Cleaning* refers to the removal of dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs. But by removing the germs, it decreases their number and therefore any risk of spreading infection.
- *Disinfecting* works by using chemicals, for example EPA-registered disinfectants, to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs. But killing germs remaining on a surface after cleaning further reduces any risk of spreading infection.

Prescribed methods:

According to the CDC, reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of reopening public spaces that will require careful planning. The virus that causes COVID-19 can be killed if you use the right products. EPA has compiled a list of disinfectant products that can be used against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against viruses that are harder to kill than viruses like the one that causes COVID-19. The following is from the CDC's guidance for reopening, which is based on the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.
- When EPA-approved disinfectants are not available, alternative disinfectants can be used
    - » For example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions.
    - » Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be very dangerous to breathe in. Bleach solutions will be effective for disinfection up to 24 hours. Keep all disinfectants out of the reach of children.
    - » Read EPA's infographic on how to use these disinfectant products safely and effectively.

Hard (Non-porous) Surfaces

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective.
    - Use EPA approved products
    - . Follow the manufacturer's instructions for all cleaning and disinfection products for concentration, application method and contact time, etc.

Soft (Porous) Surfaces

- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
    - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
        - Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 and that are suitable for porous surfaces

Electronics

- For electronics such as tablets, touch screens, keyboards, remote controls, remove visible contamination if present.
    - Follow the manufacturer's instructions for all cleaning and disinfection products.
    - Consider use of wipeable covers for electronics.
    - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

Linens, Clothing, and Other Items That Go in the Laundry

- In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
- Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people's items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

Reducing the Risk of Exposure (from the CDC):

- Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.
- Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.
- Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants are an important part of reducing the risk of exposure to COVID-19. If disinfectants on this list are in short supply, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Bleach solutions will be effective for disinfection up to 24 hours.
- Store and use disinfectants in a responsible and appropriate manner according to the label. Do not mix bleach or other cleaning and disinfection products together–this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of children.
- Do not overuse or stockpile disinfectants or other supplies. This can result in shortages of appropriate products for others to use in critical situations.
    - » Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed

based on setting and product. For more information, see CDC's website on Cleaning and Disinfection for Community Facilities.

» Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands frequently and using alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available.

Custodial staff safety:

Those charged with cleaning and disinfection duties are at increased risk of being exposed to the virus and to any toxic effects of the cleaning chemicals.

- These staff should wear appropriate PPE for cleaning and disinfecting. To protect staff and to ensure that the products are used effectively, staff should be instructed on how to apply the disinfectants according to the label (see training – 6).
    - For more information on concerns related to cleaning staff, visit the Occupational Safety and Health Administration's website on Control and Prevention.
- Cleaning staff and others should clean hands often, including immediately after removing gloves and after contact with an ill person, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water. Always read and follow the directions on the label to ensure safe and effective use.
    - » Wear skin protection and consider eye protection for potential splash hazards
    - » Ensure adequate ventilation
    - » Use no more than the amount recommended on the label
    - » Use water at room temperature for dilution (unless stated otherwise on the label)
    - » Avoid mixing chemical products
    - » Label diluted cleaning solutions
    - » Store and use chemicals out of the reach of children and pets
    - » You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use.

In the event of a positive case in the building:

Timing and location of cleaning and disinfection of surfaces:

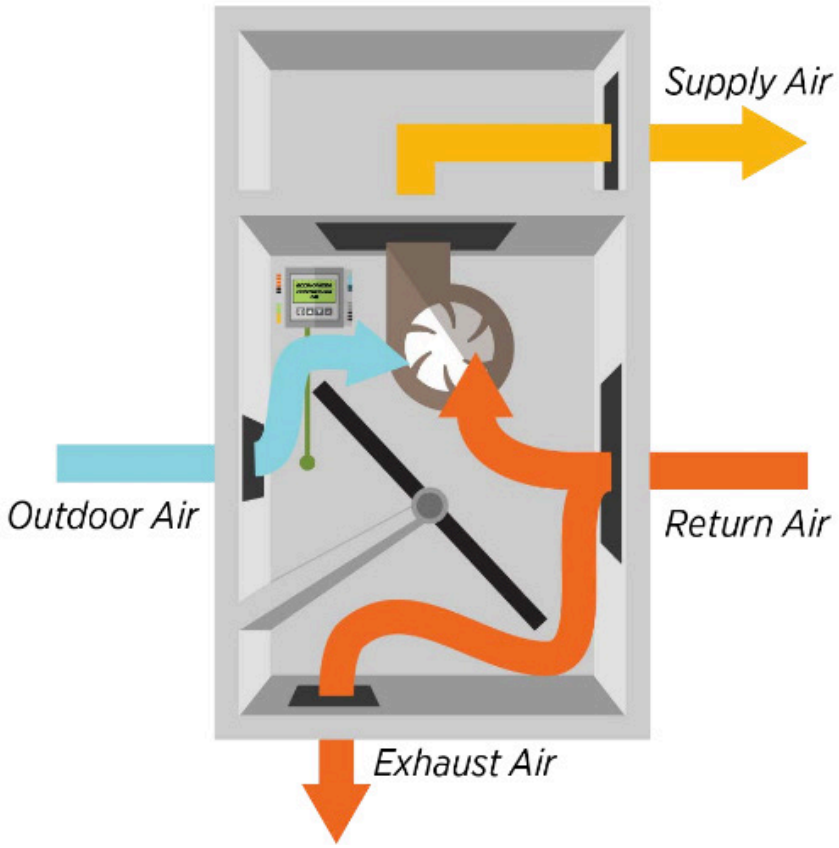
- At a school or central office:
    - » Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfection.
    - » Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls) used by the ill persons, focusing especially on frequently touched surfaces.
    - » If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

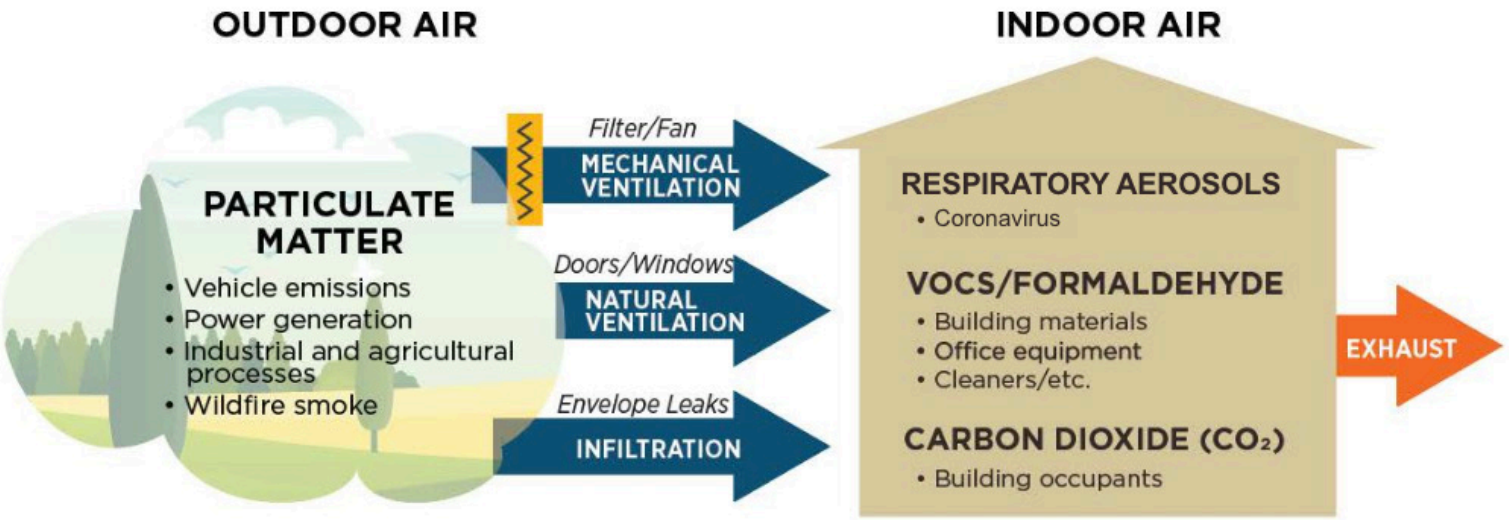
HVAC HEATING, VENTILATION, AND AIR CONDITIONING

Because the transmission of COVID-19 through the air is likely, steps should be taken to control airborne exposure. Changes to building operations, including the operation of heating, ventilating and air-conditioning systems, can reduce airborne exposures. The actions below will be taken to promote health and safety:

- Per the CDC, Harrisville CSD will ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. However, the CDC advises that windows and doors must not be open if doing so poses a health and safety risk (e.g. falling, triggering asthma).
- Consideration will be made to recirculation of infectious particles remaining airborne that could lead to the transmission of infection within building areas.
- Certain ventilation/HVAC steps may be taken prior to return to school, such as:
    - » Operate systems for one week prior to school starting
    - » Flush building two hours prior to occupancy at maximum possible rate (fully open outside air dampers if possible during flush)
    - » Ventilate during all occupied hours
    - » Program and lock ventilation fan schedule
    - » Communicate the importance of ventilation fan to all staff
- Contracted HVAC service companies will be consulted to evaluate, adjust, and balance ventilation systems to commission all of the buildings' mechanical systems for full occupancy.
- At a minimum, where temperature allows and no other means of ventilation is available, windows should be opened to allow for some minimum level of fresh air exchange into occupied spaces.
    - » Window air conditioning units should be adjusted to maximize fresh air intake into the system.
    - » Air conditioner blower fans should be set on low speed and pointed away from room occupants to the extent possible.
    - » Ceiling fans should be adjusted so that fins are rotating in a direction that draws air up toward the ceiling rather than down onto occupants.
    - » Window fans should be turned to exhaust air out of the window in the direction of the outdoors.
    - » Ensure that fans are not blowing out of windows directly into walking paths or areas where individuals may congregate.
    - » Window fans that blow air into a room or free-standing fans that only serve to circulate existing air around a room should not be used.
- As with building filtration, the details are important, such as the efficiency and air flow rate of the air cleaner, sizing and placement within the space, maintenance and filter change, and the nature of space that is being cleaned.
- Utilize appropriate Personal Protective Equipment (PPE) for filter changes:
- Filters may be contaminated and result in risk to maintenance works. When servicing HVAC Systems and replacing filters, recommend:
- Wearing mask (N95 if available)
- Wearing gloves
- Spraying filters with disinfectant before removal if feasible
- Bagging filters and disposing in regular garbage

- Washing hands, change clothes, shower after maintenance
- Strive to increase outdoor air ventilation as much as possible by disabling demand-controlled ventilation systems and opening outdoor air dampers as indoor and outdoor conditions permit.
- Tune ventilation systems to enable them to perform to the maximum capacity consistent with full occupancy conditions for the building.
- Consider the bypass of energy recovery ventilation systems that leak or recirculate potentially contaminated exhaust air back into the outdoor air supply.





