

IROQUOIS CENTRAL SCHOOL DISTRICT COVID-19 Re-entry Plan 2020-2021

This plan is for the following schools:

Elma Primary
Marilla Primary
Wales Primary
Iroquois Middle School
Iroquois High School

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Introduction

The Iroquois Central School District's COVID-19 health and safety reopening plan establishes and explains the necessary policies, practices and conditions necessary to meet the Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) guidelines for COVID-19, the State's "New York Forward" guidelines, along with federal Occupational Safety and Health Administration (OSHA) standards related to employee safeguards and potential exposure to COVID-19. As the health and safety of District staff is our top priority, the plan has a strong commitment to those measures.

The reopening plan is divided into logical categories. Each category contains guidance, procedures, protocols, and/or other measures which explain practices that need to be considered in order to maximize the health and safety of students and staff.

A short description of the plan categories is provided below:

Communications

Describes the channels the District will utilize to communicate with parents, students, faculty & staff regarding information on COVID-19 and related topics.

Operations

Explains health and safety protocols for COVID-19 testing, contact tracing workplace risk assessment, cleaning and disinfecting, and ventilation and HVAC. Provides procedures for buildings & grounds, transportation, and food service.

Health & Safety Protocols

Describes safeguards for public health and safety including healthy hygiene practices, use of masks, symptom monitoring & screening, plans for when a stakeholder becomes sick, readmission, and protocols for social distancing.

Building Procedures

Explains building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal, and extracurricular procedures.

Academics

Describes instructional models, prioritizing standards, academic gaps and interventions, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the District will determine the instructional model for the 2020-2021 school year. All core and special area courses will follow the specifications of the determined model.

Social Emotional Supports

Describes the steps taken to create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.

Athletics

Explains general considerations for health and safety precautions with athletic practices, competition, sporting venues, locker rooms, gyms, game operations, offseason programs, and sports medicine.

Communications

General Information

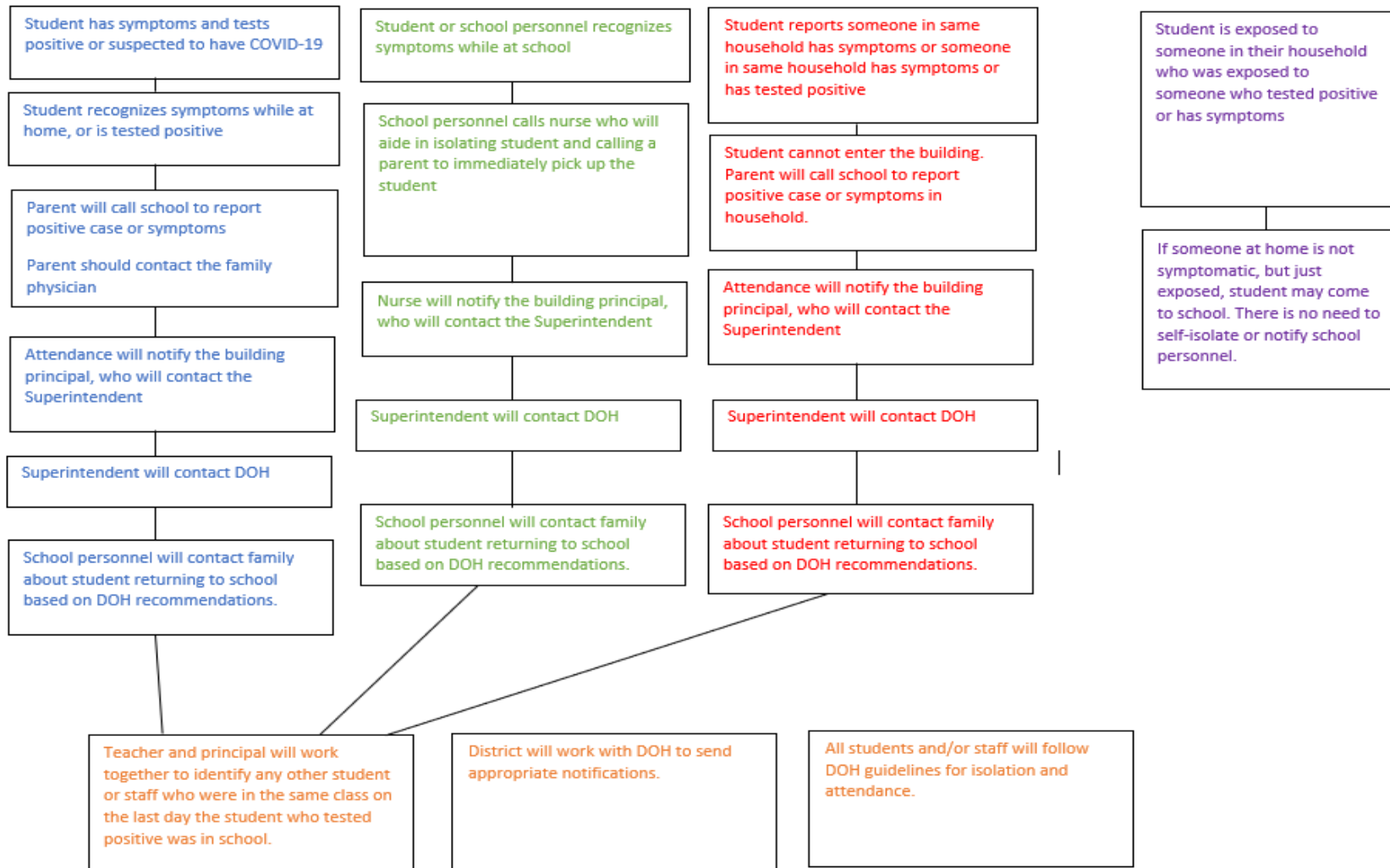
The District will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the COVID-19 pandemic. The most highly utilized channel is our email and message mass communication system, Blackboard Connect. The system sends voice mail alerts, usually pointing to an explanatory document or letter on the school District website. The school website <https://www.iroquoiscsd.org/domain/667> is the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the District and each school building. The website has a dedicated page to all District correspondence, sorted chronologically, regarding the re-opening of school. The website also has dedicated links to guidance documents released by the Department of Health, New York State Education Department, Governor's Office, and the Centers for Disease Control.

Parent & Student Notification

The District will provide guidance to parents and students with the following information regarding COVID-19:

- When/how long to stay home from class/other activities if they are sick. This will include details on how this will affect grading policies.
- What to do if exposure is suspected and what will happen if a student tests positive. This should include details about isolation and when they can return to campus/class/activities. This will also include details about procedures if a student's close contact tests positive.
- How student health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to campus in the fall, including any new procedures, updates to timing, etc.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures students in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.

Iroquois CSD Process for Students - COVID-19



Faculty & Staff Notification

The District will provide guidance to faculty and staff with the following information regarding COVID-19:

- When/how long to stay home from work if they are sick. This will include details on how this will affect sick time allowance.
- What they should do if exposure is suspected and what will happen if an employee tests positive. This should include details about isolation and when they can return to work. This will also include details about procedures if an employee's close contact tests positive.
- How employee health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to work, including any new procedures, updates to timing, etc. This should include details on who is permitted to work from home and under what circumstances.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures employees in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.
- How workspaces/classrooms/common areas will be cleaned/disinfected and what the responsibility is of employees vs. institution.

Iroquois CSD Process for Employees - COVID-19



Operations

Before Opening

Prior to reopening the school buildings administrators will consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources. Administrators will also ensure that appropriate inventory of personal protective equipment (PPE), and cleaning/disinfection have been purchased. The District will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering. The District will also train all faculty and staff ("employees") on the precautions either remotely or in-person. A workplace risk assessment will also be conducted in each of the buildings. In each building the Principal will be the COVID-19-point person who will report to the Superintendent. The Superintendent will act as the District point person.

