LACS Return to School



A Framework for
Lowville Elementary School
Lowville Middle School
Lowville High School

Lowville Academy and Central School
July 30, 2020

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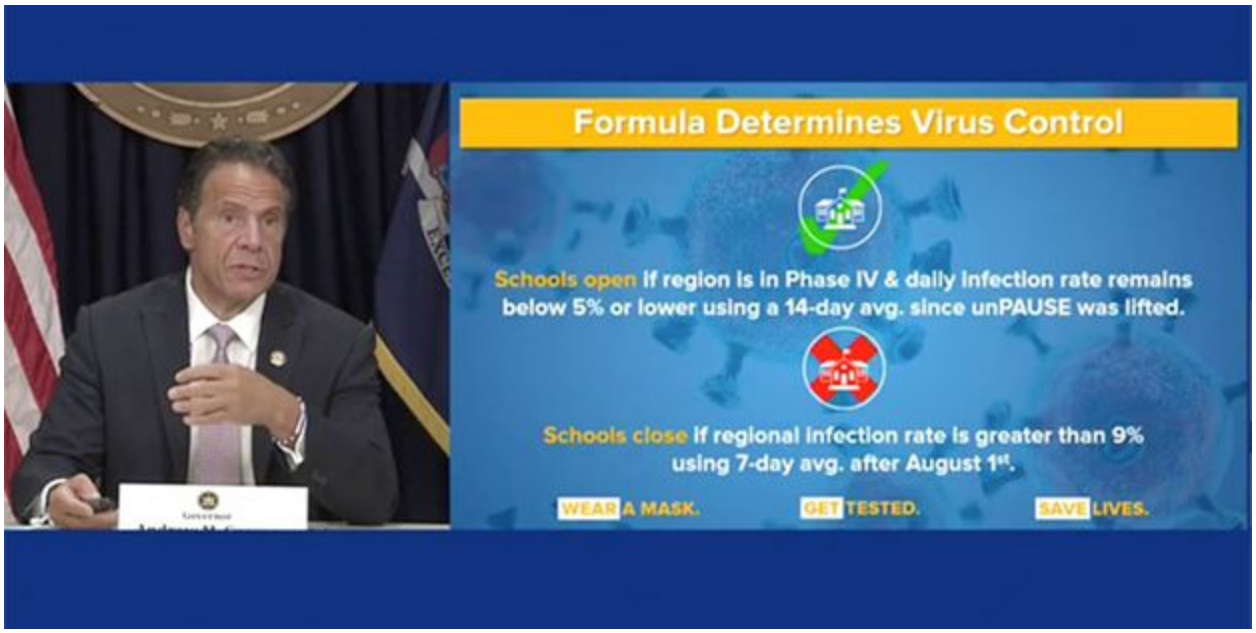
Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance

INTERIM GUIDANCE FOR IN-PERSON INSTRUCTION AT PRE-K TO GRADE 12 SCHOOLS DURING THE COVID-19 PUBLIC HEALTH EMERGENCY

INTRODUCTION

The information provided in the following document is based on findings from the most current research. It should be noted that any and all directives, guidance and Executive Orders from the Governor's office, CDC or DOH will supersede the recommendations contained within this document.



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**

Underlying Principles

The Lowville Academy and Central School will continue to encourage and foster the development of positive behaviors on the part of each student and provide a culturally responsive, respectful, safe, and orderly school setting, despite the many COVID-related challenges faced by our school and community.

Responsible behavior by every person affiliated with our school community is essential to achieving this goal.

While it is possible that some elements of this Reopening Plan may be temporarily modified as a result of forthcoming guidance or legal changes from NYSED or the NY Department of Health (ie dress code rules, social distancing, visitor expectations, etc.), the overall intent remains: LACS will actively promote equity, cultural competence, inclusion, and academic readiness in a safe, and secure environment.

Safety

As we prepare for the reopening of school, our priority is to safeguard the health and safety of our students, their families, and our staff. We recognize the merit and significance of in-person instruction and the opportunities that are afforded to students through the arts, extracurricular activities and interscholastic athletics, however, it is our goal to ensure that all decisions related to reopening must first and foremost consider the physical safety, social-emotional well-being, equity, and the mental health needs of the students and staff.

Flexibility

As public health circumstances develop regionally and statewide, we understand that it is essential to monitor conditions and prepare to smoothly transition from one educational model to another as needed. All decisions made must be effectively communicated to staff, students, families and the community.

Communication

Collaboration with the Jefferson-Lewis BOCES and community partners is essential during this unprecedented time. Working in close relationships with other agencies enables us to make the best decisions possible. This plan reflects input from administrators, faculty, staff, students, parents/legal guardians, members of the Board of Education, the local health department, health care providers, and union representatives.

Per the guidelines put forth by New York State, Lowville Academy and Central School will develop communication plans for students, parents/guardians, staff & faculty, and visitors regarding protocols and guidelines to help stem the possible spread of COVID-19. LACS will affirm and review the State-issued guidelines and submit reopening plans prior to the reopening date.

LACS has engaged stakeholders and community members (administrators, faculty, staff, union leaders, students, parents/legal guardians, alumni, public health and emergency management officials) in developing our reopening plans. Throughout this process, these stakeholders have included: BOCES Administration, Instructors, CSEA Representatives, Lewis County Public Health, Lewis County Administration, Lewis County Emergency Management, parents/guardians, community industry and partners.

It is understood that the Governor of New York State will decide on reopening plans for Pre-K through Grade 12 schools in early August 2020.

This approved reopening plan will be made available for public view at the Lowville Academy and Central School campus and at our website at www.*lowvilleacademy.org*.

Communication Plans

Reopening

1. Student Communication

    a. Students will be encouraged to review health protocols/procedures. This information will be made available to them by LACS.

    b. Students will undergo required training in the classroom on proper protocols/procedures that will include the use of hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

    c. Proper signage will be placed in classrooms, hallways and in other areas. This signage will include information on proper health protocols and procedures.

    d. Students will be encouraged to view the school district's website on a regular basis for new information as it becomes available. They will also be encouraged to follow LACS social media pages.