TEACHING AND LEARNING



MODELS OF DELIVERY

It is recommended to create a district Return to Instruction and Learning working group, potentially led by the Superintendent, Director of Curriculum, Instruction and Assessment, or Asst. Superintendent for Instruction, and composed of a broad group of stakeholders (principals, teachers, parents, students and more).

The Return to Instruction and Learning working group will need to consider multiple delivery models in preparation for changing conditions.

a. Full in-class instruction with heightened health protocols
b. Fully remote instruction
c. Hybrid
d. A combination of the above

Delivery Models:

1. **Full in-class instruction with heightened health protocols.**

Instruction will commence in the traditional manner with students attending in person. The district will need to emphasize the Best Practices for Return (found below).

- Instructional Staff Should:
  - Reinforce social distancing protocol with students and co-teacher or support staff.
  - Limit group interactions to maintain safety.
  - Help students understand that changes in procedures are for safety.
  - Support school building safety logistics (entering, exiting, restrooms, etc.).
  - Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both in-class and remote settings in the event of a mandated change to remote.

2. **Fully remote learning with more standardization. This would also happen should additional closures occur.**

The Return to Instruction and Learning working group should help guide others toward success. In most cases during the COVID-19 outbreak in the spring, schools and districts were determining how to shift to remote learning when kids were already at home. We have a chance to collectively plan for the next time we need to quickly deploy remote learning, so ask a small number of your staff members to consider what they have learned from this experience, then create an improved plan to reach your goals of ensuring that your students can learn, whether they are in school or at home.

The working group should:

- Build a remote learning plan that is informed by the successes and challenges from the previous round of remote learning. Consider these questions:
  - Think back to what your team learned from students and stakeholders. What went well? Staff developed online learning strategies and resources to meet diverse learning needs online. Teachers implemented Google Classroom.
  - What did students, families, and stakeholders say was a significant challenge for them? Concerns over parent communication, consistent scheduling of courses, inter-

net/technology access
    - Did teachers need more professional learning to execute your remote learning plan well?
    - Was your remote learning model one that worked for your families and community? Sort of. We implemented a process and have reflected and tweaked it to meet the needs of all stakeholders. We will standardize our learning platform and increase parent awareness and communication about student progress weekly.
- Address identified challenges in your current plan, ensuring that students and families are able to have a better learning experience in the event that you need to deploy remote learning again. Work with the BOCES, higher education and experts to determine solutions for identified challenges. Internet access, parental support, student engagement, teacher prof. development,
- Set clear goals for remote learning. How will teachers structure their instruction?
    - Synchronous vs asynchronous direct instruction, tasks, and assessments
    - One learning management system per student
    - Provide students with tech and non-tech options for assignments
    - How will you assess student learning in an environment when students have full access to "instant answers?" - assignments will gauge student understanding and comprehension as opposed to rote memorization of facts and lower level thinking.
- Plan your remote learning logistics now.
    - Ensure that students and families have access to needed resources: computers, internet, textbooks, or packets of work, depending on the remote learning model. Parent contact to determine needs, access made available when needed for technology and internet access.
    - Plan for the deployment of the resources students will need to commence remote learning in the fall. Distribution of technologies will occur at the beginning of the school year.
- Consider long-term shifts that you might need to make to support your technology infrastructure. Many students had limited access to technology that made moving to remote learning on virtual platforms challenging for them. Work with your broader community to propose an approach to ensuring that all students have access to broadband internet and devices over the long-term
- Access to Supports: Establish contingency plans to enable school supports such as Nurses, Counselors, SEL, meals, etc.

3. A hybrid delivery model, which blends in-class with online learning based on an alternating schedule.

Implementation Strategy

- Communication: Clear and consistent communications with stakeholders are vital to successful implementation. Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.
- Attendance: Consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings may be effective for some populations, provide opportunities for

students to show attendance asynchronously.

- Access to Technology: Supplement gaps in student access to devices and internet connectivity. Districts should deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. Consider making tools and resources platform-agnostic to increase access to resources for students who may not have dedicated devices for virtual learning. The district may also want to consider Single Sign-On (SSO), if applicable, for plug-ins and other software to assist in the ease of use and accessibility. If adopting a blended learning model, it is recommended to utilize a Learning Management System to ensure the seamless integration of synchronous online teaching and self-paced courses.
- Professional Development: Provide accelerated PD to educators focusing on pedagogical aspects of online learning and tailored to the educational technology employed by districts.
- Feedback Loops: Create mechanisms for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved.
- Contingency Planning: Consider the needs of medically vulnerable students and staff, and learners with special needs when developing plans for hybrid virtual and in person instruction. Test plans to pivot to completely virtual learning to ensure a smooth transition if necessary and ensure students and staff have everything they need to transition on short notice.
- School Personnel: Establish contingency plans and alternate schedules that address potential shortages in staff. Strategize around scheduling that would allow for educators to support their virtual and in-person student populations sustainably.
- Access to Supports: Establish contingency plans to enable school supports such as Nurses, Counselors, SEL, meals, etc.
- Class Schedules: Establish schedules for multiple scenarios of developmentally appropriate instruction per grade band considering alternating days and/or hours to create a hybrid of in person instruction which is ultimately concluded at home.
- Accommodations (students and staff): Leverage technology to provide flexibility and accommodations to address a variety of learning and health needs.



- Learning Management Systems (LMS): Districts should consider establishing an LMS as the school's operational hub to facilitate easy access to academic content, student performance data, and necessary information for administrators, teachers, students, and parents. Such systems maximize flexibility to support remote instruction by relocating the traditional learning environment from within the walls of the school building to a flexible single point of access from anywhere on-demand. Screen time should be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the LMS, disconnecting to complete work outside of the system, and then returning to demonstrate their progress. Free offerings such as Google's G Suite for Education and Microsoft's Office 365 for Education can be leveraged as an LMS for those districts who have not yet implemented a system.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning.

Example A: Two-Day Rotation Blended Learning Model

Students report to school on designated days based on grade level for in-person instruction (example: PreK–8, Tuesday-Friday weekly; grade levels 9-12 - Mondays. Grades 9-10 - Thursday and Friday; Grades 11-12 - Tuesday and Wednesday). On the other days, students are engaged in virtual lessons streamed by staff and enrichment opportunities aligned with academic goals established by the school through various programs, either on site or with community partners, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English learners receiving designated English language development. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce student–teacher ratios. An important consideration is maximizing pre-existing student–teacher relationships. This could include students returning to teachers they had before the closure, creating advisory groups that build on positive relationships, or instituting looping to ensure students know who they will be working with for the next two or more years.

CURRICULUM FRAMEWORK

Guiding Concepts:

1. Grade-level content is the academic priority. Run every idea through a simple test: Will this help every student get back to grade level? We don't mean ignoring social/emotional or other non-academic needs; addressing those are core to setting students up for success. But more than anything else, you should prioritize accelerating students' learning by accelerating their exposure to grade-appropriate content—so that every student can get back to grade level. It won't happen in a single year, but if you don't set the goal and build a strategy around it, it won't happen at all.
2. Address inequities head-on. Losing so much of this school year has likely exacerbated existing inequities and opportunity gaps in your school. Communicate about that openly and ensure that your plan for restarting school accounts for the academic and social/emotional supports students will need.

3. Support and assume the best of all your stakeholders. In this pandemic, everyone has done the best they know how to do in an unprecedented situation. Assume the best of your students, families, and staff in your decision making as you plan for reopening, and ensure that you have a strong plan to provide training and support for your teachers.
4. Communicate clearly. Your families and staff might still feel overwhelmed by at-home learning, so as you think about how to prepare for next year, make sure your decisions are as clear and simple as possible. You'll also want to share why and how decisions have been made and who was consulted in making those decisions.

    - Prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level now.
    - Diagnose students' unfinished learning for the prioritized prerequisite content knowledge and skills.
    - Adapt scope and sequence/pacing guidance for teachers.



ASSESSMENTS

MTSS/RTI
MTSS/RTI frameworks include screening and progress monitoring, formative assessments to determine where students are relative to key skills at the beginning of the school year, and how they are responding to instruction and various interventions. A combination of screening, remote or in-person, at the beginning of the year with an individual student referral system active throughout the year, offers educators and families a mechanism to identify individual students who need extra support. In order to meet those needs, schools may need to expand the array of academic and social emotional supports and interventions available within the school and the community.

Diagnostic Assessment
Train teachers and leadership team to diagnose students' unfinished learning and provide acceleration support.

The role of mental health in assessment
Students' physical, social, and emotional well-being, including their relationships with peers and trusted adults, are foundational to learning. Especially in this moment, the inequities and complexities faced by young people compel us to understand not only student performance but also the experiences that could impede their learning and development—such as hunger, homelessness, anxiety, or depression. Care should be taken to identify the reasons for learning struggles, not just the struggles themselves. The pandemic's uneven health and economic effects on individual children's experiences may include profound losses of family members and friends as well as housing, employment, and food insecurity. In addition, students of color in particular may have experienced heightened anxiety given the moment of racial reckoning happening in our country right now.

Purpose-driven measures
Schools and teachers this school year will be under enormous burdens at a time of dwindling budgetary resources. Now more than ever, any assessment must have a clear purpose linked to actions that will benefit students. This includes both traditional academic measures and measures of students' social-emotional well-being. The priority should be on assessments closest to classroom instruction that help teachers know what to do next. To the extent possible, systems should be using the assessments they already have. Teachers and students will need stability.

Meet individual needs with high-quality curricula
The best assessments will be useless without high-quality curricula that give all students access to rich, challenging, and engaging content. If districts or schools purchase anything this fall it should be quality curricula and effective professional development to ensure that teachers can zero in on high-priority skills and content to meet individual student needs. Assessment results should never be used to track students into low-level coursework or to withhold access to grade-level content.

Align to organizational strategy
Assessment strategy must align with a broader organizational strategy. Assessment results this fall are likely to uncover even wider disparities than in prior years among students in the same

grade and subject. Schools must accelerate learning, both to address unfinished instruction and the natural "summer slide" many students experience. Rather than adhering to rigid classroom structures—one teacher, 30 students, one grade—teams of educators might choose to structure their work differently across grade levels, flexibly combine students across grades in a single subject, or provide a more intentional, robust mix of small-group and independent learning. Schools will need detailed information about student learning to pilot such innovations and to track their success.

