



Elba Central School District Reopening Plan 2020-2021

On March 16, 2020, Governor Cuomo closed schools with an executive order starting March 18, 2020 for a period of two weeks. On May 1, 2020, the Governor of New York Closed schools with an executive order for the remainder of the academic year. New York developed a four phase reopening plan that included schools in the final phase. Communication and collaboration have been at the heart of the work of the Elba Central School District. Surveys of all stakeholders allowed us to reflect on the continuity of learning plans that were implemented in the Spring of 2020. An additional survey was conducted in July to determine the community's perception, needs, access to the internet and their family plans. The New York State Education Department required all school districts to develop plans for the 2020-2021 school year based on numerous pieces of guidance. This plan was developed with feedback from the "Reopening Committee" that consisted of operational staff leaders, administrative team, teachers, support staff, parents and a student.

Ned Dale, Superintendent

Elba Elementary School- Ms. Carol Bush, Elementary Principal

Elba Jr./Sr. High School- Mrs. Gretchen Rosales, Jr./Sr. High School Principal



Communication Plan and Organizational Chart for the Elba Central School District

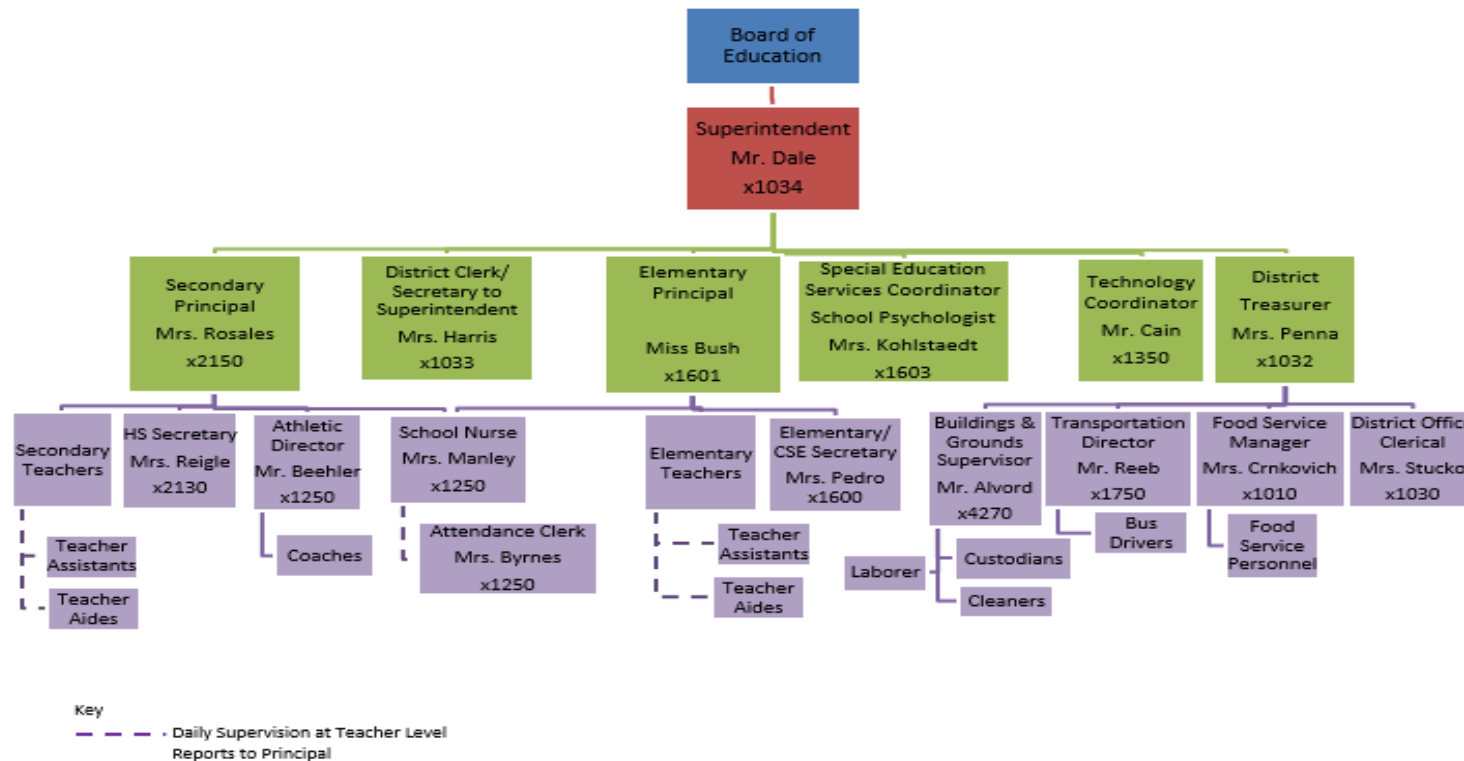
Website: www.elbacsd.org

Facebook: Elba Central School

Twitter: @ElbaCentral

Blackboard Connect will be used for mass phone calls and emails

Elba Central School District Organizational Chart





	Reopening Plan Checklist Requirements based on NYSED guidance	Elba CSD Plan and Process
COMMUNICATION/ FAMILY AND COMMUNITY ENGAGEMENT Gretchen Rosales Ned Dale	Responsible Parties must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process. • Responsible Parties must develop a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing web pages, text and email groups, and/or social media groups or posts. • Responsible Parties must ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. • Responsible Parties must encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.”	☐ Surveys were sent to families regarding internet capabilities and intentions of returning to the classroom or engaging in distance learning ☐ District webpage is updated weekly with pertinent information ☐ Parents and guardians receive communication through the Blackboard system ☐ 7-12 students receive notifications and update via their school email accounts ☐ Families receive notifications and information in their heritage language; interpreters are utilized for families who wish to have information provided verbally ☐ Social media accounts are utilized to disseminate information (including Facebook, Twitter, and InstaGram) ☐ A committee comprised of all stakeholders, including administrators, faculty, staff, parents, and students met to devise a reopening plan ☐ The schoolwide Leadership Team meets regularly to devise a reopening plan ☐ Signage in both English and Spanish is utilized and displayed around the school
HEALTH AND SAFETY Gretchen Rosales	The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our schools	☐ A committee comprised of all stakeholders, including administrators, faculty, staff, parents, and students met to devise a reopening plan