Cleaning & Disinfecting

The District will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which should be cleaned and disinfected between each individual's use, if shared. If cohorts are used, cleaning and disinfection may take place between each cohort's use rather than everyone. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed.

A deep cleaning of all buildings will take place prior to students and staff being reintroduced. Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building. Daily cleaning and disinfecting will be conducted in high-touch areas (door handles, sink handles, drinking fountains, electronics, shared objects). While most surfaces will need normal routine cleaning, including outdoor areas, frequently touched will require daily disinfection as well. Restrooms should be cleaned and disinfected more often depending on frequency of use.

Office spaces will be cleaned on second shift daily. High touch areas in office spaces will be disinfected daily.

Toys, classroom objects, community play materials, community supplies, and physical education equipment will be disinfected daily. When using the playground, students will wash hands or use hand sanitizer before and after use.

Coverage hours for cleaning staff will be appropriate to allow more frequent cleaning throughout the day, including frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas.

Custodial and cleaning staff will also clean and disinfect routinely throughout the day. Custodial staff will maintain a daily cleaning log documenting date, time, and scope of cleaning, and keep it on file at each building.

Custodial and cleaning staff will be provided with disposable gloves and masks to perform their cleaning and disinfecting duties.

The District will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19”.

The District will provide disposable wipes and disinfectant spray to faculty and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene. If an employee becomes ill with COVID-19, the District will work with the Department of Health [DOH] to determine building closure, disinfecting and notification to staff and families.

Buildings and Grounds staff will receive training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.

Ventilation

The buildings and grounds staff will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors unless they pose a safety or health risk to students using the facility.

Hygiene

Sanitizing products will be provided and located in each classroom. The products will also be provided and located on/near commonly shared equipment and supplies (e.g. copiers). Prior to use of a shared piece of equipment, the employee should sanitize the parts that will be touched. After use of a shared piece of equipment, the employee should sanitize the areas that were touched. Employees should then practice handwashing or hand sanitization procedures.

They must ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. The District must maintain logs that include the date, time, and scope of cleaning and disinfection. The District will identify cleaning and disinfection frequency for each facility type and assign responsibility. Buildings and grounds employees will provide and maintain hand hygiene stations for personnel, including

handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

Summer Visitors Construction Contractors, and Non-Essential Employees

The building will be closed for the summer with only essential staff, any other employees assigned to work when absolutely necessary, and construction contractors being within the building.

Visitors who buzz for entry to the building should be communicated by using the buzzer system only. Employees will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If they are dropping something off, they should be advised to leave the item at the door.

School Year Visitors, Construction Contractors, and Non-Essential Employees

Visitors to the building will be limited during the school year. Individuals need to have made a scheduled appointment with the school office. Non-essential visits are prohibited to reduce the risk of exposure [i.e. lunch with your child, classroom visit, presenters].

Visitors with appointments will be required to respond to monitoring questions, sanitize their hands upon entry to the building and wear a face covering, disposable masks will be available for those who need one. School staff will screen visitors with appointments and complete the health questionnaire in secure entryways.

Visitors who buzz for entry to the building should be communicated by using the buzzer system only. Individuals will be asked the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If they are dropping something off, they will be advised where to leave the item.

To the extent possible, deliveries should be made to building loading docks. Delivery people shall be requested to wear a face covering when entering the building. Social distancing will be practiced.

Transportation

The District supports as a viable option for families to transport their own child[ren] to school.

Bus drivers and attendants will be monitored daily, including responding to self-monitoring protocol. Bus drivers and attendants will always be required to wear a mask. Students and staff shall wear face coverings at bus stops and must wear a mask on buses. When assisting students directly, drivers or attendants will wear gloves.

Buses will be cleaned and disinfected daily. Surfaces will be sanitized daily.

Students will be required to wear facial coverings when riding on buses where six feet of social distancing cannot be enacted. Social distance will be created between children on school buses where possible.

Parents and students are to maintain 6-foot distancing for members not of the same household at bus stops and while loading and unloading.

We will seat students from the rear of the bus forward with assigned seating [except for children in the same household] to limit students from walking past each other. To reduce density, we will require children from the same household to sit together without a seat between them.

Food Service

Food service workers will be monitored daily and self-reporting any COVID-19 type symptoms.

Kitchen areas will be cleaned and disinfected daily. Food service workers will always wear face coverings. Equipment, including high touch objects will be disinfected daily or more often given the rate of usage.

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce.
- Consider how workstations can be reorganized for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize the number of staff in the kitchen.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger mealtimes to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least six feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to encourage that students remain at least six feet apart in lines or while waiting for seating.
- Install physical barriers, such as sneeze guards and partitions, at Point of Sale [POS] and other areas where maintaining physical distance of six feet is difficult.

Cafeteria tables will be disinfected between lunch periods.

Space for Breakfast and Lunch

To allow for social distancing, multiple rooms and polycarbonate shields will be

used for student meals. The locations may include the cafeteria, outside locations and classrooms. Special attention will be paid for those classes with peanut and other food allergies. Students will wear masks whenever they are not seated in the Cafeteria- including arrival, securing food, and returning trash. Floor spaces will be marked at six-foot intervals to ensure social distancing while waiting to be served.

Absentee Protocols

If any faculty or staff have health concerns which may prevent them from working in the buildings, they should contact their principal as soon as possible. Accommodations for at-risk employees with underlying medical conditions or who have household members with underlying health conditions will be made to the extent practicable. Employees should contact their supervisor to initiate the discussion.

Employees seeking medical accommodations will follow ADA guidance:

- *How does the disability create a limitation?*
- *How will the requested accommodation address the limitation?*
- *Is there another form of accommodation that could effectively address the request?*
- *How will the proposed accommodation enable the employee to continue performing the essential function of their job?*
- *Is the requested accommodation reasonable or will it create an undue hardship?*

Building Principals working with the Superintendent will be the designated staff responsible for COVID-19 concerns. Questions should begin with the building principal who will contact the Superintendent as needed.

Safety Drills

Safety drills will be performed in conjunction with social distancing to mitigate the spread of infectious diseases within reason.

Health & Safety Protocols

The District will maintain protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Specifically, appropriate PPE means, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. The District will provide information to staff and students on proper use, removal, and washing of cloth face coverings.

According to Executive Order 202.17, any individual who is over age two (2) and able to medically tolerate a face-covering shall be required to cover their nose and mouth with a mask or cloth face-covering when in a public place and unable to maintain, or when not maintaining, social distance.

The District must allow students, faculty, and staff to use their own acceptable face coverings, but cannot require faculty and staff to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (e.g., surgical masks, N-95 respirators, cloth-based coverings), as long as they adhere to the minimum standards of protection for the specific activity. The District may otherwise require employees to wear more protective PPE due to the nature of their work. If applicable, employers should comply with all applicable OSHA standards.

The District will provide students and staff with acceptable face coverings at no cost and will maintain an adequate supply of face coverings in case of replacement. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. Personal cloth face coverings should be washed frequently.

Disposable surgical masks should be discarded in the trash. Face coverings are strongly recommended at all times, except for meals and instruction with appropriate social distancing. The District will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.

Masks or cloth face-coverings **must be** worn when:

- Any time personnel are less than six (6) feet apart from one another.
- Upon entry to the building until arriving in your workspace.
- While in any common spaces, at the start and end of shifts, break rooms for lunches and breaks, supply closets, restrooms, hallways.
- When in tightly confined spaces occupied by more than one individual at a time.
- When there is more than one occupant in a District vehicle.

Masks or cloth face-coverings **do not need to be** worn when:

- At least six (6) feet of social distance is able to be maintained and Polycarbonate dividers are utilized.
- In-person gatherings when held in an open, well-ventilated space with appropriate social distancing among participants.
- Employees are in their normal workspace while observing social distancing or working alone within a workspace.