Inform Responses

Good assessments can help prepare everyone for further disruptions and uncertainty. Remote learning—in some form—is likely to continue for many students and teachers until a vaccine is available. School buildings may need to re-close periodically throughout the year. No one knows for sure what the health, academic, mental health, and budget realities will be this fall, but it's safe to assume that information about individual student needs and progressions throughout the year will be critical. Teachers will need accurate information to guide instruction and interventions, and parents will have to be treated as full partners.

First, ask why?

Defining a clear purpose of this fall's assessments is paramount. There are many different types of assessments and no single test is useful for every purpose.

Who is making what diagnosis to inform which actions?

For example, teachers may need information on the skills of individual students to assign them particular activities in the coming week. Principals may need information about math skills in grade 4 classrooms to decide whether to schedule an extra period for math learning or to provide 1:1 tutoring for some students. District leaders may need information about the performance of individual schools to allocate additional resources. And state leaders may need information about student performance in the aggregate and for subgroups of students to argue for more education funding and to ensure equity.

Engage parents as partners.

- As part of the school re-entry process, solicit parents' observations about their children's strengths, areas for growth, and interests based on what they've observed over the past six months.
- Create a district-level protocol or tool to share beginning-of-the-year expectations and assessment results with parents and to solicit their observations and feedback. Offer professional development for teachers and principals around the protocol. Surveys show that the vast majority of parents want to know what materials their children missed while schools were closed and how schools plan to make up for that missing content.
- Increase transparency. Ensure that parents have access to their children's assessment information, including the results of interim and other assessments, along with guidance about how to interpret that information and access to resources and supports.
- Ensure that assessment reports are understandable and in parent-friendly language, as well as in the home language of the family.
- Some parents may choose to keep their children in remote learning this school year, given their concerns about COVID-19, so states should make tools available to them to monitor their children's progress.

- Support teachers, including teacher assessment literacy, so they can have clear and honest conversations with parents and other caregivers about their children's progress.

Attendance

- Ensuring that we know if, how, and when students are engaging with remote learning is critical to providing adequate support for students in this new environment. Educators will monitor student engagement with learning on a weekly basis.
- Students may demonstrate engagement in learning in a variety of ways, including participating in online lessons, email correspondence with teachers, or completion of assigned learning.



SPECIAL EDUCATION AND CTE

SPECIAL EDUCATION

- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

1. Full in-class instruction with heightened health protocols.

Areas Identified Specific to Students with Disabilities (SWD)

- Health and Safety Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)
  - » Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance). PPE has been purchased to meet the various needs of our students.
  - » Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. These situations will be handled and addressed on a case by case basis in conjunction with the parents, teachers, the student when applicable, and any potential health care workers.
- Planning for Students who are Medically Fragile and/or Immune Compromised
- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
  - » Daily health screening and temperature checks
  - » Restroom use as well as diapering and toileting
  - » Paths of travel
  - » Use of campuses for recess or recreational activities
  - » Cleaning and disinfecting

Physical Distancing

- Establish any necessary flexibilities for specific students with disabilities populations such as

preschool-age, students with extensive support needs, behavioral challenges, etc.
- Establish flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- Determine how the LEA will provide related services in instructional models while staying physically distant.
- Discuss how LEA staff and providers will conduct assessments while practicing physical distancing.
- Use cohorting techniques to minimize contact among students from multiple districts.

Communicate Openly and Often with Families
- Do not underestimate the need to initiate and have ongoing communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis.
- Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities.
- We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

2. Fully remote learning with more standardization. This would also happen should additional closures occur.

Ensuring a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act
- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed preCOVID-19.
- Use the LEA model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required, it is suggested LEAs include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

Utilizing the IEP and Consideration of Family Needs Utilize and Update Individualized Education Programs (IEPs)
- In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) and CDE provided guidance that IEP amendments were not necessarily required for the

immediate change to distance learning.
- However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs.
- This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.
- In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

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3. A hybrid delivery model, which blends in-class with online learning based on an alternating schedule.

Consider all of the above in addition to the following:

Data-driven delivery
- Blended education is quickly rising as the fastest growing, effective program to address the learning challenges in students with special needs.
- By definition, this model is a traditional face-to-face class where students complete a portion of their coursework on the computer and another part engaged with their face-to-face teacher or their classmates .
- Integrating face-to-face classroom instruction with online activities so that learners can take the advantage of both e-learning and face-to-face instruction.
- Blended learning requires the student to take ownership of their learning through responsibility and self-motivation while providing avenues for exploration.
- Requiring full inclusion for special needs students, blended learning provides general education teachers effective methods to integrate computer-based supplemental activities to enrich reading, mathematics, and language skills in their learning-disabled students.
- Therefore, blended instruction has the potential to relieve the disparity existing between the living presence of the teacher and the benefits of online activities by increasing learning gains, student satisfaction, and connectedness to the instructor

- The goal of blended instruction, or sometimes referred to as hybrid education, is creating an avenue to teach the student cognitive independence, make education useful through modern technology, and establish the sustainability of the classroom for the future.
- The benefits of blended learning are recognizable in student outcomes. The blended classroom provides students with special needs a personal encounter with both the teacher and the classmates, while receiving individual assistance with online reinforcement within the classroom.
- In addition, special needs students are encouraged to share their struggles with other learning disabled classmates increasing their sense of community: physically, mentally, and virtually. A blended environment provides opportunities for the students to engage in collaborative group assignments and open communication in both classroom formats.

Models of Blended Instruction

- The blended classroom experience has the ability to take many different forms. According to the The Online Learning Consortium, a course is classified as blended/hybrid if 30-80% of the content is delivered online or web-enhanced, if 1-29% of content is delivered online, and fully online if 80% or more is online.
- Regardless of the form of blended learning a teacher implements in their classroom, often the teacher becomes a facilitator of learning through face-to-face encounters and online supplemental resources.
- One form of blended learning begins with traditional instruction in the classroom, followed by webinars during the school week. Another blended format is described as a face-to-face virtual experience mimicking the direct instruction needed for the student with a disability.
- Other forms of blended instruction include a one hour traditional lecture followed by a one to two-hour computer-based instruction with the identical teacher present throughout the entire learning period.
- In special education, the blended classroom is a collaboration between the general education and special education teachers who must rely on strong communication to achieve learning goals.
- The construct of the special needs blended classroom often includes a large group direct instruction with the general education teacher and a one-on-one online reinforcement activity with the special education teacher.
- The design and development of blended instruction is generally involved and time consuming requiring extensive preparation.
- The construction, learning goals, IEPs, and assessments of blended education are guided by the Next Generation Learning Standards. The IEP process in a blended classroom is a technical procedure requiring collaboration between CSE chairs, teaching staff, service providers, etc.
- The requirements include students with disabilities being evaluated for their IEP's in both face-to-face and virtual meetings, as the student will be evaluated in both classroom formats.
- The original IEP plan is formatted in a traditional, brick-and-mortar setting, with follow-up meetings occurring virtually between the general educator, special education advisor, parent, and student.
- The specific goals outlined in the IEP are given through direct, face-to-face instruction via an online forum, utilizing a blended format for assessment purposes.
- The direct instruction is often administered through the use of microphones, video cameras, chat boxes, whiteboards, and shared desktop.

SPECIAL EDUCATION AND CTE

- The benefit for the special needs educator is the visible, current progress of the student available in online assessments. By utilizing instant access to student outcomes, accommodations can be implemented quickly and efficiently.



CAREER AND TECHNICAL EDUCATION

As schools and districts re-open, it will be critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached. The principles and framework outlined below will help ensure all students who participate in a CTE program can safely receive the same level of rigor, challenge, and competency across all areas of the state, and among all programs. CTE programs, and the postsecondary credentials they offer students, provide currency in the labor market and serve as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities. Maintaining these opportunities for students is vital for families, communities and the State.

When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc. Programs should focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.

Additional Considerations for CTE Teaching and Learning

- Offer more flexibility in the delivery of certain CTE courses, including options for new class configurations.
- Engage students in learning experiences prior to the school year or before or after school.
- Consider how personalized student learning plans/portfolios can be used to customize each student's experience, especially with respect to possible learning loss.
- Identify the CTE content where a break or slowdown in instruction would have the most significant negative impact on student learning. If all content cannot be addressed in person, it may be beneficial to prioritize the teaching of that key content synchronously.
- Implement diagnostic tests, formative assessments, and other assessment options at the beginning of the school year to ascertain learning loss and progress.
- Share resources and services with other tech centers offering the same CTE programs for common virtual classrooms, especially regarding challenging content that students commonly struggle to master.
- Engage students through virtual or blended Career and Technical Student Organization (CTSO) activities.
- Consider how strategic scheduling can maximize in-person and synchronous learning, and what content within each course can be delivered through independent, asynchronous coursework.
- Conduct lab hours on a flexible schedule at school for fewer students per day.
- Consider how to model and replicate the use of certain tools and machines remotely in order to develop skills prior to and in between in-person settings.
- Thread/scaffold prior course content that may have been missed throughout the current course for a spiraling effect of learning.
- Determine if new scheduling time limits would impact the delivery of hands-on course content and chunk or rearrange curriculum as appropriate. Determine the status of scheduling and content delivery at the college partner and make student, teacher, and/or transportation adjustments as necessary.

CTE classrooms

- Develop a system to clean all equipment or tools being used using the health and safety guidance as the foundation for their planning. Tools are checked out often during an instructional period and returned at the end of that class. A process should be developed to ensure that all tools are cleaned each time they are returned so that they are ready for the next student or next class.
- In an instructional laboratory such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance. Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- A process should be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.
- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction.

Work-Based Learning

Transitioning to in-person work-based learning (WBL) will require collaboration by regional and local partners to ensure a safe and healthy workplace learning environment. Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

- Limit in-person participation in WBL and allow for WBL to take place gradually and safely by following all CDC Considerations for Schools for health and safety in the workplace such as social distancing and use of enhanced Personal Protective Equipment (PPE).
- Integrate innovative WBL experiences by coordinating with employers, students and parent/guardians and WBL coordinators.
- Ensure WBL coordinators, students and parents receive the most current available guidance and information about health and safety in the workplace.
- Work closely with business representatives to discuss liability concerns and safety trainings for students.
- Leverage virtual employability skills resources from Career and Technical Student Organizations (CTSO).
- Decrease or eliminate the required hours of work-based learning participation, if applicable.

Career Advisement

- Schedule in-person and/or virtual career advisement meetings between students and school counselors to discuss and develop a plan for student learning plans, career education, personal and social development and college and career pathways.
- Provide career education materials and counseling news (high school course catalogs, virtual and in-person college tours, scholarship information etc.) on the school webpage, school announcements, and billboards in addition to electronic communication for students and parents to access.