2. Parents/Legal Guardians

    a. Parents/legal guardians will be encouraged to review reopening procedures. This information will be made available to them by LACS.

    b. Parents/legal guardians will be encouraged to follow LACS through social media for information regarding COVID-19.

    c. Parents/Guardians will be encouraged to view the district website on a regular basis to view the district's reopening plan. Any questions and concerns that parents/guardians have can be directed to school administration with specific contact information outlined.

3. Faculty/Staff

    a. All district staff will be encouraged to review reopening procedures. Information will be made available through the District.

b. All district staff will undergo required training in the classroom on proper protocols/procedures that will include the use of hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

c. Urgent communication to faculty/staff will be made available through emails and phone calls from the Superintendent or specific Administrators.

d. Signs will be posted at each employee entrance at our campuses outlining the symptoms of COVID-19 and other relevant information.

e. Other signage regarding information on COVID-19 will be posted throughout each building for staff to view.

4. Visitors

a. LACS will communicate online the proper procedures and protocols for visitors before they arrive at our campus. They will be asked to call ahead if their visit is not expected. All visitors will need to be buzzed in by the building front office and will be required to check in with that front office. All visitors will be told that a mask is required to be worn to enter any building. Visitors will be kept to a minimum.

b. Signs are posted at each visitor entrance at our campus outlining the symptoms of COVID-19 and other relevant information.

Closures/Positive Case

In the event of a positive case of Covid 19 within LACS, all stakeholders will be notified immediately using all existing communications platforms, including the District website, social media, parent communication tools and email. Information regarding the duration of existing closures, nature of precipitating events, and plans for re-entry will be shared immediately and widely. These methods will include:

1. Notifying local health officials, staff, students and parents/guardians immediately of any possible case of COVID-19 while maintaining confidentiality consistent with applicable federal and state privacy laws.

2. In the event of a positive case in the school community, LACS will follow all directives from Lewis County Public Health.

3. LACS will protect private information of staff and students while assisting and cooperating with any contact tracing efforts.

4. LACS will release specific information via an official statement to be shared on the district's website, social media, email to staff and parent/guardian communication tools.

Designated Coordinator for Communication to Stakeholders

The following LACS staff members have been named designated coordinators to act as contacts upon identification of positive cases and will be responsible for subsequent communication:

District COVID-19 Safety Coordinator: Rebecca Dunckel-King
LACS Building Safety Leaders:
Elementary School: Philomena Goss
Middle School: Scott Exford
High School: Brian Finn
BOCES Lowville:
Lowville Elementary School: Alicia Ross
Lowville Middle School: Alicia Ross

REOPENING MODEL

Pre-Kindergarten, Kindergarten, 1st Grade:

Students in these grades will attend half day sessions. Each grade will be divided into two groups: **RAIDER**(morning) and **NATION** (afternoon). Because of the age of these students, their ability to social distance and ability to wear facemasks, it becomes a priority for us to maintain smaller numbers of students together at once. Parents will be sent a schedule indicating what group your child(ren) will be in.

2nd Grade – 6th Grade:

Students in these grades will attend every day. In this model, students are required to wear facemasks and can have barriers on their desks to use while they work. Students will be given breaks throughout the day from their masks.

7th – 12th Grade Students:

Students in these grades will attend school two days a week. Students will be divided into groups A and B. Those students in group A will attend school in-person on Monday and Tuesday. Those students in group B will attend school in-person on Thursday and Friday. In this model, students are required to wear facemasks and can have barriers on their desks to use while they work. While these students are not on campus, they will have classes in a virtual format and be expected to attend class on a regular, school schedule.

11th and 12th Grade CTE:

Students in these grades will attend school every day. In this model, students will attend a location off campus while they are not at BOCES receiving technical education requirements. If students who attend BOCES require classes on our campus, we will make individual arrangements for those students.

In each of these scenarios, all faculty and staff are also required to wear face masks and/or face shields. Students will have to be 6 feet apart for most activities and 12 feet apart for activities such as physical education, playing outside, and some electives.

FAMILY AND COMMUNITY ENGAGEMENT

*Regular and frequent communication between schools, families, and the wider community has always been an essential element of effective family and community engagement. With all the uncertainty surrounding COVID's spread and its impact on local communities, communication and family engagement will be more important than ever this year. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits. As plans for reopening schools are being developed, districts must work together with families to foster trust and instill confidence. Building these strong relationships takes regular, frequent, and transparent two-way communications. These communications should be clear and consistent, and families should be encouraged to engage in the process. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

Responsible Parties must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

Lowville Academy and Central School engaged parents in several surveys throughout the closure and then during the reopening planning phase. Parents were sent letters and asked to submit questions to be addressed through YouTube Live sessions.

Planning meetings were held with other Lewis County Districts, with Jefferson-Lewis BOCES Districts, local Public Health, Emergency Management, County Officials, and with the local hospital. Additionally, input was sought from our Medical director, as well as all bargaining units within the district.

Responsible Parties must develop a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.

The Lowville Academy and Central School released our communication plan to parents through a letter dated July 24, 2020. Additionally, a calendar of training for faculty, staff, students, and parents has been created and posted on our website and other media outlets.

Responsible Parties must ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

The Lowville Academy and Central School will train all students through in-person demonstrations, online videos, signage, and Public Service Announcements throughout the summer and into the school year. Training will be continual with frequent reminders.

Responsible Parties must encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained."

The Lowville Academy and Central School will use Public Service Announcements throughout the summer and into the school year. Training will be continual with frequent reminders.

HEALTH AND SAFETY

The health and safety of the children and adults at Lowville Academy and Central School is paramount. Health and safety considerations must always come first in every decision made and every action taken by our district. Whether instruction is provided in-person, remotely, or through some combination of the two, we have an important role to play in educating and communicating with our community about the everyday preventive actions we can all take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks (screening);
- Healthy Hygiene Practices;
- Social Distancing;
- Personal Protective Equipment (PPE) and Cloth Face Coverings;
- Management of Ill Persons; and
- Cleaning and Disinfection.

*(*Recovering, Rebuilding, and Renewing)*

Lowville Academy's reopening plan is based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH). We will continually monitor the CDC and DOH websites to keep current with the latest COVID information and guidance.