Jen Manley	and districts. Whether instruction is provided in-person, remotely, or through some combination of the two, schools have an important role to play in educating and communicating with school communities about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas: • Health Checks; • Healthy Hygiene Practices; • Social Distancing; • Personal Protective Equipment (PPE) and Cloth Face Coverings; • Management of Ill Persons; and • Cleaning and Disinfection. In each of these categories, schools should note those recommendations that are essential as they represent the minimum standards. Additional considerations are based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH) and should also be reviewed and included as feasible in reopening plans. Schools and districts must continually monitor the CDC and DOH websites to keep current with the latest COVID information and guidance. Reopening Plan Mandatory Requirements: • Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: • Ability to maintain appropriate social distance • PPE and cloth face mask availability • Availability of safe transportation	❑ The schoolwide Leadership Team meets regularly to devise a reopening plan ❑ Videos are utilized to instruct students on proper handwashing and the importance of wearing a mask in the school building. https://www.youtube.com/watch?v=UTNi1oEQjZc ❑ The district worked closely with the architects to determine maximum usable square footage in classrooms to comply with proper six-foot social distancing guidelines. This information allowed us to determine the maximum capacity for classrooms and to create signage to display this number outside of the classroom. ❑ Based on the guidance and routing, busses will be able to have a maximum capacity of 20-22 students that will need to have masks on at all times. ❑ In an effort to determine the testing capacity with local health providers, the following link can be used by parents to enter their zip code to find the nearest testing location for the student: https://coronavirus.health.ny.gov/covid-19-testing ❑ Health Checks ❑ Parents/guardians and staff members will be provided the following resources to educate them regarding the careful observation of symptoms of COVID-19: ❑ • CDC Symptoms of Coronavirus - https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html
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- Local hospital capacity – consult your local department of health.
- Districts/schools must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans.

District/school plan should identify the groups of people involved and engaged throughout the planning process.

- Districts/schools must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans. District/school plan should identify the groups of people involved and engaged throughout the planning process.
- District/school plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
- District/school plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires

- ☐ The following signs will be distributed to parents/guardians, and staff members and will be posted throughout the District's facilities.