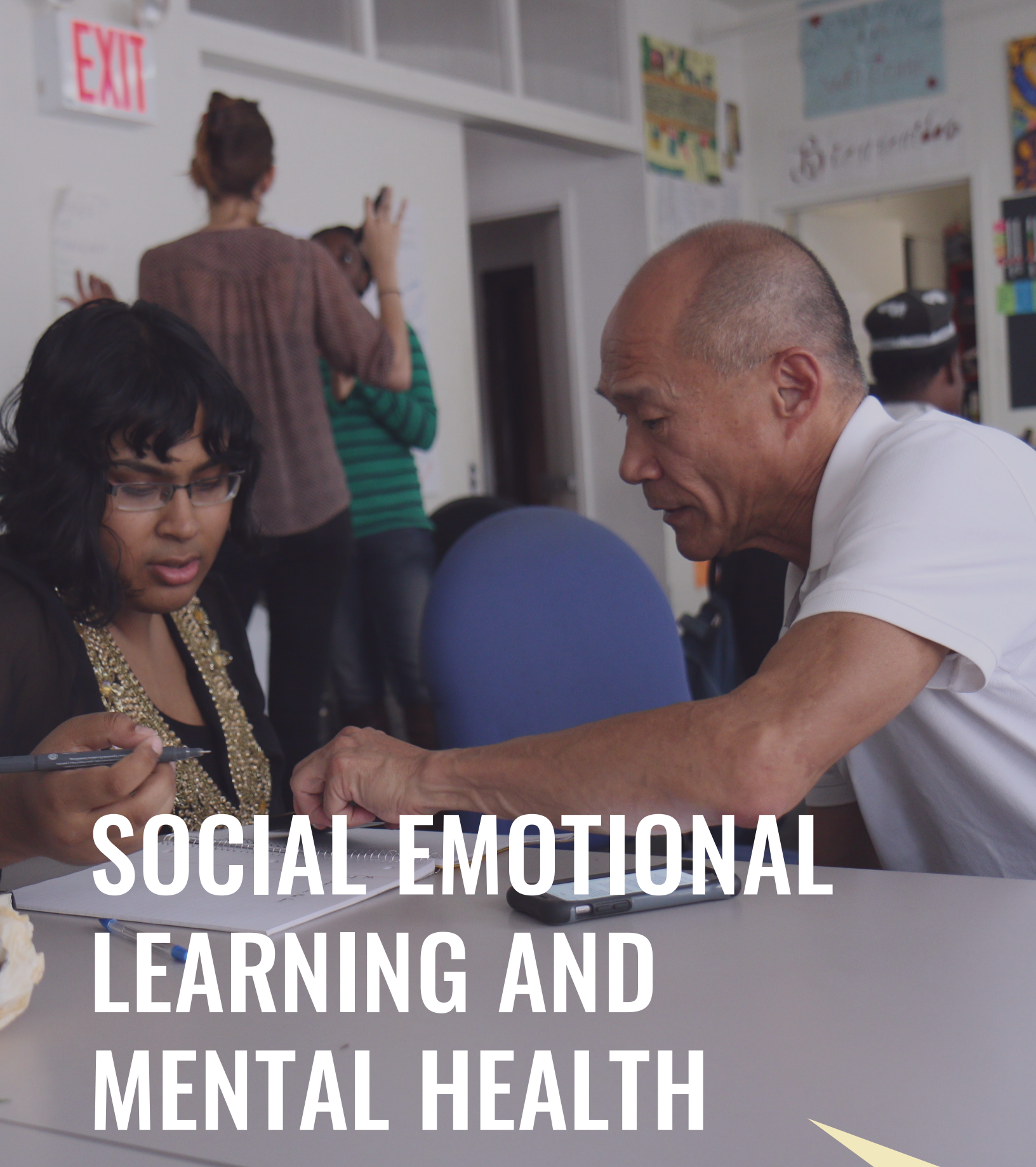
- Schedule in-person and/or virtual career education meetings with parents to review student learning plans, college and career pathways, CTE programs and career exploration.
- Utilize online career and college preparation tools to promote career exploration and college readiness.

Career Partnerships and Development

- Incorporate career/industry guest speakers into CTE courses using an online meeting platform or consider live streaming for enhanced interaction with students.
- Attend meetings held by local/county/state professional associations (e.g. chamber of commerce, rotary club, and small business association) to promote CTE programs and build partnerships.
- Build capacity of and provide support to business and industry partners to enable them to become learning partners in an innovative learning environment.
- Limit in-person CTE program advisory meetings and Comprehensive Local Needs Assessment (CLNA) meetings. If hosting in-person meetings, practice recommended social distancing and safety guidelines and offering the opportunity for virtual participation.
- Limit attendance at in-person business and community professional meetings and enforce recommended social distancing and safety guidelines and offer virtual participation. Provide appropriate PPE for teachers, students and staff to participate in in-person meetings and WBL experiences.
- Verify that all students participating in virtual advisory committees and CLNA meetings have access to a school-issued digital device, receive home internet access, and are trained on the use of virtual platforms, including internet safety training.

Additional Considerations for CTE Teacher Professional Development

- Design specific teacher professional development around content that must be addressed in-person and for content can be delivered virtually, provide virtual professional development opportunities.
- Provide professional development for faculty and staff regarding the care and sanitization of equipment, workspaces, supplies and uniforms, as well as social distancing safeguards and health and safety guidelines.
- Create and/or leverage existing high-quality CTE curricular resources available on online platforms, possibly through collaborative development in professional learning communities.
- Consider how the process for new CTE teacher intake will need to be modified, including acclimation to the school community mentoring programs, and new teacher support.



SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH

Operating assumption: Every single member of your school community has experienced some sort of trauma associated with the COVID-19 pandemic—and some students may have lost loved ones, experienced food insecurity, or lost their home. Ensure that you have a strong plan to be socially and emotionally responsive

The isolation brought about by social distancing can exacerbate children's depression and anxiety. As students return, schools must have counseling support to address the numerous causes of trauma that result from the deaths of friends and family members, economic hardship from a parent losing his or her job, or abuse, violence, or neglect. The isolation brought about by social distancing can also exasperate children's depression and anxiety.

Mental Health/Trauma-informed Practices

- Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual)
- Implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies.
- Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed following an acute incident (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners.
- Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
    - » Destigmatization of COVID-19;
    - » Understanding normal behavioral response to crises;
    - » General best practices of talking through trauma with children; and
    - » Positive self-care strategies that promote health and wellness.

Staff Mental Health

- It is important that leaders thoughtfully plan for how to best support the well-being of

educators. As educators' social-emotional state improves, they will better be able to support the social-emotional well-being and learning needs of their students.

- Districts must account for the well-being of their educators and staff as they develop reopening plans.
- Considerations:
  - » Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
  - » Prioritize educator self-care and wellness through the summer and at the start of the 2020- 2021 school year.
  - » Support educators' access to mental and behavioral resources and encourage them to utilize these services.
  - » Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

Social-Emotional Learning

- Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Identify those for whom this transition might be exceptionally challenging. Students who lost family members or friends will still be grieving. Asian-American students in particular may have experienced racist physical or verbal attacks while school was closed, given the misconceptions associated with COVID-19. Students with disabilities who rely on structures and routines; students who have experienced trauma prior to the school closures, like refugee students or students with limited or interrupted formal education; and students who have lost housing or economic security during this transition might particularly struggle to return to school.
- Pre-K and younger elementary students might find it difficult to be separated from their parents or siblings after spending so much time with them.
- Listen to students and families in individual transition meetings at the start of school that include the 2019-20 teachers, caregivers, and 2020-21 teachers.
- Teachers need quick, direct information on the social and emotional needs of each student from at least three sources: the classroom teachers from the prior year, the caregiver who has been with the student during the six-month gap in schooling, and the student themselves.
- Other teachers or support providers who might deeply know the student (like an ESL counselor or a special education resource teacher) can also add their insights.
- If individual meetings are not possible, consider a modified caretaker and student intake form that asks specifically about emotional needs as school begins.
- Keep in mind the following needs:
  - » Loss of family and community members. Many students will return to school having personally experienced loss of family and community members. Students may be in various stages of grief and will have had different levels of support in processing the losses in their communities.
  - » In particular, we know that Black and Latinx communities are suffering disproportionately more cases and deaths due to the COVID-19 virus, We should be prepared for Black and Latinx students to have suffered more loss and anxiety.
  - » Returning to school after a longer-than-normal break will be challenging. We can anticipate many of the same social and emotional challenges from students that come with restarting school after the typical summer break, but in this case the break will

be longer. This may mean that we should expect longer timelines to get students reacclimated to the rhythms of the school day and the expectations of being a student at school.

- General anxiety from the end of social distancing. Students will be returning to school following an extended period of social distancing. There is variability in how students are experiencing social distancing and in the explanations for why social distancing is important. In general, however, most students have probably grown used to maintaining 6 feet of distance and not gathering in groups larger than 10 people. Schools and teachers should be prepared for a period of transition as students reacclimate to entering a classroom of students. There will likely be developmental differences in the impact of this on students, with younger students requiring different accommodations than older ones.
- Experiencing a sudden end of school without the natural transition milestones of the end of year. Students did not have the opportunity to participate in the normal events and milestones that mark the end of an academic year. Many didn't realize when they said goodbye to teachers and classmates at the end of the day that they wouldn't be returning the next. While some students may be able to reconnect in virtual learning environments with their teachers and classmates, the sudden and abrupt way that schools closed may make restarting school more challenging than usual, especially for younger children. You may need to find ways to help younger students experience some of the closure events that they missed from the spring to help them successfully transition into a new school year.
- Disconnection as a result of the social separation from peers. Older children and adolescents who developmentally rely more heavily on peer relationships during stressful times may return to school feeling more disconnected or isolated from peers and potentially depressed. Isolating at home with only close family during a time when pre-teens and teens naturally begin to pull away from family members as their primary means of support may lead to increased tensions with family, leaving pre-teens and teens feeling isolated and alone. These feelings can increase the likelihood of depression and suicidal thoughts.
- Food insecurity. Students who rely on schools for breakfast and lunch may have been disconnected from their most stable source of food during the COVID-19 pandemic. While districts continued to provide meals, it's unclear how many of the students who typically accessed those resources were able to obtain them. Transportation may have prevented students from getting to schools where meals were served and communication about the availability of meals may not have reached the most vulnerable communities. In addition, community food banks, a regular source of food for families with food insecurities, are experiencing higher levels of demand and have less capacity to meet the demands given the requirements of social distancing. This means that students may be returning to school having experienced food shortages and insecurities at home during the pandemic. They will need reassurance about access and availability of food at school.
- Financial and housing insecurity. Unemployment is growing daily, and we are uncertain to what extent and how long it will take for the economy to recover following the COVID-19 pandemic. Students may return to the classroom with fears associated with caregivers' loss of employment and loss of housing.