Mandatory Requirements

Protocol for staff, parent/guardian training on how to identify the signs of illness in students and staff of a symptomatic person and how to take action.

- The healthcare providers will provide district employees with regular ongoing training on identifying students and staff who appear to have COVID-19 symptoms.
- Training frequency will be determined by updates from the medical field to include the CDC, Department of Health and Lewis County Public Health.
- The district will provide written materials to all families in identifying observable signs associated with the COVID-19 virus.

The signs and symptoms include:

Fever / chills (100°F or greater)	Cough	Shortness of breath
Fatigue	Muscle or body aches	Headache
New loss of taste or smell	Sore throat	Congestion or runny nose
Nausea or vomiting	Diarrhea	

Staff will be educated to observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If the school nurse is not available, the school will contact the parent/guardian to come pick up their ill child or send the staff member home.

Anyone who has a temperature of 100.0°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students will be supervised in the isolated area while awaiting transport home.

Schools should refer such persons to a healthcare provider and provide resources on COVID-19 testing. Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.

Protocol for daily temperature screenings that address all students, staff, visitors, guests, contractors, and vendors.

- The district will use an electronic platform for employees to conduct self screening on a daily basis through a questionnaire.
- Parents will be required to complete an electronic screening for each of their children at least once per week. The district may use a robo call once a week reminding families to complete the weekly screening.
- Families who do not have the ability or forget to complete an electronic screening of their child will be contacted by a designated employee who will in turn aid them in completing the form. Older students will be asked to complete the form confidentially and independently.
- Parents/guardians are encouraged to screen their child before sending them to school. Screening by the parent/ guardian prior to school is preferred in lieu of temperature checks and symptom screening being performed after arrival to school. Screening of students includes a daily temperature check and periodic completion of a screening questionnaire.
- All students and staff will have their temperatures checked on a daily basis before the start of the day. A scanning device will be placed at the entrance of Trinity Avenue, Middle School Entrance, High School Entrance, and Elementary Entrance. These scanning devices will automatically take the temperature of individuals entering the building. The software has facial recognition capabilities and will notify a health official via sms message when someone's temperature is above 100.0 F
- The district will provide PPE or barriers for staff members who, wearing disposable gloves, will conduct additional screenings.
- Students and staff who are not on the main campus will be assessed by an administrator or teacher and sent home immediately and will be required to be assessed by a healthcare provider.
- The district will document, COVID-19 screen and temperature check all visitors, guests, contractors and vendors.
- The district will limit and possibly eliminate visitors, guests, contractors and vendors during the school hours.
- All will be required to wear masks.

Protocol for Face Coverings and Other Personal Protective Equipment (PPE)

- Hand sanitizer must be at least 60% alcohol-based
- The district will post appropriate instructional signage (with instructions and symbols) regarding hand and respiratory hygiene in the following areas:
    - Bathrooms & Locker Rooms
    - Common areas
    - Cafeterias
    - Nurses Office
    - Faculty Rooms
    - Concession Stand(s)
    - Self contained classrooms with their own bathrooms
    - Self contained classrooms with their own bathrooms (Change language- "self-contained" refers to special education rooms, and some of our special education rooms are without bathrooms)
    - Classrooms with bathrooms (PreK-1st grade rooms as well as special area classrooms)
    - Passageways
- The district requires all students and staff to wear a type of face mask while being mobile on school property.
- Students may be required to wear a mask even while social distancing due types of activities being performed in the class or medical conditions of others in the classroom.
- Teachers may require students to wear masks throughout lessons as per School Reopening FAQs – July 22, 2020 released from the Governor's Office.
- Masks must adhere to dress code policy.
- District may distribute to students washable lanyards that hold masks to prevent soiled and lost masks during the day.
- Elementary teachers may require masks to be worn during instructional sessions at the discretion of the instructor.

Mask Breaks:

- The district will allow students to remove their face masks when seated and at least six feet away from another student or staff member.
- The district will allow students who are receiving speech therapy to remove their mask as long as a barrier is between students and staff.
- The district will allow students to remove their facemasks while eating and drinking during their assigned lunch period.

Obtaining and Maintaining Adequate PPE:

- The district will be providing all students (2) washable face masks.
- The district will be providing all staff members (1) washable face masks.
- The district will supply each bus with disposable or washable face masks for students who forget theirs at home.
- The district will provide walkers or dropped off students a disposable or washable face mask if they forget theirs at home.
- The district will provide the nurses office with disposable face masks for students who become ill.
- The district will supply extra disposable masks in offices.
- The district will supply face shields for all staff who request them.
- The district will supply clear masks for elementary staff and all grade-level service providers (PT, OT, counselors, etc.), and students receiving those services.

Protocol for Ensuring Social Distancing

Social Distancing also called "physical distancing" means keeping a six foot space between yourself and others. LACS will implement, and enforce social distancing in all school facilities and on school grounds, including transportation. Ensure that student groupings are as static as possible by having the same group/cohort of students stay together.

- The district will measure each classroom and establish the maximum capacity using social distancing of six feet.
- The district will use signage in the halls and common areas directing individuals to maintain social distancing of six feet.
- A twelve-foot social distancing will be maintained between individuals while participating in activities that require projecting the voice (e.g. singing), playing a wind instrument, or aerobic activity.

Protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

- The district will require documentation from a healthcare provider noting what provisions are required for students and staff during the COVID-19 pandemic.
- The district will follow state and health guidelines, including for staff the provisions of the Americans with Disabilities Act, to create policies regarding vulnerable populations, including students, faculty and staff who are at increased risk for severe COVID-19 illness, to allow them to safely participate in educational activities and, where appropriate, accommodate their specific circumstances. These accommodations may include but are not limited to remote learning… ensuring that any modifications minimize COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible.

  https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidence.pdf

Protocol for management and containment of individuals who exhibit signs and symptoms of COVID-19:

Schools should follow Education Law § 906, which provides [w]henever…a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law7 . The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

- The district will maintain two separate locations for assessing students. One location will be deemed a Wellness Center. The second location will be an isolation/containment room for students who fail the COVID-19 screening questionnaire or develop a temperature/COVID-19 symptoms before or during the school day.
- Those in the isolation/containment room will be supervised until they are picked up or sent home.