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:

- Cough
- Fever
- Chills
- Muscle pain
- Shortness of breath or difficulty breathing*
- Sore throat
- New loss of taste or smell

Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

***Seek medical care immediately if someone has emergency warning signs of COVID-19.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)



Parents/guardians and staff members will be able access a video which describes the symptoms of COVID-19:

- Fever or chills (100° or greater);



	symptomatic persons to be sent to the school nurse or other designated personnel. • District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students. • District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider. • District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. • District/school plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening. • District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school. • District/school plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.	• Cough; • Shortness of breath or difficulty breathing; • Fatigue; • Muscle or body aches • Headache; • New loss of taste or smell; • Sore throat • Congestion or runny nose; • Nausea or vomiting; and/or • Diarrhea. Staff will be educated to observe students or other staff members for signs of any type of illness by participating in the following mandated SafeSchools trainings: ○ Coronavirus Awareness (Full Course) ☐ All visitors to the Elba Central School District will sign in through the District Office, complete four questionnaires and have their temperature taken before entering the rest of the building. Visitors without a mask will be provided with one. They will also be prompted to stay 6 feet away when possible at all times. ☐ At the August 2020 Board of Education meeting, Superintendent, Ned Dale will be appointed as the COVID Safety Coordinator. ☐ Principals will develop a written protocol with the faculty for mask breaks. Students that are at their desk and 6 feet away from other students may take their mask off.
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	• District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible. • District/school plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk. • District/school plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained. • District/school plan has written protocol regarding students taking mask breaks. • District/school has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals. • District/school plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school. • District/school plan has written protocol that complies with CDC quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department. • District/school plan has written protocol to clean and disinfect schools following CDC guidance. • District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.	❑ Mrs. Rosales will be communicating plans to conduct safety drills with appropriate modifications to ensure social distancing. ❑ Ms. Bush has been working with the Healthy Kids Organization around the before and aftercare programs. Communication will go directly to families that enroll in their program. ❑ Update on 4/16/21-NYS DOH Mandates masks for all schools at all times. Exceptions are during meals.
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	• District/school has written a plan for district/school run before and aftercare programs. • District/school must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.	
Health Checks Gretchen	Parents/guardians and staff members must be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff must be instructed that any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keep an up to date list of symptoms of Coronavirus on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19: • Fever or chills (100°F or greater); • Cough; • Shortness of breath or difficulty breathing; • Fatigue; • Muscle or body aches; • Headache; • New loss of taste or smell; • Sore throat; • Congestion or runny nose; • Nausea or vomiting; and/or • Diarrhea.	❑ Principals will send letters home in summer mailings which detail protocols used for health checks and how parents can do these health checks at home. Also listed in the letters will include links to videos that families can watch regarding health and safety. Information is provided in English and Spanish. ❑ A link to the letter is included here: https://docs.google.com/document/d/18ISMm-bSVZ4voQiPFTBW1bzEKM_uERtvcti_mP8RruU/edit?usp=sharing ❑ English copy of the CDC Symptoms of Covid 19 PDF https://www.cdc.gov/coronavirus/2019-nCoV/downloads/COVID19-symptoms.pdf ❑ Spanish copy of the CDC Symptoms of Covid 19 PDF https://www.cdc.gov/coronavirus/2019-nCoV/downloads/COVID19-symptoms-sp.pdf



	It is strongly recommended that all staff are educated to observe students or other staff members for signs of any type of illness such as: • Flushed cheeks; • Rapid or difficulty breathing (without recent physical activity); • Fatigue, and/or irritability; and • Frequent use of the bathroom. Students and staff exhibiting these signs with no other explanation for them should be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home. Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students are required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students should be supervised in the isolated area while awaiting transport home. Schools should refer such persons to a healthcare provider and provide resources on COVID-19 testing. Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. Schools are advised to set up a means to collect this information such as a dedicated email or telephone line. Schools should encourage staff to complete required screenings prior to arrival at	Temperature Checks-Staff members will be taking temperatures of students at the bus loop, north door, elementary entrances, as well as at the district office for all visitors. Isolation Room-An isolation room has been identified for the health office to use in preparation for a student or staff member that has symptoms of COVID-19. Parents and all emergency contacts will be contacted by the nurse or health office staff if a child presents symptoms while in school. Daily screening questionnaire ☐ Faculty and staff are required to keep a log of possible exposure to Covid-19 ☐ Principals will collect daily screening questionnaire log ☐ All visitors to the school are required to have their temperature checked and will be asked screening questions ☐ Principals will provide training to faculty and staff to inform them of signs and symptoms of Covid 19, how to instruct students on proper hand washing, and other health hygiene issues.
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	school and encourage parents/guardians to screen their child before sending them to school. Screening by the parent/guardian prior to school is preferred in lieu of temperature checks and symptom screening being performed after arrival to school. Screening of students includes a daily temperature check and periodic completion of a screening questionnaire. A screening questionnaire determines whether the individual has: • knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19; • tested positive through a diagnostic test for COVID-19 in the past 14 days; • has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or • has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days. <i>Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).</i>	☐ Principals will instruct staff to take their temperature daily and record it on their screening questionnaire. ☐ Parents will be encouraged to screen their children before sending them to school. Any children who do not pass a screening test at home should remain at home and parents should contact the Health Office at 585-757-9967 ext 1240 to inform the nurse. ☐ A weekly questionnaire will be done with each 1st period or homeroom class with students.
Screenings Ned Dale	Temperature In some cases, it will not be practical for temperature checks to be performed prior to students arriving at school.² Therefore schools will need to develop plans for	Daily temperature checks are required for staff, students and approved visitors. Temperature checks will be performed prior to