Exceptions to mask/face covering requirements will be made for staff and students who provide a doctor's notes for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.

Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Further guidance on mask breaks including duration and frequency will be forthcoming.

Transparent face coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance; and for this reason, individuals – including students – must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the school.

However, whether this plan indicates a mask does not need to be worn in a given scenario, all employees reserve the right to wear a mask in a situation when they are not required. All students, faculty and staff should be considerate of those who are wearing a mask and those employees who request that they put a mask on for their interaction.

The District may use alternate PPE (i.e., face shields or coverings that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain students (e.g. hearing impaired) that benefit from being able to see more of the employee's face.

Teachers and support staff will reinforce proper hand hygiene and cough/sneeze covering with all students. Educational training regarding handwashing, facemask protocol and other public health measures shall be available to students and staff.

Times should be designated on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:

- at the start of the day when children enter the classroom | before snacks and lunch
- after using the toilet or helping a child use a toilet
- after sneezing, wiping, and blowing noses
- after snacks and lunch, particularly if hands are sticky, greasy or soiled when students come in from outdoor play or recess

The District will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined trash receptacles.

Health Monitoring

Active surveillance for severe acute respiratory syndrome coronavirus will be essential to informing school policy and public understanding over time. It will not be possible to reduce the risk of COVID-19 transmission in schools to zero.

A fever is technically defined as a body temperature of 100.0°F or higher, according to the Centers for Disease Control and Prevention. The fever temperature is consistent for both children and adults.

Faculty and staff are required to stay home if they are sick. Parents are required to keep sick children home.

Employees shall self-monitor for signs and symptoms of COVID-19 daily (see BUILDING ACCESS section).

Per the CDC, a wide range of symptoms associated with COVID-19 have been reported – ranging from mild symptoms to severe illness. Anyone can have mild to severe symptoms.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- experiencing or have any symptoms associated with COVID-19 including but not limited to fever, or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste/smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea.
- been in contact with anyone who has tested positive for COVID-19 infection within the last 14 days.
- been in contact with anyone who is currently in quarantine for suspected COVID-19.
- have a measured temperature of 100.0 or higher today.
- have traveled out of NYS in the last 24 hours.
- have received a positive COVID-19 test result in the past 14 days.

If employees believe they are experiencing symptoms, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor.

Signs will be posted throughout the facilities and school buildings reminding employees of the COVID-19 symptoms and to frequently self-monitor.

Daily Employee Health Screening Procedures

On a daily basis, upon arriving to work, employees must respond to the following statements:

1. I am not experiencing or have any symptoms associated with COVID-19 including but not limited to fever, or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste/smell, sore throat, congestions or runny nose, nausea or vomiting, diarrhea.
2. I have not been in contact with anyone who has tested positive for COVID-19 infection within the last 14 days.
3. I have not been in contact with anyone who is currently in quarantine for suspected COVID-19.
4. I have checked and do not have a measured temperature of 100.0 or higher today.
5. I have not traveled out of NYS in the last 24 hours.
6. I have not received a positive COVID-19 test result in the past 14 days.
7. I meet all the health qualifications listed above and will work today.

Employees who are at school, that do not pass this health screening should immediately contact their supervisor for further instructions. If you are at home, please call in, following your normal call-in procedures and notify your supervisor.

The District will work with each individual employee who sets forth this information to determine use of leave and return to work protocols, in accordance with guidance and directives that have been issued by the federal, state and local public health authorities and governmental agencies.

The District will report to the Erie County Dept. of Health and assist, as directed by them, regarding any tracking of students/staff.

Positive Screen Protocols

Any individual who displays symptoms of COVID-19 exposure or symptoms, must be immediately sent home with instructions to contact their health care provider for assessment and testing.

- Students who display symptoms (i.e. onset of COVID-19 symptoms) must be immediately separated from other students and supervised until their parent/legal guardian or emergency contact can retrieve them from school.
- Responsible Parties should provide such individuals with information on health care and testing resources, if applicable.
- Responsible Parties must immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19.

Responsible Parties must require individuals to immediately disclose if and when their responses to any of the aforementioned statements change, such as if they begin to experience symptoms, including during or outside of school hours.

Plan for when a staff member, student, or visitor becomes sick

Each school will identify an area to separate anyone who exhibits COVID-like symptoms during hours of operation and ensure that children are not left without adult supervision.

The school will work with the families to safely transport anyone sick to their home or to a healthcare facility, as appropriate.

Health officials, staff, and families will be notified of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

Areas used by any sick person will be closed off per DOH guidance and not used until they have been disinfected.

Sick staff members or children will not return until they have met CDC and/or DOH criteria to discontinue home isolation.

Those who have had close contact, as determined by DOH, with a person diagnosed with COVID-19 will be informed to stay home and self-monitor for symptoms, and to follow CDC or DOH guidance if symptoms develop. If a person at home does not have symptoms, follow appropriate CDC or DOH guidance for home isolation.

Any employee or student who displays symptoms of any of the above criteria (i.e., test, or close contact) is prohibited from entering the school. They will be sent home with instructions to contact their health care provider for assessment and testing.

The District will refer to NYSDOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" regarding protocols and policies for individuals seeking to return after a suspected or confirmed case of COVID-19 or after close or proximate contact with a person with COVID-19.

The District will cooperate with the Erie County Department of Health on contact tracing efforts, including notification of potential contacts, such as employees or students who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

The health office will have an isolation area for suspected sick students until such time as the student can be transported home or to the hospital

If necessary, the District will have ready a plan for deep cleaning, disinfection, and temporarily closing as ordered by the DOH, in the event of a positive COVID-19 case.

Cleaning & Disinfection Following Suspected or Confirmed COVID-19 Case

The District must provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.

If someone is suspected or confirmed to have COVID-19:

- The District will consult with DOH to determine if they should close off the affected areas (e.g., classroom, restroom, hallway).
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible.
- 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.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Plan for returning to school

If a staff member or student is diagnosed with COVID-19, **with or without** positive test and/or symptoms, the District will refer to [CDC/DOH protocol](#) for return to school or work. This may need to be considered for family and/or household members who are positive of COVID-19, as carriers can be asymptomatic. If a student becomes ill, they must remain home until they have been cleared working with the school and following DOH guidelines.

If an employee tests positive for COVID-19, regardless of whether the employee is symptomatic or asymptomatic, the employee may return to work after:

- Completing at least 10 days of isolation from the onset of symptoms, **OR**
- Completing at least 10 days of isolation after the first positive test if they remain asymptomatic.

If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time **AND** is experiencing COVID-19 related symptoms, the

employee may return to work after completing at least 10 days of isolation from the onset of symptoms.

- “Close contact” is defined as being within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated.

If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time **AND** is not experiencing COVID-19 related symptoms, the employee may return to work upon completing 14 days of self-quarantine.

If an employee is deemed essential and critical for the operation or safety of the business, as determined by the employee’s supervisor and a human resources representative in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work if the employee complies with the following practices:

- Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0F every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer’s occupational health program.
- Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after the last exposure.
- Social distance: The employee must comply with social distancing practices, including maintaining, at least, six feet of distance from others in the workplace when possible.
- Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
- Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after the last exposure.

Compliance will be monitored and documented by the District and employee

If an employee is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at work, the employee must be separated and sent home immediately and may return to work after completing at least 10 days of isolation from the onset of symptoms **OR** upon receipt of a negative COVID-19 test result.

Testing Protocols

The District will refer individuals to the DOH for diagnostic testing for students, faculty, and staff for COVID-19, in consultation with the Erie County Health Department officials, when needed, which will include plans for testing of symptomatic individuals, close contacts of COVID-19 suspected or confirmed individuals, and individuals with recent international travel or travel within a state with widespread transmission of COVID-19 as designated through the New York State Travel Advisory, before allowing such individuals to return to in-person to the

school.