The district will follow DOH guidelines when a student or staff member tests positive for COVID-19.

- District will report the confirmed case to Lewis County Public Health and provide information required for contact tracing.
- Return to school will follow this protocol:
    - It has been at least ten days since individual first had symptoms;
    - It has been at least three days since the individual has had a fever(without using fever reducing medicine;
    - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath
- Building measures:
    - Closing off areas used by sick person and not using these areas until after cleaning and disinfection has occurred
    - When possible, opening outside doors and windows to increase air circulation in the area.
    - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible
    - The district will follow DOH guidelines when a student or staff member tests positive for COVID-19.

Protocol for Cleaning and Disinfecting the School District:

- The district will clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- All district staff will receive verbal and written instruction on the difference between cleaning and disinfecting.
- Cleaning removes dirt and most germs and is most effectively done with soap and water.
- Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label. According to the Environmental Protection Agency, sanitizing kills slightly fewer viruses and germs (99.9 percent) than disinfection (99.999 percent). Using either product is acceptable, but the first step must always be cleaning; surface dirt will inhibit the sanitizing and disinfection process.

Protocol to conduct required school safety drills with modifications ensuring social distancing between persons:

- The district will conduct the 8 evacuations and 4 lockdown drills each school year.
- Modifications may include the following:
    - Conducting drills on a staggered schedule, where classrooms evacuate separately rather than all at once.
    - Students and staff will be required to wear protective masks during all evacuation drills.
    - Social distancing will be used when possible once off site.
    - Lockdown drills will be modified to be instructional. Students will be taught "how to shelter in place" in the event the Lockdown was a real emergency.

Healthy Hygiene Practices (hand, respiratory, social distancing):

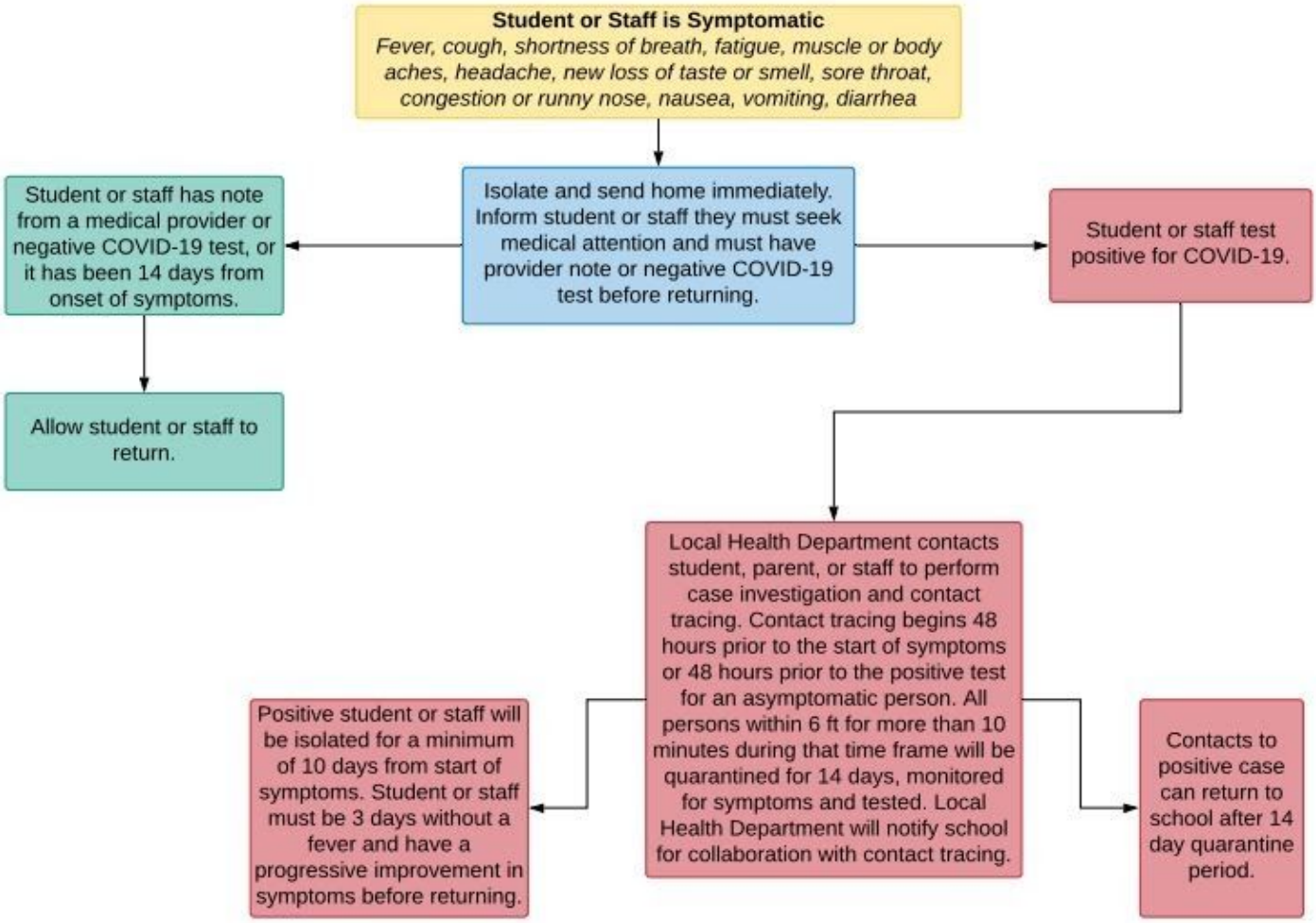
Healthy hygiene practices should be taught and re-taught in school settings for both students and staff. LACS will provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, LACS will post signs throughout the school and should regularly share messages with the school community. Signage should be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social

distance from others or in accordance with any stricter policy implemented by the school. • Properly store and, when necessary, discard PPE.

- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

School Protocol for Symptomatic or Positive COVID-19 Student or Staff



FACILITIES

As Lowville Academy reopens to faculty, staff, and students, our physical spaces will be configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

LACS will follow health guidance related to social distancing and other safety measures to slow the spread of COVID-19. To meet the requirements of that guidance, LACS has rearranged and re-purposed physical space within our buildings.