Jen Manley	checking temperatures of students whose parent/guardian did not perform the screening. Schools should also implement screenings for unscheduled visitors. Schools conducting temperature screenings should have: • Staff members to supervise students who are waiting their turn. While waiting, students must be socially distanced; • Trained staff members to perform temperature screenings; • Sufficient supplies for taking temperatures such as disposable thermometer probes; and • PPE or barriers for staff members conducting the screening. Depending on the availability of trained staff and supplies, the following methods are recommended by the CDC3 for conducting temperature screenings .	staff, students and approved visitors entering District facilities or District transportation to the greatest extent practicable. ☐ Prior to utilizing any thermometer, operators should review product-specific directions. ☐ Parents/guardians will be provided access to the video: "It's All About Thermometers." ☐ https://youtu.be/G-m0aNDw_zQ ☐ Staff, students and approved visitors are strongly encouraged to complete temperature screenings at home. ☐ The School Nurses will train staff on the appropriate use of infrared thermometers. ☐ Trained staff conducting temperature screenings will: ☐ Utilize no-touch, infrared thermometers; ☐ Wear a face covering; ☐ Wear gloves; and ☐ Perform a visual inspection of an individual prior to conducting a temperature screening. ☐ Individuals who are unable to compete temperature screenings at home must participate in screenings prior to entering District facilities or District transportation. ☐ Individuals will maintain social distance while waiting for their temperature screening. ☐ Edutech will be supporting the district with an online questionnaire to support students and staff, as well as the recording of temperatures ☐ Temperatures will be taken at the north door, bus loop, elementary drop off, as well as the district office for visitors.
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Healthy Hygiene Ned Dale Gretchen Rosales Carol Bush Jen Manley	Healthy Hygiene Practices Healthy hygiene practices should be taught and re-taught in school settings for both students and staff. Schools are strongly encouraged to provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, schools must post signs throughout the school and should regularly share messages with the school community. Signage should be used to remind individuals to: • Stay home if they feel sick. • Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school. • Properly store and, when necessary, discard PPE. • Adhere to social distancing instructions. • Report symptoms of, or exposure to, COVID-19. • Follow hand hygiene, and cleaning and disinfection guidelines. • Follow respiratory hygiene and cough etiquette. Teaching healthy hygiene practices can be accomplished in person, by videos, announcements, and posters or signs. Schools must post signage in highly visible areas such as: ● Entrances ● Restrooms ● Cafeteria or other dining areas ● Classrooms ● Administrative offices ● Auditorium ● Janitorial staff areas	❑ Principals will provide professional development on healthy hygiene practices for students and staff ❑ letters will be sent home in the principals' mailing about CDC guidelines on proper hygiene ❑ A link to the letter is included here: https://docs.google.com/document/d/18ISMm-bSVZ4voQiPFTBW1bzEKM_uERTvcti_mP8RruU/edit?usp=sharing ❑ English copy of the CDC Symptoms of Covid 19 PDF https://www.cdc.gov/coronavirus/2019-nCoV/downloads/COVID19-symptoms.pdf ❑ Spanish copy of the CDC Symptoms of Covid 19 PDF https://www.cdc.gov/coronavirus/2019-nCoV/downloads/COVID19-symptoms-sp.pdf ❑ Teachers will establish schedules to allow for frequent handwashing ❑ Signage in English and Spanish has been created and will be posted around the school ❑
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Hand Hygiene Ned Dale Gretchen Rosales Carol Bush Jen Manley	Hand Hygiene Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene. Hand hygiene includes: • Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method; • Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. NYSED's Memo: Handwashing Recommendations and Alcohol-based Hand Sanitizer Use in Schools provides information to schools regarding the use of alcohol-based hand sanitizers; • Provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able; • Signage should be placed near hand sanitizer indicating visibly soiled hands should be washed with soap and water; and • Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water. As noted in prior NYSED memos, hand sanitizers contain alcohol and are flammable. Alcohol-based hand sanitizer dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.5.	❑ Principals will provide professional development on healthy hygiene practices for students and staff ❑ Teachers will establish schedules to allow for frequent handwashing ❑ Soap and new dispensers have been ordered for the upcoming school year; hand sanitizer and dispensers have also been replenished and additional hand sanitizing stations will be set up around the school ❑ Students will be reminded of proper use of sanitizers ❑ Parents and guardians have received links to videos that demonstrate proper handwashing techniques in summer mailings.
Respiratory Hygiene Jen Manley	Processes and procedures for respiratory hygiene must be included in reopening plans. The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. A supply of tissues and no touch/floor pedal trash cans should be available in each room	Respiratory Hygiene ❑ Students, staff and approved visitors will be instructed and re-instructed on: How to Safely Cough and Sneeze - https://youtu.be/a220fnvLyxY