Notification

The District must notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff, and visitors.

Tracing Support

In the case of an individual testing positive, the District will support local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program.

Confidentiality must be maintained as required by federal and state law and regulations. Responsible Parties must cooperate with state and local health department contact tracing, isolation, and quarantine efforts.

Care Coordination

The school nurse coordinates school health services with the school physician to manage, prevent, and/or reduce health issues. The team will coordinate with the student's family and health team and include trauma informed education practice to address the health needs of students.

The student support team will establish community behavioral health protocols and coordinate with outside agencies to address the behavioral needs of students. The student support team consists of school health professionals, counselors, social workers, school psychologists.

The school nurse and student support team will identify students with pre-existing medical or mental health conditions to determine if treatment has been interrupted, medication or supplies have run out, or important appointments or procedures have been missed.

School nurses must develop protocols for asthma-related acute respiratory treatment care using up-to-date standard of care:

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker; (need to provide N-95 masks for nurses who are suctioning or assisting w/nebulizer treatments)
- Consult with students' health care providers for alternate asthma medication delivery systems.
- Consult with the school maintenance and facilities department for environmental controls.

The school nurse will communicate with the student's teachers to address current health care considerations by:

- Revising IHP's
- Determining the special healthcare needs of medically fragile students
- Communicate with parents and health care providers to determine return to school status and communicate with Director of Student Services if IEP's/504 plans need to be amended as indicated.

Social Distancing

Faculty, staff, and students need to ensure at least six feet of distance between individuals, to the greatest extent possible with other safety measures, unless safety or core function of the activity (e.g., instruction) requires a shorter distance. However, any time that individuals are less than six feet from one another or students, they must wear acceptable face coverings. Each classroom teacher will evaluate their room layout to determine its capacity fall within parameters of proper social distancing to the greatest extent possible.

We encourage six feet of distance between individuals where feasible. At the same time, a lesser distance when combined with the other measures outlined in this list of safety requirements may be considered, because of the reduced susceptibility in children and lower apparent rates of transmission.

Seating/desks will be spaced at least six feet apart or if the size of the classroom is not indicative, seating will be spaced to the greatest extent possible and masks will be used by students and staff. Desks should be turned to face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart.

Extra/unnecessary furniture will be removed from rooms to create the maximum space possible between individuals in shared spaces. Students will be seated at individual desks to the maximum extent possible. All student furniture will be positioned to face in the same direction. Individualized seating from other buildings will be used to replace multi-student seating such as tables and chairs to the maximum extent possible.

In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, shall wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

Polycarbonate dividers will be utilized in all classrooms to further mitigate risk. When seated behind the polycarbonate dividers, students can remove masks as long as they remain at a six-foot distance from others.

Tightly confined spaces will be occupied by only one individual at a time unless all occupants are wearing face coverings. If occupied by more than one person, will keep occupancy under 50% of maximum capacity.

Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.

- In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.

Social distancing markers will be posted using tape or signs that denote six-foot of spacing in commonly used and other applicable areas on the site.

Elementary Student groups: To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools will maximize keeping students in the same group throughout the day and middle and high schools are encouraged to minimize mixing student groups to the extent feasible.

SED's initial requirements and related guidance are as follows

- **Cohorts:** Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

Gatherings, events, and extracurricular activities are limited to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas.

Whenever possible, conduct remote extracurricular activities (non-athletics) via video conferencing. All extracurricular/interscholastic after school activities will require all students to provide their own transportation home.

To reduce student density in a cafeteria, meals may be served in classrooms. Individually plated meals can be served, and activities can be held in separate classrooms.

Arrival and drop-off times may be staggered, or other protocols put into place that limit direct contact with parents as much as possible.

Each child's personal belongings should be kept separated from others' and in individually labeled containers, cubbies, or areas. If possible, avoid sharing electronic devices, toys, books, and other games or learning aids. Place communal materials in special areas.

Classrooms should have adequate supplies in order to minimize sharing of high touch materials to the extent possible (art supplies, music equipment, general classroom supplies) or use of supplies and equipment should be limited by one group of children at a time and cleaned and disinfected between use.

Each building will need to create traffic patterns that best adhere to the social distancing guidelines. Such rerouting must address accessibility issues.

Signage

Signs will be posted throughout the school buildings to regularly share messages with the school community, consistent with DOH COVID-19 public health protections against COVID- 19.

Signage will 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, and how they should do so.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Closure Contingency Plans

Closure includes contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education, and/or closing the school.

Closure triggers: The District will work with DOH and other state agencies identify conditions that may warrant reducing in-person education or closing the school.

Operational Activity: The District will determine, in consultation with the Erie County Department of Health, which operations will be decreased, or ceased and which operations will be conducted remotely. The closure process may include phasing, milestones. The Superintendent will make the decision to close and key personnel will follow the emergency closure plan.

Communication: The District will utilize its communication plan to notify individuals internally and externally throughout the closure process.

Building Procedures

This section explains building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal, and extracurricular procedures.

All Building Access

Any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and DOH guidelines for COVID-19 symptoms) will be excluded.

Parents/Guardians shall screen students residing in their home before leaving for school and to keep students at home if they have symptoms:

- experiencing or have any symptoms associated with COVID-19 including but not limited to fever, or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste/smell, sore throat, congestions or runny nose, nausea or vomiting, diarrhea.
- been in contact with anyone who has tested positive for COVID-19 infection within the last 14 days.
- been in contact with anyone who is currently in quarantine for suspected COVID-19.
- have a measured temperature of 100.0F or higher today.
- have traveled out of NYS in the last 24 hours.
- have received a positive COVID-19 test result in the past 14 days.

Parents/Guardians should contact the school to report an issue with a child.

Staff will be instructed to self-screen before leaving for work and to stay home if they have symptoms consistent with COVID-19.

- experiencing or have any symptoms associated with COVID-19 including but not limited to fever, or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste/smell, sore throat, congestions or runny nose, nausea or vomiting, diarrhea.
- been in contact with anyone who has tested positive for COVID-19 infection within the last 14 days.
- been in contact with anyone who is currently in quarantine for suspected COVID-19.
- have a measured temperature of 100.0F or higher today.
- have traveled out of NYS in the last 24 hours.
- have received a positive COVID-19 test result in the past 14 days.

Building use by external community organizations will not be available until further notice.

Building Traffic Patterns

The District will design measures to reduce bi-directional foot traffic using tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g.,

outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

Considerations for All Schools: Student Flow, Entry, Exit, & Common Areas

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger drop-off locations and put in place other protocols to limit contact between direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Require visitors and parent/guardians use their own pen for signing in/out.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Limit co-mingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- Use polycarbonate dividers to maintain distancing (e.g., reception desks).
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

Small Spaces

The District will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

Faculty & Staff Meetings

Monthly faculty meetings will be virtual. Smaller meetings will adhere to social distancing protocols.

Ideas for Reducing Density

To maximize in-person instruction, measures that have been considered for implementation to decrease density and congregation in school facilities and on school grounds, are:

- Finding alternative spaces in the community to allow for more in-person

instruction.

- adjusting class or work hours, where appropriate and possible.
- limiting in-person presence to only those staff who are necessary to be at the school during normal school hours.
- maintaining or increasing remote workforce (i.e. administrative staff) to accommodate social distancing guidelines.
- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts (i.e. alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).

Elma, Marilla, and Wales Elementary Schools

Building Access

- Ensure that students and families are educated and engaged in the new expectations related to all health policies and protocols.
- Communication plans will include video presentations or written materials (i.e. Handbook), as well as defined times at the beginning of the school year to teach health & safety protocols, with frequent reminders, to review the new policies and procedures.
- Familiarize all participants with mitigations and practices being used to help prevent the spread of diseases.