  - » Concerns about racism, especially for Asian students. Asian students may be concerned about perceptions and misconceptions associated with COVID-19 and their peers. Media reports indicate that since the start of the COVID-19 pandemic, people of Asian descent have suffered racist physical and verbal attacks. Asian students may be concerned for their physical and emotional safety upon returning to school.
  - » Anticipatory grief and anxiety about the safety of caregivers who are essential workers. Students may enter the school year with caregivers or family members who spent the last six months putting themselves and their family at risk because they needed to work on the front lines as essential employees. Their caregivers or family members may still be working in conditions that increase their and their family's exposure to the COVID-19 virus. The anticipatory grief and long-term state of anxiety about the ongoing potential for exposure will likely create emotional trauma and stress that could manifest itself in different ways in the classroom.
- Adopt a social and emotional learning program that will help students restart school. There are a variety of evidence-based programs that could support students in their return to school, so develop a team focused on selecting one and training teachers in its implementation.
- Set aside more time for the "start of school" acclimation, taking into account the longer, more stressful break. Set time aside in the school calendar to help students restart school, considering the challenges of your most vulnerable students.
- Support teachers in being clear and intentional about expectations and classroom routines. Post the schedule for the day and stick with it. Give students time and space to get to know each other and get acclimated to their school community, even if they were members of it before the pandemic—and ensure that you have a plan to build community in your school, using proven approaches like restorative justice or community circles.
- Use what is learned in individual transition meetings. Once teachers have information on the social and emotional needs of students, they should consider which of their students need the most intensive support to successfully transition back in to school.
- When we can safely come back to school as it's traditionally been, be mindful about group size and help students adjust to being around larger groups of peers. Students are not used to being in large groups, so when you are safely able to transition students back to being in-person at school in the way we have historically, try to create opportunities for them to gradually get used to large groups.
- Consider ways to help students find closure on the 2019-20 school year. Consider holding transition events during the first week of school or prior to the start of school. Students left their classrooms, teachers, and classmates in March thinking they would return in a few weeks. They did not realize their school years were over and when they return in the Fall they will be in new classrooms with new students and teachers. Helping them find closure from the teachers they knew well from the prior year will support them in transitioning into the new year and new teachers.
- Discuss your school closure plan in the event that schools must close again due to a second wave of infections. Have a district, school, and classroom plan in place and discuss with students what it will look like if schools should close again. This way, students are prepared and will know what they need to pack up at the end of a day if a sudden order comes down for districts to close again. Preparing students and teachers in advance will ease the transition to at-home learning should the need arise again.

SCHOOL SAFETY AND VIOLENCE PREVENTION

- According to the National Threat Assessment Center, breaks in attendance have an alarming effect on school violence.
- Incidents occurred most frequently at the start of the school year (Sep) or after students returned from winter break (Jan). Seventeen attacks (41%) took place within the first week back to school following a break in attendance, such as a suspension, school holiday, or an absence due to illness or truancy.
- Nearly one quarter of the attacks (n = 10, 24%) took place on the first day that the attacker returned to school after an absence. In two of these incidents, the attacker was actively suspended from the school at the time of the attack.
- These findings suggest that schools should make concerted efforts to facilitate positive student engagement following discipline, including suspensions and expulsions, and especially within the first week that the student returns to school.

FAMILY ENGAGEMENT

Districts should seek to actively include families and students in the decision-making process, teams, and meetings regarding interventions and supports. There should be ongoing consideration of families' capacity to provide in-home support for student and the provision of supports or accommodations that may be necessary to facilitate family participation.

- A key component of successfully reopening schools is meaningful family engagement. As district and school leadership teams look to return to in-person instruction, engaging parents and families in meaningful ways throughout the transition will create a more collaborative and successful path forward.



BILINGUAL MLL ELL

BILINGUAL/MLL/ELL

SUMMARY

When it comes to slowed academic progress, multilingual learners (MLLs)/English language learners (ELLs) are among the most vulnerable of our students during this critical time. Supporting our MLLs/ELLs requires that we consider their unique challenges to accessing distance learning, both in the technological and comprehensible sense. For MLLs/ELLs, especially those who are at the beginning proficiency levels, it is crucial that they have continued access to materials in their home language(s) to continue their literacy and language development.

Distance Learning and MLLs/ELLs

Specific actions will taking to meet the needs of this population and include:

A. We have a legal obligation to provide MLLs/ELLs with language development instruction and access to grade-level instruction and assignments, and to provide information to parents/guardians in a language they can understand. Harrisville CSD will continue to translate materials using internal staff, or external contractors. Open contracts currently exist allowing for rapid deployment/utilization of translation services.
B. Considering a hybrid model for at-home learning to ensure equity of access (virtual learning and/or assignment packets). Ideally, teachers can teach virtually or create pre-recorded lessons AND students have internet access on a smartphone or computer.
C. Identifying current materials (sets of student texts, workbooks, etc.) to send home.
D. Allowing parents to pick up books or send some home with students.
E. Staying connected with students is a priority. Regardless of the continuing at-home learning scenario, it is a priority to connect via phone, text, or live video with students on a routine basis to check in and provide an outlet for support or discussion.
F. Reasonable and flexible expectations for home literacy and language learning will exist, as it is not reasonable to expect that an adult (English speaking or otherwise) is consistently available to provide academic support.
G. Parents will be encouraged to continue to read, discuss texts, and teach their child in their home language, as it is both acceptable and preferred.
H. Considering what students can do independently and what requires a teacher or other adult. When possible, guidance and activities will be prioritized that children can work on relatively independently. Parent-friendly guidance will be provided for how to best support students' diverse learning needs that impact their reading and writing skills.
I. Considering how we can partner with families during this time by drawing upon the expertise of other ELD/ESL educators, family and community liaisons, translation supports, or other community partners who work closely with these student populations and their communities. These partners can help to assess families' technology needs and how the district can best support them.

Evaluating Progress and Regression

During the COVID19 closure, English learners' progress may have stalled. Schools should be on As schools reopen and students return to school, it is critical to identify and quantify learning gaps, especially for the MLL/ELL population. Students returning from summer break often demonstrate regression. During the COVID19 closure, English learners' progress may have stalled. It is expected that English language proficiency may have decreased because MLLs/ELLs may have experienced limited instruction for an extended time during the school closures. Students who

were close to being classified as proficient may now need more support, and students who already took the proficiency assessment and were set to stop receiving English services in the coming school year will be closely monitored in case they need additional help or need to be re-classified as English learners.

Assessment

- On March 20, 2020, the Secretary of Education invited requests for waivers of assessment, accountability, and related reporting requirements in the ESEA for the 2019-2020 school year.
- With respect to assessments specifically, the Secretary invited requests to waive the requirements in Section 1111(b)(2) of ESEA, including the requirement in Section 1111(b)(2)(G) of ESEA to administer an ELP assessment in the school year 2019-2020.
- All State educational agencies (SEA) have requested and been granted this waiver for the 2019-2020 school year. Some SEAs have already administered some of their assessments to some of their students, and an SEA may elect to continue administering some portion of their State assessments.
- Under the waiver discussed above, an SEA that was unable to complete assessments for all English Learners (EL) in the school year 2019-2020 does not need to administer ELP assessments to the remaining ELs who were not assessed this year.
- If an SEA was unable to complete assessing all ELs in the school year 2019-2020, the SEA has the option to administer the ELP test in the fall of 2020, where possible, consistent with the State's ELP exit procedures

Screening:

- If a Local Education Agencies (LEA) schools are physically closed and it is not providing any educational services to students, there is no obligation to screen new students for EL status. However, if the LEA is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of ESEA require that students be identified for EL status within 30 days of enrollment in a school in a State; for students who enroll after the beginning of the school year, the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program (LIEP).
- However, the Department recognizes that, during the COVID-19 national emergency, many facilities are physically closed, including those normally used for registration and screening.
- An LEA that is continuing to enroll new students during the COVID-19 national emergency should attempt to identify ELs remotely to the greatest extent possible. For example, the LEA's online registration process could include a home language survey for parents, and the LEA may be able to conduct a version of its screening assessment online.
- Funds received under the Elementary and Secondary School Emergency Relief Fund (ESSERF) or the Governor's Emergency Education Relief Fund (GEERF) of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) , enacted on March 27, 2020, can generally be used for these purposes.
- An LEA may also communicate with parents by telephone, with interpreters as needed, to conduct an oral home language survey in the parent's native language to identify potential ELs and may explain to parents orally the information required by Section 1112(e)(3) of ESEA to be included in the parent notice in order to start providing EL services remotely to those students.
- When the school physically reopens, the LEA would complete the full identification procedures to promptly ensure proper identification and placement for new ELs.

Remote Instruction:

- If an LEA is providing remote learning for its students, the LEA must provide language instruction services to ELs. However, during the COVID-19 national emergency, the Department recognizes that physical school closures may affect how services are provided to ELs. EL services may be provided virtually, online, or via telephone.
- During this national emergency, schools may not be able to provide all services in the same manner they are typically provided. The Department recommends that during remote learning, EL teachers continue to provide instruction to students who were previously in self-contained EL classrooms or in pull-out models.
- For classes in which ELs participated in mainstream classrooms with both a content teacher and an EL teacher, the EL teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ELs in that class through remote learning.
- Additionally, during remote learning, teachers should continue to provide appropriate supports and accommodations to EL students who were previously in mainstream classrooms with only a content teacher to the greatest extent possible.
- Parents, educators, and administrators must collaborate creatively to continue to meet the needs of ELs. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided.
- In addition, an LEA might consider non technology-based strategies, such as providing instructional packets or assigning projects and written assignments to EL students.
- In each instance, the Department recommends continuity in providing language services to ELs to the greatest extent possible under the current circumstances.