*Lowville Academy's reopening plan is based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH). We will continually monitor the CDC and DOH websites to keep current with the latest COVID information and guidance. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

General Health and Safety Assurances

School districts or other applicable schools must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance. The Facilities portion of the district's, or other applicable school's, reopening plan will seek assurance that school districts or other applicable schools will meet all requirements associated with building space related changes that they may elect to make.

Fire Code Compliance

Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. In their plans, districts or other applicable schools will provide assurances that, should alterations be made, districts and other applicable schools will submit the proposed changes to the OFP for review and approval - just as with any other project.

Doorways

Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged. Fortunately, they need not be touched during normal use.

Emergency Drills

Districts or other applicable schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility. Those changes must be included in the Fire Safety plans.

- The district will conduct the 8 evacuations and 4 lockdown drills each school year.

- Modifications may include the following:
    - Conducting drills on a staggered schedule, where classrooms evacuate separately rather than all at once.
    - Students and staff will be required to wear protective masks during all evacuation drills.
    - Social distancing will be used when possible once off site.
    - Lockdown drills will be modified to be instructional. Students will be taught "how to shelter in place" in the event the Lockdown was a real emergency.

Inspections

Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections.

Lead Testing

At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is "normally occupied." Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of "normally occupied operation" for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.

The school domestic water system will be flushed prior to students and staff returning to school.
Drinking fountains will be disabled and only bottle filling stations will be available.

CHILD NUTRITION

At Lowville Academy, we believe that a successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished.

*LACS will continue to ensure that students receive nutritious meals throughout the school year for students who require food assistance. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

LACS will provide all students enrolled in the SFA with access to school meals each school day. This must include:

students in attendance at school; and
students learning remotely.

LACS will follow all applicable health and safety guidelines.

LACS will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

District/School Plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

- All elementary students will eat lunch within their own classrooms. They will be required to thoroughly wash their hands before and after eating. Students will eat 6 feet apart and will not be allowed to share food or beverages. Students will be in groups of 9 - 11 and will be supervised by an adult.

District/School Plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

- School cafeteria staff will disinfect tables after students have eaten in the cafeteria.
- Students will be handed a tray with food already on it. The students will not need to touch anything and will be kept 6 feet apart from one another with the aid of markings on the floor and wall.
- Students will not touch the keypad to enter their ID. This will be done manually by the cashier.

LACS ensures compliance with Child Nutrition Program requirements.

District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

- Consistent with the District's communication plan, all information regarding the food program will be communicated to families in their preferred language.

TRANSPORTATION

*The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) are also applied to the school bus, as well. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

School districts and other applicable schools are expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.

BUS:
Students who are able will be required to wear masks and social distance on the bus;

All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);
Drivers will clean and disinfect high traffic areas (such as stepwell handrail) in-between runs as needed. Disinfectant Supplies will be provided at needed locations to perform this procedure.
Buses returning to the Transportation Department at the conclusion of its last run will undergo a complete cleaning. In addition to normal DOT (Department of Transportation) cleaning requirements, each bus will be sanitized with an electrostatic disinfectant sprayer to ensure complete coverage. The cleaner will be left on surfaces to air dry overnight per recommendations to ensure the best success for germ and virus control.

Daily Cleaning
● All trash removed
● Floors swept and dust mopped
● Walls and windows cleaned
● Bus seats and seat backs
● Seat belts
● Door handles, handrails
● Driver operator area
● Sneeze guards if applicable and approved by DOT
● Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect.
● Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation.
● Prohibit eating and drinking on the bus.
● Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on district owned and contracted buses.

LACS School buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. Our bus drivers, monitors and attendants will not carry personal bottles of hand sanitizer with them on school buses;

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

STAFF

School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;

School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;

Bus drivers and Monitors will be required to wear a mask or face shield at all times. Monitors who come into physical contact with students will be required to wear gloves in addition to the mask/shield.

Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;

Formal training will be conducted Wednesday August 26th 9 am – 11 am At the Carthage CSD Auditorium during the mandatory two-hour Refresher Course required to be attended by all Transportation Staff. The training session will be based on all the latest safety information provided by NYSED (New York State Education Department) and CDC (Center for Disease Control) as well as NYS and local Department of Health.

If information changes throughout the reopening process the current updates on health protocols will be passed onto Transportation Staff and additional training provided if needed.

Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves
Face coverings and screenings

STUDENTS

As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;

Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;

Students must social distance (six feet separation) on the bus;

Students will be required to wear a mask or face shield at all times while on the bus. They will also be required to sit in a designated seat to give as much social distancing possible from other students. Masks will be available from the driver for students who may have forgotten them.

Seating will be designed for one child per seat alternating from window to aisle down each side of the bus providing the maximum distance between students possible. Siblings or students from a shared household (daycare providers) will be seated together per recommendations.

Students who do not have a mask can NOT be denied transportation and must be provided one by the district;

All students will be given 2 washable face masks at the beginning of the school year. Students will be given a washable or a disposable mask if they have forgotten theirs.

Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Students who are unable to medically tolerate a face coving, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering

Loading/Unloading; Pickup/Drop-off

● Students shall be loaded in sequential route order. First student on the bus sits in the back, on to school trips, last off sit in the back on take home trips.
● Contact Tracing sheets will be filled out by the bus driver.
● Adjustments shall be made to allow buses to unload immediately upon arrival to minimize riding time as much as possible.
    o Route timing will be affected by delayed loading/unloading processes.
    o Arrival and departure activities shall be supervised to ensure social distancing.

SOCIAL AND EMOTIONAL WELL-BEING

Communities and schools are facing unprecedented challenges as WE respond to the compounded difficulties of a global pandemic, an economic recession, and civic unrest in response to structural racism. But these challenges also offer unprecedented opportunities to re-envision and renew the capacity of our schools and communities to be welcoming, supportive, inclusive, and equitable environments.

To meet these challenges, individuals must start with the inner work of healing their own hearts and minds, finding the capacity within themselves to support healing for students, families, peers, and communities. While district and school personnel cannot solve every problem, collectively they are a powerful force in improving the well-being of themselves and those around them.

It is unrealistic to expect that students will return to instruction as they left it months ago. Students have experienced an extremely stressful, and for many, traumatic experience while isolated from school, friends, and community.