These practices include, but are not limited to:

- social distancing
 - frequent hand washing and use of hand sanitizer
 - use of face coverings that completely cover the nose and mouth
 - respiratory and cough etiquette
 - polycarbonate student workstations
 - enhanced cleaning/disinfection of surfaces.
- Develop consistent policies to address when clubs, before and after school programs, athletic teams or other outside groups may resume using the school space.
 - The EMW after school care program is subject to the same procedures as the school day. Protocols and expectations should be shared and approved through the District Office, and in accordance with Reopening Plans.

Arrival & Dismissal

- Elementary buildings will open at 8:30 a.m. for arrival of students.
- Parent drop-off/pick-up will be a designated location outside of each building, coordinated and implemented according to guidelines and procedures.

- Vehicle flow and logistics will be considered to accommodate anticipated increase in parent transports.
- Fewer buses will be unloaded in a staggered fashion for arrival.
- Students must report to their classroom upon arrival.
- Students who need breakfast can enter the building to get their food with direction from staff in the parent drop-off or the bus loop, at designated time.
- If parents are signing out at a time other than arrival or dismissal, the procedure will take place in a specified location, based on purpose.
- If family members deliver items for students during the school day, they will be advised where to leave the item.

Classroom Configuration

- Maximize social distancing between student workstations, when determining the classroom layout. Desks should be spaced six feet apart with protective dividers at tables.
- All classrooms will be equipped with polycarbonate dividers.
- Where necessary, assess other space that may be repurposed for storage of instructional materials, to maximize student classroom space.
- Incorporate signage to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow.
- Ensure the classroom cohort will have access to washing stations, and plan for hand sanitizer dispensers and access to sanitizing materials for wiping down any spaces after usage each day or, if needed, between groups.
- Each special area class will be held within the general education class and follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., Music, Library).
- Areas will be designated during the day for students to socially distance and take a “mask break.”
- All designated classrooms will be equipped with appropriate PPE materials, in addition to face masks.

Bathroom/Drinking Fountain Facilities Protocols (In-classroom and Shared)

- The school floor plan will be used to determine the best way to use, assign, and access bathrooms.
- Ways to maximize social distancing in multi-stall shared bathrooms, hand-washing and daily bathroom protocols will be reviewed with students and implemented by teachers.
- Designate a time each day where a sanitizing of multi-stall bathrooms is completed. Increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.

- Students will obtain water from the classroom sink.

Hall Traffic

- Masks must always be worn by students and staff.
- Single line flow of students - Teachers will line students up in the classroom to leave and monitor the hallways when passing.
- Limit face-to-face encounters by designating foot-traffic patterns – such as one-way hallways and by designating entrance-only and exit-only doors, when feasible.
- Install markings on floors to illustrate foot-traffic expectations.
- Hallway etiquette will be the same as rules of the road (stay to the right)

Shared Spaces – Specials (PE, Library, Art, Music)

- Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.
- Sanitizer stations available.
- Shared spaces will have posted guidelines for capacity restrictions.

Outside Space & Playground

- All pertinent guidelines related to social distancing and disinfecting equipment will be used for physical education and physical activity, including recess.
- Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.
- Consider staggering recess times for each class/cohort.

Iroquois Middle School

Arrival & Dismissal

- Parents are not to drop their student(s) off prior to 7:16 a.m.
- Two busses will unload at a time in the designated area.
- Students must report to their first period class upon arrival.
- Students who need breakfast can get their food and go directly to First period.
- Weather permitting, students should wait for parents outside.
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.
- If family members deliver items for students during the school day, they will be advised where to leave the item.

Class Configuration

- Sanitizer stations available.
- Desks are spaced six feet apart.
- All classrooms will be equipped with polycarbonate dividers.
- Each department will follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., FACS, Music, Science, Technology).

Hall Traffic

- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.
- Masks must always be worn by students and staff.
- Hallway etiquette will be the same as rules of the road (stay to the right).
- Single line flow of students must avoid walking side by side.
Teachers will line kids up in the classroom to leave and monitor the hallways between passing periods.
- No congregating in hallways.

Shared Spaces

- Limit Library capacity.
- Sanitizer stations available.
- Water fountains will only be used to fill bottles.
- Areas will be designated during the day for students to be socially distanced and take a “mask break.”
- Students will be directed to step out of bathrooms if they find more than two classmates in the lavatory upon arrival. They should wait in the hall until one of the students leaves.
- Additional areas will be designated and assigned for students to eat lunch.
- Shared spaces will have posted guidelines for capacity restrictions.

Student Pick-Up and Early Release

- Parents will sign students out through the main vestibule and wait for the student

Iroquois Senior High School

Arrival & Dismissal

- Parents are not to drop their student(s) off prior to 7:16 a.m. by the athletic entrance [north end].
- Temperature check of students will be done as they enter the building.
- Locker guidelines will promote minimal storage and use.
- Students wear masks during arrival, dismissal, and any time they are navigating the building.

- Activities will be virtual until further notice.
- Students report directly to first period class.
- Dismissal - Seniors with approved early release need to leave the building immediately after their last class if transportation is provided.
- If family members deliver items for students during the school day, they will be advised where to leave the item.
- PM Ormsby kids that drive will be dismissed from Ormsby

Class Configuration

- All classrooms will have access to polycarbonate dividers, masks, and sanitizer, and disinfectant wipes.
- Each department will follow social distancing guidelines to determine classroom setup and protocols

Hall Traffic

- Limited locker usage during transitions - eliminates the risk of students congregating in the halls.
- Masks must always be worn by students and staff.
- Hallway etiquette will be the same as rules of the road (stay to the right).
- Only touchless features on water stations will be available.

Shared Spaces

- All shared spaces will have access to polycarbonate dividers, masks, hand sanitizer, and disinfectant wipes.

Student Pick-Up and Early Release

- Students must wear masks.
- If a student has to be dismissed due to being ill, they will remain in the nurse's office until they are picked up.

Clubs & Activities

- Activities will be virtual until further notice
- Faculty and staff are responsible for creating a digital sign-up for these activities prior to the event and must only allow those students who pre-registered to participate.

Academics

As we switch from the “emergency learning” experienced during last spring and transition to “planned learning”, we must recognize there are several components to an educational program. They include Social Emotional Learning [SEL], norms and expectations, curriculum, instruction, and assessment. Continuity and equity is of utmost importance. When creating the following document, it was extremely important to create practices and expectations that were not dependent on any instructional situation [In-person, hybrid or virtual]. Doing so, allows for smooth transitions and

transparency.

The following section describes instructional models, prioritizing standards, academic gaps and interventions, structures, and expectations for K-12 hybrid/remote learning, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the District will determine the instructional model for the 2020-2021 school year. All core and special area courses will follow the specifications of the determined model.

Setting the Tone

Members of the Iroquois community, especially our children, may have different needs based on their experience and some may need time and support to transition back to school. This will be accomplished by concentrating on the transition back to school. The primary goal of the first weeks of school will be to work to establish relationships by embedding social emotional learning [SEL], set norms and expectations and assist students, teachers, and families with technology.

The bulleted points listed below are areas that should be considered by faculty and staff when planning activities for welcoming back students and re-orienting them to school.