	when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.	☐ The District will provide the necessary hand and respiratory hygiene supplies.
Social Distancing Ned Dale Gretchen Rosales Carol Bush Jen Manley	Social Distancing also called “physical distancing” means keeping a six foot space between yourself and others. Schools are to develop, implement, and enforce social distancing in all school facilities and on school grounds, including transportation. Ensure that student groupings are as static as possible by having the same group/cohort of students stay together. Additionally, • It is recommended that the size of groups/cohorts of students be determined by the number of students who can be in each classroom while maintaining 6 feet social distancing. • Stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms. Consider dividing up student entry points rather than funneling all students through the same entry space, to limit the amount of close contact between students in high-traffic situations and times. • Schools should follow all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use. • Making arrival schedule changes for students who walk or are dropped off at school by a parent or caregiver is another possibility; • Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, to the greatest extent possible. • Reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations: o If	☐ The district worked closely with the architects to determine maximum usable square footage in classrooms to comply with proper six-foot social distancing guidelines. This information allowed us to determine the maximum capacity for classrooms and to create signage to display this number outside of the classroom. ☐ Principals have established capacity numbers with this count in mind; student schedules have been altered to reduce capacity in classrooms ☐ Parents answered a survey regarding busing and responded regarding their willingness to transport their children to reduce capacity on bus ☐ Desks will be placed in single-facing rows to limit face-to-face contact ☐ Students sitting at tables will be placed on either end of the table to maintain social distancing and/or they will be provided with a barrier ☐ Teachers will educate students on social distancing in the classroom, including limiting movement in the classroom ☐ Teachers will utilize outdoor spaces to increase student exposure to fresh air - tables will be set up at various locations outside the school, including in the front of the school, the courtyard, at the north entrance, and behind the school ☐ 7-12 students will not use lockers; books, binders, and folders will remain in classrooms as much as possible;