DIGITAL EQUITY AND ACCESS



DIGITAL EQUITY AND ACCESS

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning as well as any lack of internet service.
    - Even if a survey was conducted in the spring, it is important to re-survey families to account for any changes over the summer.
- Expand at-home access to devices and the internet.
- Provide students opportunities to give feedback on remote learning instruction and materials.
- Consider access to post-secondary learning opportunities for all students and how to increase these in remote learning environments.
- Consider consolidating specialized, low-enrollment classes in a region to one full class via remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams as information from surveys becomes available.
- Revisit district technology plan to include guidance on remote learning and establishing access for families.
- Include opportunities for training and support for educators to adapt remote learning for the classroom in PD plan.
- Identify a device and/or general technology support leader for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
    - » Safely bagging devices collected at schools;
    - » Sanitizing the devices prior to a repair or replacement evaluation;
    - » Ordering accessories that may be needed over the summer; and
    - » Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
    - » Identify an asset tracking tool.
    - » Identify a team to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices in partnership with BOCES IT service to minimize the time that staff may be without a device.
- Prepare an Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families that includes options for families without internet access.
    - » See corresponding document “comparison of options”

DIGITAL EQUITY AND ACCESS

		Providing Access To	CIPPA Considerations	Usage Limit and Speeds	Coverage	Annual Contract	Hardware
Spectrum K-12 Offer New Customers Only	Cost $360 a year or $270 a year	Entire house multiple students school devices and non	No web filtering	High speed and no plan allowance	Only Spectrum areas	9 mo or 12 mo contract	Small powered device and Wi-Fi unit included
Hot Spots Cell Carriers	Cost approx. $200 upfront and $700 year	Services entire house multiple students school devices and non	Web filtering is included	Limits on bandwidth usage 1 hotspot per person	Only Kajeet Areas	Yes contract	Hot spot needs power
Hot Spots Managed: Kajeets	Cost approx. $700 year per device	Services entire house multiple students school devices and non	Web filtering is included	Limits on bandwidth usage 1 hotspot per person	Only Kajeet Areas	Yes contract	Hot spot needs power
Neighbor -to-Neighbor (LOS)	$200 for connection	Limited uses Control dependent on neighbor type	DANC neighbors are filtered others not	Good speed Unlimited bandwidth	Line of Site between neighbors up to 5 miles	No contract or annual fee	Small antennas mounted on source and receiving home
AirBand TVwS More information https://rdlcom.com/tv-white-space/ https://news.microsoft.com/rural-broadband/ Video 13 min in https://news.microsoft.com/rural-broadband/ and 24 min	$2500 per school antenna qty 1-4 $700 per house 1 time expense for lifetime (7 years average)	Managed school devices only Time controlled	Web filtered yes, like public network in school	Sufficient speed, unlimited use	Infiltrates trees land (old TV waves)	FCC radio fee $25 per radio	Small antennas mounted on school and receiving homes need lines run from roof into house/school



BUDGET AND FISCAL

Ordering of Supplies will be an essential part of safe reopening due to new requirements for PPE and additional disinfection and cleaning products.

- The Head Building Maintenance Worker is the single point of contact for ordering of supplies and maintaining an inventory throughout the school year to ensure adequate PPE and cleaning supplies are available at all times. Department heads are responsible for requesting supplies for the staff they oversee.

- Districts must follow proper procurement procedures to order these supplies. Supplies are procured in accord with procedures outlined by the Office of General Services (OGS) at the link below:
  - » Procurement for School Districts: https://ogs.ny.gov/procurement/procurement-school-districts
  - » Preferred Sources: https://ogs.ny.gov/procurement/preferred-sources

- Existing BOCES bids through the Cooperative Purchasing will be utilized as schedules and supply chains allow. Relevant bids are listed below.
  - » BOCES Bid for Medical/Health Supplies: https://4.files.edl.io/4e99/04/16/20/115441-57503bb1-2dd5-4a67-91b3-641f51d04fa8.pdf
  - » BOCES Bid for Custodial Supplies: https://4.files.edl.io/fd6e/03/26/20/115701-a997db23-c8d9-478d-b898-6f163cd6bed2.pdf
  - » The following is contact information for the BOCES cooperative purchasing office:

    Amy Pastuf, 315-779-7390, amy.pastuf@sllboces.org, OR
    Leanne Lawrence, leanne.lawrence@sllboces.org

    St. Lawrence-Lewis BOCES
    Cooperative Purchasing
    20104 State Rt. 3
    Watertown, NY 13601

- National purchasing cooperatives and NYS contracts provide additional means for the district to obtain supplies. These include:

  Industrial & Commercial Supplies and Equipment https://online.ogs.ny.gov/purchase/spg/pdfdocs/3900022918ra.pdf

  Medical and Laboratory Supplies and Equipment
  https://online.ogs.ny.gov/purchase/spg/awards/1200023154CAN.HTM

  Walk-In Building Supplies
  https://online.ogs.ny.gov/purchase/spg/awards/3180023084CAN.HTM

  Green Cleaning Products:
  https://greencleaning.ny.gov/Entry.asp

- Amounts of PPE materials and supplies will be purchased in amounts as informed by utilization of estimating tools (e.g. Massachusetts Department of Elementary and Secondary Education) and published guidance (e.g. below).

BUILDING SUPPLIES

Item	1-week Supply for one building	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	Assumptions
Hand Sanitizer	1/3 gallon/ classroom	4 gallons/ classroom	2 gallons/ classroom	1/3 gallon of hand sanitizer per classroom, per week at 100% attendance.
Disposable Nitrile Gloves	20	240	240	20 disposable nitrile gloves (pair) per week, per custodial staff member at 100% attendance.
Waste Disposal Medium	1	n/a	n/a	1 disposal medium per school building.

DISPOSABLE MASKS

Initial recommended quantities per 100 individuals per group per school

Group	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
Students	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
School nurses and health providers	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.

BUDGET AND FISCAL

MATERIALS FOR STAFF MEMBERS WILL WHO MAY BE IN HIGH-INTENSITY CONTACT WITH STUDENTS OR HANDLING WASTE MATERIALS

Initial recommended quantities calculated per 1 staff
(e.g. nurses, custodians, and some special education teachers and other staff)

Item	1-week Supply for 1 Staff	12-week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 pairs disposable nitrile gloves per week, per staff.
Disposable Gowns	10	120	10 disposable gowns per week, per staff.
Eye Protection	2	n/a	2 re-usable eye protection per staff total.
Face Shields	2	n/a	2 reusable face shields per staff total.
Waste Disposal Medium	1	n/a	1 unit per staff total.
N-95 Ventilating Masks* Note: N-95 masks are recommended ***only*** if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures	10	120	10 N-95 masks per week, per staff.

*KN-95 Ventilating Masks can be substituted for N-95 masks if they have been tested for filtration effectiveness (MDPH Comprehensive Personal Protective Equipment (PPE) Guidance, May 21, 2020)

- All schools and school districts must continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.
- In the wake of the COVID-19 Pandemic, school districts face many uncertainties pertaining to school budgets.
- Districts scrambled to fulfill new roles and responsibilities during the Spring closure, such as providing meals to all families, purchasing PPE for staff, printing and mailing thousands of absentee ballots for the budget vote and BOE elections, purchasing and deploying new devices for remote learning, covering costs associated with providing internet access, and many more,
- Districts should prepare for inevitable budgetary restraints as the public health situation remains uncertain and ever-changing.
- Districts should expect additional unfunded mandates from the State, which will affect budgets throughout the 2020-2021 academic year.
- Districts should account for additional costs associated with remote learning, PPE, additional cleaning products, large increases in transportation costs, and many more new costs.
- Working with BOCES IT to provide internet access to families who can not afford it and/or who do not have the ability to access the internet due to their geographic location.
- Still have to provide food for all students in or out of the building.
- Purchasing of new technological devices in order to ensure all students have access to the internet and educational resources.



HUMAN RESOURCES
STAFFING
LABOR RELATIONS

HUMAN RESOURCES/STAFFING/LABOR RELATIONS

As districts and BOCES plan for reopening, there will be several considerations regarding labor relations and human resources.

- Employers should work with their local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, are followed, including for identification of new potential cases of COVID-19.
- As a general rule, what was true for labor and employment law before the pandemic continues to be true.

ADA

Compliance with the Americans with Disabilities Act (link)and providing reasonable accommodations has been and continues to be applicable.

- The process for reasonable accommodations remains the same.
- The legal standards for reasonable accommodations remains the same.
- The government-funded Job Accommodation Network (JAN) is a free service that offers employers and individuals ideas about effective accommodations. JAN can be reached at 1-800-526-7234 (voice or TDD); or at www.jan.wvu.edu/soar.

Collective bargaining:

Collective bargaining laws continue as they did prior to the pandemic.

- As a best practice, communication between employers and employees is vital to address the ever changing landscape of State and Federal directives related to COVID-19.

LEAVE LAWS

New or Modified Laws:

- Signage must be posted in visible spaces informing employees about new leave laes.
- New Law: Families First Coronavirus Response Act provides paid sick leave to employees and expands FMLA under specific conditions.
    - » https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave
    - » Q & A: https://www.dol.gov/agencies/whd/pandemic/ffcra-questions
    - » Schools should post the employee rights: https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf

Topic	FFCRA Sick Leave Act	NYS Sick Leave Law
Effective Date	April 1 through December 31, 2020	March 18, 2020
Employers Covered	Private employers with fewer than 500 employees and public sector employers with at least 1 employee.	All New York State employers, except those that ceased operations for safety concerns due to COVID-19.
Employees Covered	Employees who are unable to work because the employee: Is subject to a federal, state or local quarantine or isolation order related to COVID-19; Has been advised by a health care provider to self-quarantine due to COVID-19 concerns; Is experiencing symptoms of COVID-19 and is seeking a medical diagnosis; Is caring for an individual who is subject to an isolation or quarantine order or because the individual has been advised by a health care provider to self-quarantine due to COVID-19 concerns; Is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.	Employees subject to a "mandatory or precautionary order of quarantine or isolation" issued by the "state of New York, the department of health, local board of health, or any government entity duly authorized to issue such order due to COVID-19." Employees are not covered if they: Are asymptomatic or have not been medically diagnosed and who are able to work remotely; or Traveled for non-business reasons to a country for which the Centers for Disease Control and Prevention issued a Level 2 or 3 health notice, despite being notified of the health notice prior to travel.
Amount of Leave Required	10 days of paid leave (80 hours) for full-time employees; pro-rated amount of paid leave for part-time employees. (This does not include leave provided under the FFCRA's Emergency Family and Medical Leave Act.)	10 or fewer employees as of January 1, 2020 and not more than $1 million net income: Unpaid sick leave until the end of the quarantine or isolation order. 10 or fewer employees with a net income of greater than $1 million OR between 11 and 99 employees as of January 1, 2020: 5 days of paid sick leave and unpaid leave until the end of the quarantine or isolation order. 100 or more employees as of January 1, 2020: 14 days of paid sick leave during the quarantine or isolation order.
Interaction with Employer's Leave Policy	Sick leave benefits under an existing employer-provided policy are not diminished.	Sick leave must be provided in addition to any other employer-provided sick leave, including any leave required by the New York City or Westchester paid sick leave laws.
Interaction with Other Sick Leave Laws	State or local sick leave laws are not preempted.	If New York provides benefits in excess of the federal benefits, then the employee may receive the federal leave benefits plus the New York leave benefits in an amount equal to the difference between the state and federal benefits.