Projected Issues for Students Upon Their Return

- Financial and economic impact on family: school supplies, clothing, housing
- Separation anxiety for young students
- School avoidance, anxiety, and phobia
- Focus will be on health rather than school
- Parents anxiety projected onto kids
- New rules and regulations are going to be a stressor
- No Wi-Fi in their house
- Parents' or students' phones were shut off
- Online meetings for some students were overwhelming and hard to concentrate
- Racial issues and conflict in our world right now are affecting the kids
- Hard to manage different platforms for assigned work
- Stressors over money, food, job loss, having to care for siblings
- Anxiety intensified (not being in school, not seeing friends, worry about getting sick, anxiety turning into depression)
- Struggle with motivation to do work, not keeping up with assignments even with teacher support
- Loneliness
- Frustration when there are different expectations on how family members, neighbors or friends' families are handling quarantine
- Kids have different levels of awareness of the situation

Parent perspective

- Uncertainty of what is going to happen
- Lack of structure and frustration over virtual experience
- Trying to figure out how to help children with academics
- Stressors with kids being overwhelmed and helping with multiple children at once
- Helping kids while still working either from in or outside the home
- Health issues of family members
- Financial concerns
- Children who have not had notable struggles are now having significant anxiety or depression

Issues for Staff

- Administrators and staff experiencing stress trying to meet kids' needs, state expectations
- Worry about kids who were disengaged (are they ok emotionally, safety concerns)
- Stressors of meeting professional expectations and needs of students while managing and meeting needs of their own children and families
- Health concerns

School Perspective

- Concern about how younger children view school because everything happened so abruptly (is it safe?)
- Kids who were already struggling with problems have the issues intensified
- Uncertainty with parents, stress dealing with schoolwork
- Lack of structure
- Increased anxiety
- Sleep schedules have been severely disrupted
- Disengagement
- Some families had parents or relatives' contract or die from COVID
- Missing connections with teachers, staff, and friends

Social Emotional Learning [SEL]

Students who experience grief, anxiety and other social-emotional concerns cannot learn without support. It is also imperative to support our faculty and staff facing these apprehensions as well. SEL opportunities are a priority. The social-emotional learning skills or the five core social-emotional competencies, as identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) are the foundations for young people's well-being: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Faculty and staff will receive on-going training to help support their students

In grades K-8, each morning will begin with explicit instruction to build SEL capacity and will be embedded into curricular areas throughout the day. In grades 9-12, SEL will be embedded into each curricular area. The purpose is to help students alleviate anxiety, build stamina and trusting relationships. Resources to be used will include but not be limited to: Restorative circles, STOIC framework, current PBIS programs such as Foundations and Second Step. The District MTSS committee has created a resource of proactive SEL materials for teacher use.

We must also remember the needs of the adults in the District and continue to find ways to support their transition back to the classroom. Materials and local agency contact information will be made available.

Leaders will use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff. To better understand the issues students face, the District will utilize climate surveys and other instrument measures to glean data from students, teachers, staff, administration, and parents.

We will begin by continuing the plans and structures already in place:

- District Student Services Team will develop specific plans for identified students to support the transition back to school
- Referrals to Mental Health Counseling in community
- Check-ins with students that have struggled during the shut down
- Transition meetings with counselor and virtual tour of the building
- Offering virtual tours for new students

We will examine these possible additional steps:

- Create videos of staff so kids can see faces without masks
- Create virtual tours of the High School and other four buildings
- First week "Covid curriculum"/discussion with students about what safety measures we are taking and why.

Supports for Parents

- Information about what we are doing to keep their children safe in school posted on the District website
- Supports in school and community for them

Provide professional development to support educators:

- Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
- Understanding and utilization of trauma-informed practices.
- Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.

Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family and is able to connect with for any needed supports. In addition to in-school structures (i.e., mentors, advisory classes), schools may want to consider community partners who may be able to connect with students and families and supplement the services already being provided by the school.

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).

Actions to consider once the school year begins

Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for your school's context (i.e. community meetings, small group mentoring, brain breaks). Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.

- Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.
- Topics you may consider include but are not limited to:
 - Potential increases in bullying behavior.
 - Grief, loss, and trauma.
 - Mental health and supportive behaviors.
 - Bias, prejudice, and stigma.
 - Preparedness, hope, and resilience; and
 - Fear and anxiety.

Staff should be trained as necessary, and schools should be prepared to support both staff and students that may feel unnerved by these topics or conversations. Schools should be prepared to support an influx of students who may need counseling support.

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of

the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. To improve school culture and climate, districts should:

- Prioritize the health and emotional well-being of staff and students above all
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.
- Video and/or virtual tour to know what to expect

Prioritizing Standards and Curriculum

The District will continue to conduct a curriculum needs assessment throughout the closure period to determine essential standards and skills addressed, as well as those needing reinforcement in the 2020-21 school year. The District will focus on prioritizing standards, which creates clarity around what is to be taught and what students should learn next school year. Furthermore, prioritizing the standards fosters efficient planning and more efficient sharing of resources. These analyses identified what is most important for students to know and be able to do and prioritized our curriculum and teaching around essential standards.

Academic Gaps and Interventions

Among the concerns caused by the effects of the pandemic is closing the learning gap. The Iroquois Central School District will provide appropriate prevention, intervention and/or remediation while ensuring high quality instruction and access to grade level standards for all. In grades K-8, the District will use the Rtl tools and processes to help identify those students in need of additional support. At the high school level, benchmark assessments will be used. In situations where students do not attend school in person, we will attempt to set up an appointment for individual screening, including screening for Kindergarten.

Additionally, teachers will identify the priority standards that will help close the learning gap as efficiently as possible. By determining the skills and content that we want students to acquire by the end of the school year, and grading period, they will be able to revise the scope and sequence of their course to help students reach these goals. This may include addressing the learning gap, throughout the year instead of solely concentrating on it at the beginning.

Structures and Expectations for K-12 In-Person, Hybrid, Remote Learning

Instructional Day

<i>Student Expectations</i>	<i>In-Person</i>	<i>Hybrid</i>	<i>Virtual</i>
<i>Primary K-4</i>	<i>Students will follow the class schedule</i> <i>8:30-3:00</i>	<i>Students will follow the class schedule</i> <i>8:30-3:00</i>	<i>The instructional day will be from 9:00 am-3:00 pm</i> <i>This will include:</i> <i>4 hours of direct online instruction</i> <i>SEL activities, Reading, Math, Science/Social Studies, special area classes. These may be whole or small group meetings.</i> <i>Rtl and Special Education services will be included as necessary.</i>
<i>Secondary 5-12</i>	<i>7:30-2:35</i>	<i>7:30-2:35</i>	<i>The instructional day will be from 8:00 am – 2:30 pm and will follow the schedule for in-person instruction. [SEL activities will be embedded in the day]</i>

Grading, Assessment, Feedback and Report Cards

Providing opportunities for students to deepen their understanding of content and skills is essential to every learning situation. Students thrive with specific and timely feedback. It is essential to promote strong student/teacher relationships.

Homework and other assessments assigned to students should be meaningful and purposeful. Teachers should explore and develop multiple modes for assessing student learning beyond an objective assessment. Feedback for work collected for summative assessment and projects should be provided within four days. Daily homework and classwork feedback should be given within two days.

Equity must be promoted. Due dates will be adhered to. However, all members should remain cognizant of students' resources and allow for extenuating circumstances. The purpose of the assignment is to extend and practice their learning. Therefore, having students complete the work is as important as the grade. To the extent possible, zeros will not be earned.

Progress reports will be sent every 5th, 15th, 25th and 35th week. Report cards, will be sent home at the primary levels each trimester and quarterly, using percentages, at the secondary level.

Systems Management

Technology

Technology is essential to move from educational situations smoothly.

Grades K-12 will use the Skooler Learning Management System to post assignments, communicate with students and parents, create assessments, and share digital information.

A Learning Management System (LMS) is used to plan, deliver, and manage the learning content for In-Person, Hybrid or Remote instruction. Content is created in other applications and uploaded and organized within the LMS. Learning content may include documents, videos, learning activities, and assessments.