Some students have had positive experiences during school closures, learning, growing, and discovering new identities as activists, caregivers, and leaders in their communities. Schools should support and nurture new skills and mindsets.

Students known to be vulnerable, as well as those not previously on district and school radars, may return to instruction anxious, fearful, withdrawn, grieving, and/or unprepared to self-manage new or exacerbated negative behaviors. And some students have thrived in an on-line environment, as school anxiety has lessened. Should additional periods of remote learning be required, students who had an adult available to assist them previously may now be home alone as adults return to work. Older students may be tasked with the care of younger family members. Schools and districts must be prepared to meet students where they are, regardless of the circumstances in which they find themselves.

Our goal is to create a welcoming and caring school community that ensures its members are met with compassion and the support they need to achieve and thrive. Academic learning cannot be effective until the basic human needs for physical and emotional safety are met. This is an embodied practice. Breathe, notice, feel, and be present.

*Except where otherwise noted, the considerations outlined below are relevant regardless of whether instruction is in-person, remote, or hybrid. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.

Lowville Academy and Central School has a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.

- Comprehensive school counseling program plans will be updated to include in-person learning, remote learning, and hybrid learning.
- Counseling advisory committee will update the current comprehensive counseling plans.

Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.

Lowville Academy and Central School has an established advisory council comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan. Members of this advisory council include,

1. Brian Hanselman
2. Rebecca Dunckel-King
3. Scott Exford
4. Jesse Brown
5. Sarah Clemons
6. Jill Ortlieb
7. Kate Larsen
8. Michelle Bryant
9. Terry Pike
10. Becky Tiffany
11. District Counseling Plan Advisory Council

Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Lowville Academy and Central School addresses how the District will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. These methods are as follows:

1. Weekly Support Team meetings.
2. Revised staff communications to include Google sheets that comply with confidentiality guidelines.
3. Support Team referrals managed through Google forms.
4. Videos created and available to students/staff regarding social, emotional, and trauma support (short videos on a variety of social and emotional strategies and topics).
5. Videos created and available to students/staff regarding exercise in the classroom (movement/mindfulness activities). Teachers will be encouraged to use these resources regularly.
6. Every child will have a trusted LACS staff contact. A streamlined process will be developed for staff to check in regularly with students. Students and staff will have input on these contact assignments.
7. Regular academic review and provide additional support for students in need.
8. Teleconferencing for remote students.

9. Regular newsletters to include updated information, activities, and supports.
10. Utilize local agencies, to include but not limited to, Behavioral Health and Wellness (BHWC), Northern Regional Center for Independent Living (NRCIL), Mountain View Prevention Services (MVPS), Credo, Transitional Living Services Community Based, SPOA, and ARC Oneida Lewis Employment/Solutions, Rubenzahl, Knudsen & Associates, North Country Prenatal/Perinatal Council (NCPPC), The Q Center.
11. Utilize student organizations.
12. Online resources will be available for Social, Emotional, and Trauma support for students, parents, and staff.
13. Improved communications (flyers, checklists) that address common stressors, including technology, virtual classroom, and instructional issues.
14. Periodic surveys will be sent to staff, students, parents, community members to provide feedback.
15. Encourage staff, especially school counselors and school psychologists to engage in self-care practices.

Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff

Lowville Academy and Central School addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff

1. Professional development training will be provided in the following areas.
    a. Wearing face masks.
    b. Cleaning the building.
    c. Safe hygiene practices.
    d. Social distancing.
    e. Updated school policies and procedures.
    f. Activities in the classroom.
    g. Coping strategies and resilience skills.
    h. Signs and symptoms of social, emotional, and trauma concerns.
    i. Streamline communication to report concerns.

TEACHING AND LEARNING

New York students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two.

At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time.

*During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility is essential when planning for the fall, and schools should be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.

Lowville Academy has revised and updated the 2020 Continuity of Learning Plan to reflect anticipated needs of students for the 2020 - 2021 school year.

In Person and Hybrid Instructional Model – Beginning September 8, 2020

Pre-Kindergarten, Kindergarten, 1st Grade:

Students in these grades will attend half day sessions. Each grade will be divided into two groups: **RAIDER**(morning) and **NATION** (afternoon). Because of the age of these students, their ability to social distance and ability to wear facemasks, it becomes a priority for us to maintain smaller numbers of students together at once. Parents will be sent a schedule indicating what group your child(ren) will be in.

2nd Grade – 6th Grade:

Students in these grades will attend every day. In this model, students are required to wear facemasks and can have barriers on their desks to use while they work. Students will be given breaks throughout the day from their masks.

7th – 12th Grade Students:

Students in these grades will attend school two days a week. Students will be divided into groups A and B. Those students in group A will attend school in-person on Monday and Tuesday. Those students in group B will attend school in-person on Thursday and Friday. In this model, students are required to wear

facemasks and can have barriers on their desks to use while they work. While these students are not on campus, they will have classes in a virtual format and be expected to attend class on a regular, school schedule.

11th and 12th Grade CTE:

Students in these grades will attend school every day. In this model, students will attend a location off campus while they are not at BOCES receiving technical education requirements. If students who attend BOCES require classes on our campus, we will make individual arrangements for those students.

In each of these scenarios, all faculty and staff are also required to wear face masks and/or face shields. Students will have to be 6 feet apart for most activities and 12 feet apart for activities such as physical education, playing outside, and some electives.

Instruction must be aligned with the outcomes in the New York State Learning Standards.

- Align all instruction with New York State Learning Standards.
- A Gap Analysis was completed by teachers during the summer of 2020 to identify areas that were not taught during the COVID-19 Closure so that will be planned for where applicable.

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

- Plan instruction for all students.
- When in person, there will be an instructor(s) and students present in the learning environment.
- When teaching remotely teachers will primarily use the Google Platform which students are familiar with. Students will have 1:1 devices (Chromebooks - Grade 3-12) and the district will provide devices for students who need them, PreK - 2. The district will provide hot spots to families who do not have internet access. Other community internet sources will also be conveyed to families.
- Teachers and students will meet according to a published instructional schedule.Teachers will assess and score student work and provide formative and summative feedback.
- Teachers will provide academic and social emotional support to students as well as certified school counselors and psychologists.

Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).

- Teachers will be assigned class rosters based on certification area
- Appropriately certified teachers will provide synchronous (video meetings) to foster student-teacher interaction regardless of the delivery method.

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

Communicate with parents, and parents can communicate with school via

- District Newsletter
- Regular written COVID-19 health and safety updates
- Email
- District Robo Calls
- Live Stream and Recorded Video updates
- Dedicated COVID-19 website section
- Social Media to include Twitter and Facebook
- Interactive Lowville Academy App
- Remind
- Telephone calls

Special Education

*School reopening plans must always consider the special needs and requirements of students with disabilities. Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. School reopening plans must provide a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements:

The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

Lowville Academy will collaborate with parents/caregivers to determine a mutually agreed upon understanding of how FAPE (Free and Appropriate Public Education) will be provided to each student with a disability in a way that protects their health and safety within the COVID-19 school environment. These agreements will be documented and confirmed in writing with parents/caregivers in order to ensure each stakeholder's responsibility and understanding of their role. The agreements will minimally include the following components of FAPE:

1. The least restrictive environment (LRE)
    - SWD will have access to the general education curriculum and be provided the special education and related services as determined by the CSE to be appropriate to meeting

their individual needs and documented in their IEPs in settings along with their typically developing peers to the greatest extent possible under current DOH requirements.

2. An Individualized Education Program (IEP)
    - SWD will be provided the special education programs and related services identified in their IEPs to the greatest extent allowable under current DOH requirements. Any changes in mode, manner, group size, ratio, frequency,duration, and/or location that deviate from what is indicated in a student's IEP resulting from the need to comply with DOH requirements and/or pivoting between in-person, hybrid or remote models of instruction will be mutually agreed upon through full collaboration with parents.
    - Within all three models of instruction, progress made by SWD toward their annual goals will be monitored consistently in accordance with what is indicated by their IEPs and reported to parents in writing on at least a quarterly basis.
3. Procedural due process
    - LACS will continue to follow all procedural due process requirements as outlined in the Part 200 Regulations.
    - Parents will continue to be provided Procedural Safeguard Notices and Prior Written Notice within a reasonable time frame before a change in the identification, evaluation, educational placement or provision of FAPE to any SWD made at a CSE meeting or by mutual, written agreement between the district and the parent to amend a student's IEP.
4. Nondiscriminatory assessment
    - Teachers and related service providers will begin the assessment of individual students, both through formal and informal measures, in an appropriate time frame within the start of the school year. This data will be used to inform:
        - Child Find responsibilities of the districtInitial determination referrals as well as triennial re-evaluations of currently identified students
            - Planning, instructional design, and potential service recommendations for students.
            - Identification of areas of significant regression and the need for possible compensatory services.
        - Parents will be notified in writing of any recommendations to assess their child and written consent from them will be obtained before any testing is completed.
        - The preference is to complete any assessments of students in-person, but if that option is prohibited at any time by DOH regulation, arrangements will be made to complete any testing for which the district has parental consent to complete within the required timeline via an alternate method that is mutually agreed upon by the parent and the CSE and that maintains the statistical reliability and validity of the results.
5. Parental participation
    - Parents will be invited, in writing, to participate in all CSE meetings held for their child including Initial Determination, Transfer, Requested Review, Re-Evaluation, Manifestation Determination, and Annual Reviews. In order to maintain current DOH regulations, CSE meetings may be held via alternate methods including teleconference

and videoconference. Parents will be provided information in writing regarding accessing and participating in meetings held in these formats.

- Regular and consistent verbal and written communication with parents and caregivers will be ongoing in order to establish a collaborative relationship in instructional delivery, planning, and decision making.
- Parents and caregivers will be contacted, in-person and/or through writing, to inform them of chronic absenteeism or inconsistent participation. School-based and/or community supports will be offered to address the identified issue.

The school reopening plan must address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

For each student served by the Committee on Special Education, Lowville Academy will survey and document each parent's preferred language or mode of communication and utilize their recorded preference in all verbal and written communication regarding the provision of services to his/her child to meet the requirements set forth by the IDEA.

The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

Lowville Academy will facilitate collaboration between its CPSE/CSE and agencies with whom the district contracts to provide programs and services indicated on students' IEPs, including JL BOCES and all applicable preschool agencies (i.e. LCGH, Milestones/LL, JRC/Bright Beginnings and Benchmark) to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student attendance, progress toward annual goals, and/or the need for revisions to IEPS in order to address new needs demonstrated by the student. This collaboration will occur by sharing written guidance documents, as well as through phone and email communication and participation in regularly scheduled meetings held either virtually or in-person as circumstances allow.

The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Within all three models of instruction, LACS will ensure that SWDs have access to the accommodations, modifications, supplementary aids and services, technology [including assistive technology] as indicated in their IEPs.

- Student IEPs will be reviewed to identify individual needs that may require updated interventions and/or strategies in light of current DOH health and safety requirements, including, but not limited to:

- Students with documented medical, sensory and/or mental health conditions for whom wearing masks present a valid, negative circumstance may need to have alternative safety precautions identified and added to their IEPs.
- Students with more significant disabilities who require close, personal contact with staff to meet their needs may need to have additional safety precautions identified and added to their IEPs.
- Individual safety plans that utilize a multi-tiered system of support/intervention will be developed for students with behavioral management needs who challenge and refuse to comply with required health and safety mandates.

The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

- In an effort to facilitate collaboration with parents, a case-manager will be identified for each SWD to serve as the first point-of-contact between home and school. Parents will be notified of who will serve in this capacity for their child and provided with multiple forms of contact information for him/her.
  - The case-manager will establish the parent's preferred language or mode of communication and utilize their recorded preference in all verbal and written communication regarding the provision of all special education programs and services to his/her child.
- Collaboration with parents regarding the provision of special education programs and services for SWD will be on-going through the use of both verbal and written communication including, but not limited to, phone calls, teleconferences, videoconferences, parent-teacher conferences, email, daily logs, texting, and letters to parents.
- Agreements made through collaboration with parents regarding the provision of special education programs and services for SWD will be documented through the use of both informal record-keeping methods [including narrative summaries, checklists, spreadsheets, etc.] as well as formal reporting systems [Report cards, parent-teacher conferences, quarterly progress reports, CSE meetings, Prior Written Notice letter, etc.]