Executive Orders by the Governor of the State of New York

- Schools should remain flexible and be ready to adapt to Executive Orders, which, may be issued at any time.
- Reopening plans and procedures are highly dependent upon the ever changing landscape of the Executive Orders.

Staffing:

- Districts/BOCES should develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview and hire new staff using recommendations and guidelines from Public Health.
- Consider redeploying underutilized staff to serve core needs.
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. Inventory how many substitute teachers are available.

TRAINING FOR STAFF

Custodial Training:

- Employees should complete mandatory training in SafeSchools including:
    - COVID-19 Guidelines for 12 Month Staff
    - COVID Return to Workplace Acknowledgement
- Employees should watch recorded video from Health Safety Risk Management:
    - https://drive.google.com/file/d/1MJ_NGh-gYxbWFBBxEUuOGsrN2TGvTCVd/view?ts=5ebc0efb
- Employers should educate staff and workers performing cleaning, laundry, and trash pick-up activities to recognize the symptoms of COVID-19 and provide instructions on what to do if they develop symptoms within 14 days after their last possible exposure to the virus. At a minimum, any staff should immediately notify their supervisor and the local health department if they develop symptoms of COVID-19. The health department will provide guidance on what actions need to be taken.
- Employers should develop policies for worker protection and provide training to all cleaning staff on site prior to providing cleaning tasks. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- Employers must ensure workers are trained on the hazards of the cleaning chemicals used in the workplace.

Food Service Worker Training:

- Food service workers must undergo specific training related to new requirements for health and safety. Including but not limited to:
    - » Safe serving practices

  - » Proper use and donning/doffing of PPE
  - » Social distancing requirements
  - » Safe packaging of food products
  - » Safe delivery of food products to families
- Training should take place in person in small groups at each food service site.

Clerical/Support Staff Training:
- Employees should complete mandatory training in SafeSchools including:
  - » COVID-19 Guidelines for 12 Month Staff
  - » COVID Return to Workplace Acknowledgement
- BOCES/district guidelines as well as training provided by Utica National.
- Signage must be visible through the buildings outlining expectations and procedures, including personal hygiene.

Administrator/Supervisor Training:
- Employees should complete mandatory training in SafeSchools including:
  - » COVID-19 Guidelines for 12 Month Staff
  - » COVID Return to Workplace Acknowledgement
- This group should familiarize themselves with all guidelines and protocols contained within this document in order to effectively answer questions from staff.
- Specific training for supervisors should be offered regarding identifying mental health concerns among staff members.

Bus Driver Training:
- Employees should complete mandatory training in SafeSchools including:
  - » COVID-19 Guidelines for 12 Month Staff
  - » COVID Return to Workplace Acknowledgement
- NAPT
- Webinars
- How to Protect Students and Drivers from Infectious Disease Outbreaks on Buses
  - » PowerPoint Presentation
- Dealing with COVID-19 Stressors in the Current Information Environment While Working and at Home - sponsored by Worldwide Assurance for Employees of Public Agencies (WAEPA)
  - » COVID-19: Simple Answers to Top Questions handout
- Going Back to School Before the Kids: Part 1
  - » Webinar Q&A
- Going Back to School Before the Kids: Part 2
- Going Back to School Before the Kids: A Return to School Roadmap Part I
  - » Return to School Roadmap
- Going Back to School Before the Kids: A Return to School Roadmap Part II
  - » Session Q&A
- Transportation's Role in Recovery Planning for Students with Special Needs
  - » PowerPoint Presentation
  - » Considerations for Transportation Needs for Students with Disabilities during School Recovery Planning flowchart
- School Bus OEMs Preparing for Back-to-School - What You Need to Know

  - » PowerPoint Presentation
- Keeping Your Fleet Healthy

Professional Development

PD Plan for Instructional Staff

- The existing district PD plan must be revised to include remote offerings in lieu of large group trainings, and to focus on remote learning, mental health, SEL, and RTI strategies.
- Provide adequate time for schools and educators to engage in:
  - » Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - » Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
  - » Identify students who potentially need additional support; and
  - » Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - » Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - » Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - » Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.
- A new digital guidebook for regional PD offerings will be released by the SLL BOCES Instructional Resources team, and offerings will be updated on My Learning Plan for the Fall semester.
- Staff should utilize the Educating at a Distance website (https://sites.google.com/sllboces.org/educating-at-a-distance/home?authuser=0) provided by SLL BOCES for tips, tools, and other resources.
- Provide all staff with timely, responsive, and ongoing training/PD as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

Substitutes

- Districts/BOCES should inventory how many substitute teachers are available and contact all current Board approved substitutes to gauge interest in returning in the COVID-19 environment.
- Efforts should be made to recruit more substitutes to account for gaps in staffing due to illness, family illness, increased leaves of absence or resignations
- Districts/BOCES should communicate with substitutes via email, phone, or mail regarding new protocols and procedures.
- Substitutes will be required to submit a screening questionnaire each time they enter the school

building.
- Substitutes are encouraged to keep track of contacts in other districts to enhance contact tracing.
- Substitutes may be required to undergo periodic COVID-19 testing.

Interview/Hiring

Remote Recruiting and Hiring

- As schools move to online learning and remote working to prevent the spread of COVID-19, many school systems are grappling with how to prepare for next year's talent needs in a virtual environment.
- Job fairs and other events are cancelled, in-person interviews aren't possible, and staffing teams are adjusting to remote working.
- **Recruitment:** Take advantage of social media. Even without regular opportunities to connect in person, you can still connect with candidates through Instagram, Facebook, Twitter, and LinkedIn and ask them to do things like schedule a phone interview or share why they are excited to join your district.
- Post frequently, and work with your communications point person to plan and schedule posts in advance. Make sure your posts regularly ask candidates to share their contact information through an online form so you can contact candidates via email.
- Use email to keep in frequent touch with candidates. Consistent email newsletters and updates can help keep candidates engaged and aware of opportunities at your school(s).
- If you haven't already, email candidates to let them know you're still hiring and to share any changes to timelines or events. Emails should include clear, prominent calls to action, like Apply (linking to the application) or Attend a Virtual Information Session (linking to a sign-up page), and an unsubscribe option for candidates who are no longer interested.
- Host virtual information sessions. Virtual events are a great way to continue cultivating a strong, diverse candidate pool. Use platforms like Zoom, which is temporarily offering free unlimited use to K-12 schools (be sure to see their security guidance), and Google Hangouts.
- To make sure your event is as effective as possible, follow these tips:
    - » Have attendees sign up in advance so that you can easily monitor attendance and follow up afterwards. Depending on the goals of your session, you may want to cap the number of individuals who can attend.
    - » Give attendees opportunities to interact throughout the session. You can start with a discussion question or fun icebreaker, have participants engage via polls or games (like Kahoot), and invite questions. Solicit interaction but also provide alternative ways to engage, like submitting questions or comments via chat, sharing anonymously via a tool like Padlet, and/or submitting questions in advance on the session sign-up page.
    - » At the beginning of the session, share an agenda, session objectives, timeline, and norms for engaging.
    - » To encourage personal connection, have recruitment staff join via video and ask participants to do the same.
    - » Ensure equitable access to the information sessions. For instance, provide a join-by-phone call option, share the presentation afterwards, and have an extra team member available to help with technical difficulties.
- Give candidates a sense of your school culture and community. You could invite students, family

members, teachers, and/or school leaders to join or share photos and videos from schools or community events.

- Ensure your recruitment staff have remote access to the systems and resources they'll need to continue work. Confirm with your staff that they can access the necessary tools, systems, and platforms remotely. Regular check-ins via conference or video lines can help ensure your team has the time they need together to monitor progress and workshop challenges.
- We also recommend ensuring all staff can continue referring candidates. For example, set up a Google Form to collect staff referrals and give staff email and social media post templates to use with their networks.
- Use internet tools to conduct selection online. Like recruitment, selection events can happen online using tools like Zoom, Google Hangouts, or others. Individual interviews often translate easily, but you might need to adapt group interviews or activities to a virtual environment.
- For example, you can use a video conferencing platform to have candidates do a problem-solving activity together or to do a panel interview with teacher, family, and student participants. Just be sure to give clear instructions (how to sign on, what to do if you experience technical issues, etc.).
- Communicate these procedures and expectations clearly to all staff and solicit team feedback as you create and improve these systems. We also recommend paying special attention to candidate communications to make sure they receive clear, consistent updates even when circumstances change. You might want to map out all touchpoints with candidates, including the owner on your team, what triggers the communication, and the content of the message (and procedures for updating as needed).

COMMUNICATIONS PLANS



Communication

As a rule, it is impossible to over communicate during the COVID-19 crisis. Parents, students, staff, and other stakeholders need to be informed about processes, procedures, and directives quickly and effectively. Districts and BOCES should establish a single point of contact, or a team of contacts to respond to questions and concerns related to new protocols and procedures. All messaging related to COVID-19, plans, new protocols and expectations and future closures should come from a single point of contact, which in most cases will be the Superintendent of Schools. Districts should consult with the BOCES communications office whenever possible to ensure consistent messaging regionally.

1. Planning process (March- August)

- As districts and BOCES engage in the planning process for a safe return to school, efforts should be made to communicate this planning process.
    - Districts will partner with BOCES communications office to issue a press release describing the planning process, including timelines, expectations, and stakeholder involvement.
    - Districts/BOCES should post regular updates on social media channels, including posts about new directives and laws at the state level and how they will affect the school community.
    - Districts and BOCES should leverage internal communications tools including but not limited to internal email listservs and employee intranets to inform school employees about the planning process, updates about committee work, surveys, and phased reentry for staff.
    - Districts/BOCES may share the Reopening process PowerPoint presentation on their websites, social media, via internal staff communication tools, and with their Boards of Education.
    - Districts and BOCES should share the link to the regional ThoughtExchange on websites, social media, student and staff listservs, One Call Now, Remind App, and other existing communications platforms to garner as much participation and input as possible.
        - Reminders should also be shared with the link to encourage participants to “rate” others thoughts.

2. Pre-entry (July-September)

During the window of time after a return to school plan is in place but before the first day of school, districts and BOCES should use all tools at their disposal to communicate with stakeholders about new protocols, schedules, and expectations for the school year.