Communication Protocols for Students and Families

To provide learning, in a consistent and easily accessible manner the District will employ the use of a Learning Management System, [LMS]. This will allow for a daily “starting point” for parents, students, and teachers. SKOOLER is the LMS that has been chosen by the district. It will provide easy access for parent/teacher/student messaging, assignment, calendar, and grade book. Additionally, the program provides single sign on access to programs used often. This will prevent the need for students to re-enter credentials each time they access a program.

Smooth transitions between the three instructional situations are critical. SKOOLER will be used consistently among the three. Teachers will receive training. Additionally, training materials will be provided to parents and students.

Provide clear communication to students and families to share course expectations and online learning participation expectations, including set office hours and opportunities to collaborate with educators and other students.

- District Welcome Letter sent to all students and families including directions for parent access to the Skooler Management System
- Teachers will follow-up with a Skooler post to welcome all students and families outlining class/course schedule and online participation expectations, including teacher contact information
- Teachers will commit to a response time for emails, discussion board posts, and submitted work (Suggested Best Practice: Emails-24 hours, Discussion Board-48 hours, and Submitted Work-72 hours)
- In addition to daily class meetings, teachers will host regular office hours for individual student questions (Suggested Best Practice: two sessions each week, opposite days of class meetings)

Establish remote classroom materials access for students and families

- Provide guidance and ensure all students are able to login to all systems that are a part of the class/course
- Setup, test, and troubleshoot hardware in the audio/video enabled meeting space
- Communicate tech-help protocol for logistical and technical help
- All students will be provided with an electronic device for use at home.
- The District will continue its use of Student and Teacher Technology Support Teams. Resources will continue to be added into the video and document library for access 24/7.
- Outdoor access points to the internet at each school will be provided for students who do not have an internet connection at home. Please see maps of buildings later in the District to locate the access area.
- Keep a regular school schedule with exact times for course/subject area instruction.
- Take attendance for each lesson or course.

Setting Learning Objectives

- Establish weekly checklists with clear instructions that can be followed on- or off-site.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.
- Ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily, weekly, and set intervals.
- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.

Engagement Strategies and Online Tools

Definition of Terms

Asynchronous Learning - Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher-graded written work and projects.

Synchronous Learning - Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an in-person learning experience.

- Using video conferencing (Microsoft Teams) software for daily live (synchronous) lesson instruction.
 - Online Tool: Chat
 - One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in a face-face classroom may feel more comfortable sharing a response in chat. Students can also ask questions and provide insights during the lesson.
 - Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the virtual classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations. Students may type or click at different speeds.
 - Online Tool: Interactive Whiteboard
 - During class meetings, instructors can use the whiteboard to keep learners engaged in the material. Design activities that learners must respond to using the whiteboard tools by typing or drawing. Remember that using the whiteboard will be new for most learners. Offer a practice activity to give them the time and opportunity to figure out how the tools work.
- Record lessons (asynchronous) and store the saved file to an easily accessible location for sharing with students based upon best practice.

Instructional Models

In-Person Model

100% of Staff and students will attend school in the physical building for a full day on each scheduled school day, and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity.

Hybrid Model

Students will be back in school based upon one of the two hybrid models to reduce student population within the building. Students will attend school in-person their assigned day[s] and the rest of the time they would engage in remote instruction. Social distancing measures will be in place. Using this model, students will be actively involved in the school learning environment in a smaller group setting. The school year will begin by using ***Hybrid Option One*** and switch to ***Hybrid Option Two*** based on metrics which shall include, infection rate within the community, transmission rate within a school, and attendance percentages.

Additionally, a cohort model that isolates two or more distinct cohorts of students who attend school shall be implemented to the extent practical.

Students with disabilities in self-contained classrooms will attend for full-time in-person learning each day.

Hybrid Option One

District Wide: 50% of the students will attend each day with the remaining students attending via remote instruction.

Each cohort of students will be assigned the three days they attend in a six-day cycle. Parents shall have the choice of having their child attend in-person or be taught through remote instruction.

Hybrid Option Two

District Wide: 100% of the students will attend each day.

Parents shall have the choice of having their child attend in person or be taught through remote instruction.

Remote Model

Students will not attend school in the physical building. Teachers may be in attendance if DOH allows. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be

explained.

Supporting Diverse Learners

Special Education

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.

PPE and Social Distancing Procedures

Teachers and teacher aides always need to wear facial coverings when working with students who are unable or unwilling to wear face coverings for medical or programmatic reasons. Some teachers may need face coverings that have a clear opening in order to see their mouths during instruction. If teachers are scheduled to work with students who spit, they will be provided with a face shield in addition to face coverings.

When an individual student is unable to wear a mask and/or social distance due to a disability and/or medical condition, the staff/teacher will be expected to follow the PPE guidelines outlined in this plan while working with the student. The student will be provided instruction and accommodations to increase tolerance to wear a mask and understanding of PPE guidelines (i.e. social stories, visual cues, verbal prompting, behavior reinforcement plan, etc.).

If a student requires a break due to sensory or behavioral concerns, a room/area will be provided in accordance with appropriate social distancing and PPE requirements will be implemented. The student will be monitored by an appropriate number of staff to ensure safety.

Maintaining Inclusive Practices and Least Restrictive Environment

To maintain inclusive practices any student integrated into general education settings **for academic instruction** will be included in the same grade level class. The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom.

- **To limit potential exposure, students in multi-grade special education classrooms may attend a special area class (ex. Art, Music, PE) with a different grade level (example: students in a K-2 self-contained class may attend PE with a first grade class versus each student attending specials with his/her grade level.**

IEP services will be provided in accordance with the IEP while following PPE and social distancing guidelines. **Should any changes be necessary to follow the guidelines, the general education teacher, special education teacher, related service providers, and families will discuss the student's individual needs and agree to a prioritized set of services that provide access to the curriculum and enable progress towards IEP goals.** In a hybrid or remote model, families and staff will discuss and agree to a set of prioritized services to be delivered based on each setting.

Evaluations

We will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. We will conduct evaluations remotely and/or in-person while adhering to public health guidelines for the safety of students and staff.

Accommodations and Modifications

Accommodations and modifications will be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications. The IEP Team (general education teacher(s), special education teacher(s), related service providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

Individualized Education Program (IEP) Meetings

We are committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

Progress Monitoring and Reporting

Special Education Teams will continue to use consistent data collection and service log procedure across all learning environments (in school, hybrid, or remote). Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making the necessary adjustments to instruction. Reports on the progress the child is making towards meeting the annual goals will continue to be provided.

Students who are Medically Fragile, Immune Compromised or at Higher Risk due to Medical Conditions

Students who have IEP's/504 plans and/or a Nursing Plan: The Committee on Special Education/Section 504 Committee, including general education teacher(s), special education teacher(s), family, nurse, and related service provider(s) will develop an individualized plan to meet the student's needs while also following the PPE guidelines.

Students who have a Nursing Plan: The nurse will facilitate meeting with teacher(s), family to develop an individualized plan to meet the student's needs while also following the PPE guidelines.

Aides

- Both student and aide will wear appropriate facial coverings. Aides will wear face shields when working with students who spit.
- **Aides will wear gloves when required to wipe face, toileting. Gloves will be disposed of after using to wipe face, toileting.**
- Aides will use verbal, tactile, and visual prompting to refocus and redirect students. Hand-over-hand support should be minimal. When hand-over-hand assistance is required, aides will follow universal precautions of protective gear and hand washing.
- Will be provided hand sanitizer, wipes, gloves, **face shields**, and gowns for their personal use for toileting, lifting, implementing stretching programs, working with students who spit and other duties as appropriate (i.e. fanny pack or string book bag).
- Use of pointers/long arms with fingers at the end to provide non-verbal prompt.