Career and Technical Education

*While planning for CTE instruction, whether through in-person, remote, or hybrid models, school districts and BOCES must ensure that all applicable NYS Learning Standards are met and content that is critical for meeting these standards as well as requirements for applicable industry certifications or other postsecondary credentialing is identified. (*Recovering, Rebuilding, and Renewing)*

Bilingual and World Languages

The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). It is critical

that all communications with ELL students and their families be in their preferred language and mode of communication.

*While many ELLs may have benefited from learning through remote learning platforms, it is important to consider their unique needs and to strengthen the home language and supports necessary for English language development utilizing synchronous and asynchronous learning. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

Qualifying schools that reopen using in-person or hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The Lowville Academy & Central School District for July and August 2020 and for the first 20 school days of the 2020-2021 school year will immediately review the completed Home Language Questionnaire for all students who enroll. Any student for whom a language other than English is indicated as Home Language, the district will complete the Interview portion of the identification process within 30 school days. If the results of the HLQ and the Individual Interview indicate that the student understands or speaks a language other than English and does not appear to be proficient in English (does not respond to interview questions with communicative competence in English), AND is not identified as a student with a disability (does not have an IEP), the NYSITELL will be administered within 30 school days for students who register in July or August 2020 or during the first 20 school days of the 20-21 school year. Prior to or upon the end of the 20 day flexibility period, identification of ELL will resume for all students within required 10 school days of initial enrollment at Lowville Academy & Central School District as required by Commissioner's Regulations Part 154.

Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Lowville Academy & Central School District is currently advertising and searching for a certified ESOL teacher to provide required instructional Units of Study for district ELLs. The district's instruction and support of ELLs will be provided by certified educators according to the units of study minutes per week during all in-person, hybrid and remote instructional periods. ELLS students will be prioritized for in-person instruction in the event of hybrid or remote instruction periods.

Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process Provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

Families of ELLs will be asked to indicate their preferred language for school communication. Written

translation of documents and oral translation at meetings/conferences will be provided to families in their preferred language. The school handbook and Code of Conduct will be translated and provided, along with all other Opening Day Packet materials. Translation of daily/weekly teacher communication, classroom newsletters, and other frequent contact between classroom and home will be translated for families. When bilingual faculty can assist with the translation services, the district will utilize their expertise. When translation needs require additional assistance beyond our capacity, the district will utilize digital or technology supports or professional services contracts as needed.

School Schedules

COVID-19 required schools to make critical adjustments to their instructional model in March 2020 with little or no time to plan. As schools devise their re-opening plans for the 2020-21 school year, plans must address resuming in-person instruction. However, scheduling decisions must be informed by health and safety standards and the most up to date guidance from the New York State Department of Health. Consideration must also be given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each unique school and district. Schools are given the ability to restructure their programs using flexible scheduling models— taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction.

*If COVID-19 cases develop, schools/districts may consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, schools/districts may choose to temporarily move classes where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared. (*Recovering, Rebuilding, and Renewing)*

Technology and Connectivity

*Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet are essential for educational equity. The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

Have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence;

- Send an initial survey to verify connectivity of staff and students.
- Make direct contact with those who do not have access to high speed broadband or do not respond to the initial survey.

To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and

- Students in grades 3-12 are 1:1 with Chromebooks and are free to take these home for remote learning.
- Students in grades 1-2 are 2:1 with Chromebooks and will be provided a Chromebook based on need.
- Students in grades PK-K will be offered high quality instruction in either a virtual setting or through school provided hard copies.
- All teachers will be provided a laptop for home use.
- Wireless hotspots will be provided as available, based on a needs basis to students and teachers that lack access to high speed internet.
- The district will increase WiFi connectivity in the outdoor spaces around the school for students and staff to have additional access in the event we are remote.

Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

- During the summer of 2020 a gap analysis was completed by teachers to identify learning standards taught during the COVID-19 closure so that instructional decisions can be made to assure learning standards are covered with fidelity.
- In the event that students do not have sufficient internet access and wireless hotspots are unavailable to will not work reliably at their home, LACS will provide print materials that provide multiple learning opportunities to access grade level standards.
- Give all students some onsite instructional time weekly aligned to grade level standards.
- Provide multiple instructional opportunities in remote settings to assure that grade level standards are accessible by students of various learning needs.

Attendance and Chronic Absenteeism

*School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in their learning. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

ATHLETICS AND EXTRACURRICULAR

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As schools plan for reopening in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols.

*Per the reopening guidance issued by the NYS Department of Health, schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

Per the reopening guidance issued by the NYS Department of Health, schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings)

1. Students will stay home if they do not feel well.
2. Coaches must direct students to enter the facility individually, maintaining social distance and assure that each participant has a face covering. Face coverings and social distancing must be utilized on the way to and from practice.
3. Coaches should take daily attendance of group members and MUST complete the COVID 19 monitoring form (use the provided form). Coaches must keep these monitoring forms so that they are available upon request.
4. Prior to beginning Conditioning workouts everyone must use hand sanitizer.
5. During Conditioning workouts everyone must maintain social distancing.
6. Coaches must wear face coverings at all times.
7. Participants may remove their face coverings when conditioning, but must maintain social distancing. Participants must wear face coverings when social distancing is not possible.
8. Each individual must have their own labeled water bottle. Social distancing must be maintained during water breaks.
9. Hands must be sanitized following any water breaks.
10. When leaving the facility students should maintain social distancing and proper face covering procedures, and use hand sanitizer.

For further considerations on interscholastic athletics and activities, consult the guidance provided by NYSPHSAA and NFHS

STAFFING

*Among school-based factors, teaching and school leadership are the two greatest influences on student learning. As LEAs create their plans for the 2020-2021 school year, they: must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can also employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment; should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and should consider whether their currently approved APPR plans may need to be revised to be consistent with their plans for reopening, whether in-person, remote, or a combination of the two. (*Recovering, Rebuilding, and Renewing)*

Mandatory Requirements

Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.