- This document in its “final” form (after guidance from the State is received) should be posted on all BOCES and districts’ websites, with links posted to social media. Links may also be shared via email listservs, Remind app, One Call Now, School Messenger, and other existing platforms.
    - School administrators should be available to answer questions or clarify the process for parents, students, and staff.
- Pre-screening forms should be delivered electronically to all staff and families.
- Expectations for employees should be delivered via email, and shared with labor

representatives.
- Informational packets should be mailed home to families of students outlining schedules, expectations and safety protocols.
- Districts should share pertinent information in a back-to-school e-newsletter to the school community.
- An internet access survey should be shared with all families in a non-electronic format to gauge how many households are without internet access for the Fall semester. NOTE, even if a similar survey was conducted in the Spring, there may be changes in circumstances for households within the district.
- Districts should hold virtual town hall meetings via Zoom or other video conferencing platform to allow for stakeholders to ask questions. Districts should gather questions in advance via a Google form or other survey tool so that they can effectively address as many questions as possible.
- Districts/BOCES should share a series of short informational videos via social media to instruct parents and students about new protocols such as mask wearing, social distancing, hygiene, etc.
- Districts/BOCES should update COVID-19 resource pages on their websites with new, relevant information for the public.
- Signage should be displayed throughout each building to remind students and staff of COVID-19 guidelines, including hygiene, mask-wearing, social distancing, and health screening. Signage should be clearly displayed at all points of entry listing health screening metrics and directing visitors to sign in.

3. Re-entry (September-January)

During the first weeks and months of school, districts/BOCES should continue to communicate with stakeholders via existing platforms about any changes in the plan, new directives and expectations, and any incidences of positive cases.
- Districts should share weekly or bi-weekly e-newsletters with the school community with updates and information and links to additional resources.
- Districts should share updates at least 2-3 times per week via social media about ongoing efforts including school food distribution, remote learning, reminders about hygiene, mask wearing, and social distancing.
- Superintendents should share periodic updates with the school community via email, School Messenger, Remind App, One Call Now, and other existing platforms. Updates should be posted to the district website.
- Teachers and school counselors should make efforts to contact families weekly via existing communications platforms such as SeeSaw, Class Dojo, Remind, and others.
- Weekly reminders should be sent to parents regarding health screening as well as health and safety protocols.
- Districts/BOCES should update COVID-19 resource pages on their websites with new, relevant information for the public.
- Additional signage may be needed throughout each building to remind students and staff of COVID-19 guidelines, including hygiene, mask-wearing, social distancing, and health screening. Signage should be clearly displayed at all points of entry listing health screening metrics and directing visitors to sign in.

Additional Closures/Positive Case

In the event of a positive case within the school community, all stakeholders must be notified immediately using all existing communications platforms, including website pop-up alerts, social media, parent communication apps and software, and email. Information regarding duration of existing closures, nature of precipitating events, and plans for re-entry must be shared immediately and widely.

- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with applicable federal and state privacy laws.
- Schools can help the local health department by collecting data and contact information of those exposed. Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- In the event of a positive case in the school community, the district or BOCES must follow all directives from St. Lawrence and Lewis County Public Health.
- The district must protect private information of staff and students while assisting and cooperating with any contact tracing efforts.
- The district must release specific information via an official statement to be shared on the district's website, social media, email listserv to staff and parents, One Call Now, Remind, School Messenger, etc.

Example:

> At approximately 2:45PM on October 2, 2020, Example Central School District was made aware of a positive COVID-19 case in Example Elementary School. Following directives from St. Lawrence County Department of Public Health, Example Elementary was immediately closed for a 24 hour period to allow for deep cleaning and contact tracing.
>
> ECSD follows stringent guidelines per the CDC for disinfection and cleaning to eradicate COVID-19.
>
> All persons who are identified as having been in contact with the positive individual are mandated to follow procedures established by the Department of Public Health, including mandatory quarantine and testing.
>
> In consultation with Public Health officials, the District will reopen Example Elementary on October 4, 2020. All previously enacted safety protocols will continue to be implemented.
>
> Please contact Sally Smith with any questions or concerns at 555-555-5555 and email@email.com.

RESOURCES A-Z

A

AASA
GUIDELINES FOR REOPENING SCHOOLS From The AASA COVID-19 Recovery Task Force

American Academy of Pediatrics
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/

https://pediatrics.aappublications.org/content/early/2020/07/08/peds.2020-004879

AEI
https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/?gclid=Cj0KCQjw6ar4BRDnARIsAITGzlBfn2YYq6i2NhK_G-TbzwZ7zop6MUczBd8pa0Bvu0DIpsrhRqPMoOUaAiv7EALw_wcB

AIHA Coronavirus Outbreak Resource Center: https://www.aiha.org/public-resources/consumer-resources/coronavirus_outbreak_resources

American School Counselor Association
https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources

ASCD
http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf

ASHRAE

Standard 62.1-2019, Ventilation for Acceptable Indoor Air Quality:
https://www.ashrae.org/technical-resources/standards-and-guidelines/read-only-versions-of-ashrae-standards

ASHRAE Epidemic Task Force, Schools and Universities:
https://www.ashrae.org/file%20library/technical%20resources/covid-19/ashrae-reopening-schools.pdf

B
C

California Department of Education
https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

CDC
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ schools-decision-tool.html

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-decision-tool.html

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html

https://www.cdc.gov/coronavirus/2019-ncov/ community/reopen-guidance.html

CDC Home Care Guidance
CDC COVID-19 Environmental Cleaning and Disinfection Guidance for Households
CDC Home Care Guidance for People with Pets
Find Answers to Common Cleaning and Disinfection Questions

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/burn-calculator.html

Center on Reinventing Public Education
https://www.crpe.org/sites/default/files/final_diagnostics_brief_2020.pdf

Center to Improve SEL and School Safety
https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/SEL_Center_Strategies_for_Trauma_Informed_Distance_Learning_Brief.pdf

Chalkbeat

https://www.chalkbeat.org/2020/5/19/21264344/english-learners-guidance-pandemic-federal-ed-department

Consortium for School Networking
https://covid19edtechguidance.com/

Connecticut.gov
https://portal.ct.gov/-/media/Coronavirus/20200622-DPH-Guidance-for-School-Systems-for-the-Operation-of-Central-and-nonCentral-Ventilation-Sys.pdf

https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf

Council of Chief State School Officers
https://ccsso.org/sites/default/files/2017-12/Formative_Assessment_for_Students_with_Disabilities.pdf

D

District Administrator

https://districtadministration.com/reopening-schools-summer-school-equity-instruction-health-safety-florida-virginia-oregon/?eml=20200612

E

EdSurge
https://www.edsurge.com/news/2020-03-20-here-s-what-schools-can-do-for-the-millions-of-students-without-internet-access

EPA

EPA's 6 Steps for Safe and Effective Disinfectant Use

F

FDA
https://www.fda.gov/media/137079/download

G
H

HEALTH AND SAFETY PROGRAM (SAFETY RISK MANAGEMENT)
https://drive.google.com/file/d/1MJ_NGh-gYxbWFBBxEUuOGsrN2TGvTCVd/view?ts=5ebc0efb

I
J

Journal of Education and Training Studies
https://files.eric.ed.gov/fulltext/EJ1125804.pdf

K

Kajeet
https://www.kajeet.net/

L
M

Maryland Department of Education
http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf

Massachusetts Department of Education
https://d279m997dpfwgl.cloudfront.net/wp/2020/06/DESE-Initial-Fall-Reopening-Guidance-vFF.pdf

http://www.doe.mass.edu/covid19/on-desktop.html

Michigan Department of Education
https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_FINAL_695392_7.pdf

N

National Association for Pupil Transportation
https://www.napt.org/content.asp?contentid=275

National Institute of Health
https://www.nih.gov/news-events/news-releases/new-coronavirus-stable-hours-surfaces

NERIC
https://neric.org/services/#business_services

New Jersey Department of Education

https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf

Next Gen
https://www.nextgenlearning.org/articles/educating-all-learners-to-thrive-during-school-closure

NY DOH
https://coronavirus.health.ny.gov/find-test-site-near-you?gclid=Cj0KCQjw6ar4BRDnARIsAITGzlCL4CfBOxhERvG8PiNQYK-RmRjMXGBET1b_PzXs6y8svEHaE5LEsPkaApGXEALw_wcB

NYSED
http://www.p12.nysed.gov/facplan/Laws_Regs/8NYCRR155.htm#_155_7_Health_and_Safety_In_Exist_Ed_Facilities

NYSSB

http://www.nysed.gov/common/nysed/files/programs/world-languages/faq-guidance-for-implementing-the-nyssb-during-covid-19-school-closures.pdf

NYSSMA
https://www.nyssma.org/advocacy/nyssma-covid-19-guidance/the-future-of-ensembles-committee/

New York TImes

https://www.nytimes.com/2020/06/30/us/coronavirus-schools-reopening-guidelines-aap.html

https://www.nytimes.com/2020/07/11/us/virus-teachers-classrooms.html?smtyp=cur&smid=fb-nytimes

https://www.nytimes.com/2020/06/26/us/coronavirus-schools-reopen-fall.html

https://www.nytimes.com/2020/06/30/us/coronavirus-schools-reopening-guidelines-aap.html

O

Ohio Department of Education
http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US

Online Learning Consortium
https://onlinelearningconsortium.org/

Ontario Canada
https://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year

OSHA
https://www.osha.gov/Publications/OSHA3990.pdf

OSHA COVID-19 Website

P

Pennsylvania Department of Education

https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/Pages/InstructionalHours.aspx

Q
R
S

Secret Service
https://www.secretservice.gov/data/protection/ntac/ssi_guide.pdf

Sports and Recreation
https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/SportsAndRecreationMasterGuidance.pdf

State of Conneticut
https://portal.ct.gov/-/media/Coronavirus/20200622-DPH-Guidance-for-School-Systems-for-the-Operation-of-Central-and-nonCentral-Ventilation-Sys.pdf

T

TNTP
https://tntp.org/assets/documents/Virtual_Talent_Guide-TNTP.pdf

U

UC Davis
https://ucdavis.app.box.com/s/xouzsdn6jgqx71ulbzou1g8lhqggdi3i
University of Toronto
https://news.engineering.utoronto.ca/air-filtration-and-covid-19-indoor-air-quality-expert-explains-how-to-keep-you-and-your-building-safe/

https://www.dlsph.utoronto.ca/2020/04/covid-19-is-a-deadly-threat-to-children/

US Department of Education
https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf

V
W

Washington Post

https://www.washingtonpost.com/education/2020/07/10/case-against-reopening-schools-during-pandemic-by-fifth-grade-teacher/

https://www.washingtonpost.com/education/2020/07/06/why-schools-must-find-safe-way-reopen-most-vulnerable-students-by-veteran-educator/

X
Y
Z