Development of protocols for small grouping: related services and individualized instruction

- Wear a mask so you can instruct closer than 6 feet away
- Use of polycarbonate guards among students at tables. **Masks may be removed if using dividers.**
- All dividers, sneeze guards, tabletops, and chairs need to be wiped down before the next group, as well as any items to be used with multiple groups. Aides will be assigned to transport younger students to/from the classroom to allow for cleaning between sessions. **Sessions may be shortened to allow time to follow cleaning/disinfecting protocol between student sessions**
- Use of a dirty bin for manipulatives and other items used throughout the day to be cleaned at the end of the day.
- Use of a pointer during instruction to clarify important information and to decrease contact.
- Portable white boards to be able to share/highlight important information while decreasing physical contact with students and their materials.

- Individual lesson materials will be provided for each student in the group (ie. paper copies of books, math manipulatives, letter tiles--part of class supply lists)
- Small group instruction may need to push into classes and look at using a larger room to spread out students or sneeze guards/dividers during sessions.
- Self-contained ADL programming that includes food shopping may need to be suspended for the beginning of the school year.
- HS Community Work Based Learning Opportunities will be provided upon District receipt of safety protocol that meets or exceeds CDC and District requirements.

Development of online learning for Special Education instruction and related services teletherapy

- District will provide parents with information, participation, and expectations regarding online learning for related services and evaluations.
- Staff Development will be provided for teletherapy and telehealth evaluations. Staff Development will be provided for online/remote learning to meet the needs of Special Education students.
- The related service providers and Special Education teachers will use an LMS [Skooler] to provide assignments and resources for parents. The related service providers and teachers will be provided opportunities to be trained in Skooler

Special Education Cohorts - Keeping students in one classroom (integrated program, self-contained students)

- Any student integrated into general education settings will be included in the general education class and pulled out for core academics with the same students receiving special ed services in that general ed class.
- The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom

Accommodations/modifications added to IEP for online learning

- Accommodation and modifications will be determined on an individual basis.

English Language Learners [ELL]

The District will continue to administer the Home Language Questionnaire (HLQ) and conduct the individual interview as the first steps of the ELL identification process. Parents may complete and submit the HLQ digitally. Qualified personnel will be available to determine if a language other than English is spoken at home. An individual interview with students and/or parents may be conducted remotely by qualified personnel. The interview will include a review of the student's abilities or work samples including:

- Reading and writing in English.
- Reading and writing in the student's home language.
- Mathematics

These items are collected or generated during the interview and may include writing samples or exercises completed at the time of the interview. Parents/guardians can submit the work samples through email, through pictures of the student's work, and/or by using other digital platforms.

The District will maintain all documents related to its students, including the HLQ, the individual interview, and any other records generated as part of this remote identification process. Once the school District re-opens, it will re-conduct the ELL Identification process in person, including a full parent orientation as mandated by Part 154.

Communicating with Multilingual Families

Communication with parents/guardians will be provided in the language preference of the student's family, in accordance with federal and state requirements.

Continuity of ELL services

ELL teachers will continue to provide appropriate instruction and support to all students with English language acquisition needs. For students unable to attend school, the District will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support. Teachers will utilize each student's level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual student's levels of language proficiency into account as instruction is planned with the appropriate scaffolds. ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and supports to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

Pupil Personnel Services Staff

Counselors, psychologists, the behavioral specialist, and other PPS staff should be prepared to provide student mental health and counseling services with telehealth options. Staff should be prepared to create plans with students and parents that return to school, monitoring various mental health needs related to COVID-19 (e.g., added financial stress, abusive home environments exacerbated by remote learning, isolation, and depression).

The sample questions below can be used as a starting point for phone/video conferences or planning meetings that engage stakeholders in sharing their perspectives.

- *What has your experience been like since school has been closed? What is on your mind as you think about next school year? What are your biggest hopes or worries?*

- *What has our school done well during the past months, and what could we have done better?*
- *How might you like to contribute as we prepare to transition to a new school year?*
- *What will help you learn this upcoming year?*
- *What can we do to make school feel even more like a community that cares for you?*

Each school will need to plan for building a broad coalition to integrate SEL and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.

Athletics

General Considerations

We will follow the National Federation of High School Sports (NFHS) phased approach to summer conditioning and New York State Public High Schools Athletic Association (NYSPHSAA) recommendations for seasonal play. During the summer, there will be two-week intervals between each phase to resume. All practices and games will require a pre-workout screening and record keeping. All organized activities will include increased diligence on personal hygiene and personal and social responsibility.

Offseason Training Programs

NYSPHSAA requires off-season programs to be optional and open to the entire student body. School must enter Phase 4 of the NY Forward reopening plan. NYSPHSAA guidelines follow the National Federation of High School Sports and a three-phase approach. School districts permit campus facilities to open to students and faculty. NYS recommended social distancing and safety protocols can be implemented in a safe and appropriate manner. Coordination between the athlete and coach should occur to ensure any training is developmentally appropriate. Training programs should include a phased reintroduction of physical activity with proper heat acclimatization and a focus on hydration.

Phase 1 - no more than 10 in a group, no sharing of equipment, no locker rooms or indoor use, cannot do any drills that pass the same ball from one player to another.

Phase 2 - up to 50 Players for outdoor activities and no more than 10 for indoor activities, low risk sport may practice or compete (cross country running, gymnastics) moderate and high risk activities should keep the sharing of equipment to small pods of less than 10 in each pod.

Phase 3 - gathering sizes of up to 50 in a group for indoor and outdoor activities, Moderate risk sports may resume practices and competitions, modified practices for high risk sports

Practices

In-person instruction with athletic participation allowed.

Follow NFHS Guidelines:

- Minimize contact, maximize skill development, and limit full group activities to a reasonable level.
- Coaches will be diligent and hyper focused on hygiene practices.
- Coaches will wear masks when social distancing is not possible.

Hybrid Instruction model with athletic participation allowed.

- Follow in-person guidelines.

Remote Instruction without athletic participation allowed:

- Coaches will provide instruction on skill development, strength, and conditioning.
- Coaches provide video and strategic work for athletes to view and analyze.
- Coaches will hold regular team meetings after school hours.

Games/Contests

In-person with athletic participation allowed:

- Coaches will be diligent and hyper focused on hygiene practices.
- Coaches will wear masks when social distancing is not possible.
- Will only allow two spectators per athlete in a socially distant manner.
- Players, coaches, and officials will be screened prior to entering the field.
- There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and change of season based on potential risk by sport.

Hybrid Instruction model with athletic participation allowed:

- Follow in-person guidelines.

Remote instruction without athletic participation allowed:

- Not applicable in most cases.
- There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and change of season based on potential risk by sport.

Venues

In-person instruction with athletic participation allowed:

- All facilities will be sprayed with District-owned sprayers at the end of each practice session and prior to use.
- Areas will have social distancing measures in place for spectators, coaches, athletes, and officials.

Hybrid Instruction Model with athletic participation allowed:

- Follow in-person guidelines

Remote instruction without athletic participation allowed:

- Not applicable. Facilities will be closed to teams if we are in a remote instruction model.

Locker Rooms/Fitness Room

In-person instruction with athletic participation allowed:

- Locker rooms will be used only for athletics, and social distancing measures will be utilized. Lockers assigned will be separated by 6 feet or more.
- Each team will have assigned times to use them.

- Use floor markings (nine feet or six feet with masks) to ensure social distancing due to exertion and forceful expulsion of breath. These can be tape or physical artifacts such as hula hoops.
- Utilize fitness room facilities but ensure nine feet of social distancing.
- Maximize use of outdoor activities whenever possible.

Hybrid Instruction Model with athletic participation allowed:

- Follow in-person guidelines

Remote instruction without athletic participation allowed:

- Not applicable. Facilities will be closed to teams if we are in a remote instruction model.