	possible, have the same cohort of students with the same teacher each day o Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating all students through a shared space that is not able to be cleaned with each new use. Whenever possible, hold physical education and music classes outside and encourage students to spread out o Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use. • Turn desks (including teachers) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing); • Open windows to improve ventilation. Do not open windows if there is a health or safety risk (e.g., allergies, or potential fall); • Keep individual student belongings separated. Limit use of shared supplies to one group of students, clean between use by cohorts of students; • Consider using visual aids (e.g., painter's tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing; • Explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, ensure classroom groups are together in lunchrooms while adhering to the social distancing rules; Restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced. Assign lockers or other student storage areas by cohort or eliminate	students should have their own calculators and other devices to limit the spread of germs ❑ Locker rooms will remain closed and locked; students will not change for PE classes ❑ Elementary students will attend specials throughout the day. Rooms will be disinfected prior to each new group entering the room. If they are not able to disinfect the room between groups, the teacher will travel to the students' classroom ❑ Extracurricular activities will be prohibited until further notice. If students are to remain after school for the 10th period, it is only to work with teachers for extra help. ❑ There will be no assemblies, including pep rallies. ❑ On the first day of school, HS principal will meet with individual grade levels to cover expectations for the school year; students will meet in the auditorium to engage in social distancing. ❑ Teachers are encouraged to hold classes outside when appropriate and to leave classroom windows open. ❑ HS lunches can be held outside, weather permitting to reduce capacity. Otherwise, lunch monitors will take students to classrooms to limit capacity. ❑ Based on the timing of the elementary lunches, there will be plenty of space for elementary students to socially distance in the cafeteria. Should a situation arise where there is not enough space, students will eat lunch in their classrooms. ❑ Elementary students will be permitted to eat outside when the weather is appropriate.
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	their use – however, students should not carry an unreasonable number of books or materials throughout the day; • Limit gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such space are wearing acceptable face coverings; • Playgrounds may continue to be used when proper safeguards are in place. In elementary school settings, consider staggering playground use rather than allowing multiple classes to play together. Limit other activities where multiple groups interact. Wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible. When possible, build in visual cues that demonstrate physical spacing; • Ensuring that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity. • Cancel/limit student assemblies, athletic events/practices, performances, school-wide parent meetings. Consider transitioning field trips to free virtual opportunities. Consider changing in-school events to a virtual format; and • Limit visitors to school buildings. Consider using online meetings with parents and other persons when feasible.	❑ a 4-12 chorus will be held outside or in the auditorium to promote social distancing of at least 12 feet. ❑ K-3 general music classes will remain in the music classroom unless the learning activities for the day require singing. If singing is involved general music will be held outside or in the auditorium. ❑ K-12 field trips have been cancelled for the 20-21 school year (or until further notice) ❑ Update: 4/16/21- Barriers were placed at all desk locations and cafeteria by 10/31/20. Desks were adjusted accordingly in classrooms. Students returned to 4 days of in-person learning on November 3, 2020. ❑ Update: 4/16/21 Students returned to days of in-person learning on 3/15/21 ❑ Update: 4/16/21-NYS DOH indicates music classes may perform at 6 feet. ❑ Update: 4/16/21-NYSDOH now indicates barriers not recommended. Request for additional clarity as barriers are indicated in many other areas of DOH guidance (restaurants, casinos/gaming, businesses, etc...) Awaiting feedback ❑ 4/16/21: Some extracurricular activities are being conducted and have been communicated.
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Medically Vulnerable/High-Risk Groups Ned Dale Jen Manley	The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Schools will need to make accommodations and be able to accommodate the needs of these students in the school community. Persons in these groups should consult with their healthcare provider regarding prevention: • Individuals age 65 or older; • Pregnant individuals; • Individuals with underlying health conditions including, but not limited to: - o chronic lung disease or moderate to severe asthma - o serious heart conditions o immunocompromised o severe obesity (body mass index [BMI] of 30 or higher) - o diabetes - o chronic kidney disease undergoing dialysis - o liver disease - o sickle cell anemia - o children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.	Medically Vulnerable/High-Risk Groups Individuals in these groups should consult with their healthcare provider regarding prevention: • Age 65 or older; • Pregnant; • Underlying health conditions including, but not limited to: - o Chronic lung disease or moderate to severe asthma - o Serious heart conditions - o Immunocompromised - o Severe obesity - o Diabetes - o Chronic kidney disease undergoing dialysis - o Liver disease - o Sickle cell anemia - o Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children. Individuals in these groups will collaborate with their healthcare providers to make informed decisions. In order to meet the needs of individuals in these groups and ensure their health and safety, the District requires medical documentation supporting recommended courses of action. The District will consider all information when determining courses of action. School health services personnel, special education personnel, and administration may develop alternate plans for individuals in
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		these groups. Appropriate accommodations include, but are not limited to: • Additional PPE for staff caring for such students - o Face shields - o Light-transmitting plastic barriers • Limiting the number of students in an educational setting • Development of alternative schedules
Personal Protective Equipment (PPE) Edwin Alvord Jen Manley	The CDC recommends that school-based health personnel use Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020 guidance when providing care to ill persons as part of infection control protocols: • Licensed healthcare professionals must utilize standard precautions at all times; • Transmission- based precautions should be used when assessing persons suspected of having COVID-19; • Schools should ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members; • Such PPE includes, but is not limited to: - o face masks (disposable surgical masks) - o respirators (N95) masks that are fit tested - o eye protection or face shields - o gloves - o disposable gowns.	Personal Protective Equipment (PPE) Students, staff and approved visitors will utilize face coverings at all times with the following exceptions: • Individuals are social distanced (Six (6) feet) and in a secure setting (Classroom, Office). • Individuals are not socially distanced, in a secure setting, and protected by light-transmitting plastic barriers. • Individuals have provided the District with medical documentation supporting accommodations. Medical or sensory issues may impede an individual's ability to participate in the learning environment. The aforementioned individuals will wear an alternative barrier to protect others in the learning environment. Acceptable barriers include, but are not limited to: dust masks, face shields, etc. The District will allow individuals to wear their own face coverings as long as they cover individuals' mouths and noses. The District will provide training for students and staff on the use and care of face coverings. • Trainings:



		- o Students – Prevent COVID-19: Wear a Cloth Face Covering - https://youtu.be/ML3n1c0FHDl - o Students and Staff – How to Wash Cloth Face Coverings - https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html The District has currently stockpiled 2,000 cloth looped masks. In addition, the District has purchased disposable looped masks. Masks will be made available to students, staff and approved visitors who are unable to secure their own masks. The School Nurses will be provided additional PPE to care for individuals expressing COVID-19 symptoms. Such PPE includes, but is not limited to: ● Respirators (N95) masks that are fitted ● Eye protection ● Face shields ● Gloves ● Disposable gowns Update 4/16/21: Elba communicates new mask requirement and contact tracing efforts start on 2/1/21 based on Genesee County DOH guidance. Update: 4/16/21: NYS DOH mandates masks for all students and staff with new guidance.
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Cloth Face Coverings Edwin Alvord Jen Manley	Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. 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. All students and staff members must wear cloth face coverings: • Whenever they are within 6 feet of someone; • In hallways; • In restrooms; and • In other congregate settings, including buses. Schools must provide acceptable face covering to employees (and students if they forget their own) and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools should allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so. Schools should instruct students, parents/guardians and staff, contractors and vendors on: • The proper way to wear face coverings; • Washing hands before putting on and after removing their face covering; • Proper way to discard disposable face coverings;	Cloth Face Coverings Students, staff and approved visitors will utilize face coverings <u>at all times</u> with the following exceptions: • Individuals are social distanced (Six (6) feet) <u>and</u> in a secure setting (Classroom, Office). • Individuals <u>are not</u> socially distanced, in a secure setting, <u>and</u> protected by light-transmitting plastic barriers. • Individuals have provided the District with medical documentation supporting accommodations. Medical or sensory issues may impede an individual's ability to participate in the learning environment. The aforementioned individuals will wear an alternative barrier to protect others in the learning environment. Acceptable barriers include, but are not limited to: dust masks, face shields, etc. <u>Mask Breaks:</u> When students are seated at their desks, they are not required to wear a mask, as long as they are socially distanced. In the event that a student needs to take a "mask break" they will speak with their teacher. Teachers have designated "mask break" areas and will accommodate all students. The District will allow individuals to wear their own face coverings as long as they cover individuals' mouths and noses. The District will provide training for students and staff on the use and care of face coverings. • Trainings: - o SafeSchools - Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings (Full Course)
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		- o Students – Prevent COVID-19: Wear a Cloth Face Covering - https://youtu.be/ML3n1c0FHDl - o Students and Staff – How to Wash Cloth Face Coverings - https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html 4/16/21 Update: Masks are mandated at Elba starting on 2/1/21. NYS DOH Guidance mandates masks starting 4/16/21 The District has currently stockpiled 2000 cloth looped masks. In addition, the District has purchased disposable looped masks. Masks will be made available to students, staff and approved visitors who are unable to secure their own masks.
Management of Ill Persons Jen Manley Carol Bush Gretchen Rosales Ned Dale	Students and staff with symptoms of illness must be sent to the health office. Ideally a school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. If a school nurse is not available, schools will have to isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. Administrators should work collaboratively with school nurses to determine if additional staff is needed to assist with non-nursing tasks such as: • Student supervision; • Telephone calls, text, or emails to	Management of Ill Persons Students and staff with symptoms of illness will be sent to the health office. School Nurses will assess individuals who are sent to the health office. If a school nurse is not available, building administrators will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. If Students or Staff become Ill with Symptoms of COVID-19 at Schools The District will follow Education Law § 906, which provides:



	parent/guardians; and • Assistance with completing any required paperwork other than nursing documentation. If Students or Staff become Ill with Symptoms of COVID-19 at School Schools should follow Education Law § 906, which provides whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff. School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA, and Education Law 2-d. If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements should be made to have students wait at least 6 feet apart. Ideally schools should have two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring	“whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.” Staff will immediately report any illness of students or staff to the school nurse or building administrator. Reports will be made in compliance with FERPA, and Education Law 2-d. If the nurse chooses to go to classrooms to make assessments of students, this will be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, students will wait at least 6 feet apart. Health office will have general admission areas, bathrooms, bed areas and an isolated examination room. The office is supervised by the school nurse and has hand hygiene supplies. The school nurse is assessing or providing care to ill students and staff will adhere to the following transmission-based precautions:
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	for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff should follow Transmission- based precautions which includes the use of appropriate PPE (see section on PPE). Return to School after Illness Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school: • Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours; • If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school. If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until: • It has been at least ten days since the individual first had symptoms; • It has been at least three days since the individual has had a fever (without using fever reducing medicine); and • It has been at least three days since the individual's symptoms improved, including cough and shortness of breath. The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. Discontinuation of Isolation for Persons with COVID-19 Not in	• Contact Precautions - https://www.cdc.gov/infectioncontrol/pdf/contact-precautions-sign-P.pdf • Droplet Precautions - https://www.cdc.gov/infectioncontrol/pdf/droplet-precautions-sign-P.pdf • Airborne Precautions - https://www.cdc.gov/infectioncontrol/pdf/airborne-precautions-sign-P.pdf Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in the health offices examination rooms separated from others. Once individuals have exited the examination rooms, the rooms will be closed until cleaning and disinfection has occurred. Return to School After Illness The District will follow NYS DOH and Genesee County Health Department guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school: • Once there is no fever, without the use of fever reducing medicines, and they have felt well for 72 hours; • If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school. • Students must have a negative COVID test to return to school.
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	Healthcare Settings. CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 COVID-19 Testing It is strongly recommended that schools comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing Schools should identify who in the community is responsible for referring, sourcing, and administering testing (e.g., local health department testing site, physician offices, hospital system) particularly in the event that large-scale testing at the school is needed. Schools wanting to perform COVID-19 testing must apply and be approved as a limited service laboratory (LSL). Please refer to the instructions and application materials, and if applicable, the worksheet for multiple locations.	If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until: • It has been at least ten days since the individual first had symptoms; • It has been at least three days since the individual has had a fever (without using fever reducing medicine); and • It has been at least three days since the individual's symptoms improved, including cough and shortness of breath. The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected. As per the NYSED Guidance on Page 41, Districts are not to test students or staff. However, the plan for managing ill persons who may need testing or contact tracing will be the following: • Refer parent to their primary care provider and or Genesee County Health Department for testing.
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		• https://coronavirus.health.ny.gov/find-test-site-near-you Contact Tracing Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. The District will cooperate with state and local health department contact tracing. The District will assist the Department of Health in knowing who may have had contact at school with a confirmed case by: • keeping accurate attendance records of students and staff members; • ensuring student schedules are up to date; • keeping a log of any visitors which includes date, time and where in the school they visited; and • Assist the Department of Health in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program. Confidentiality will be maintained as required by federal and state laws and regulations. School staff will not determine who is to be excluded from school based on contact without guidance and direction from the Department of Health. If a student or staff member tests positive for COVID, the district will collaborate with the County Health Department and follow their contact tracing guidelines. Class lists, assigned staff and pertinent information will be used to determine possible contact.
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Cleaning and Disinfection Edwin Alvord	The CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following: • Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure; • Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important; • When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children; • Schools must identify cleaning and disinfection frequency for each facility and area type; and • Schools must maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area. Cleaning	Procedures The District will: • Create and retain logs stating: - o Date - o Time - o Scope of cleaning and disinfection • Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting will include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. • Ensure safe and correct application of disinfectants ensuring adequate contact times • Keep products away from children • Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods • Not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. • Take steps to ensure all water systems and features (for example, drinking fountains, decorative fountains) are safe to use • Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces • Electronics - o Follow manufacturer's instructions for cleaning and disinfecting. If there are no instructions, use
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	plans should include considerations regarding the safety of custodial staff and other people. High touch surfaces should be cleaned and disinfected frequently throughout the day. Examples of high touch surfaces include: • Tables; • Doorknobs; • Light switches; • Countertops; • Handles; • Desks; • Phones; • Keyboards and tablets; • Toilets and restrooms; and • Faucets and sinks.	alcohol-based wipes or sprays containing at least 70% isopropyl alcohol. Dry surfaces thoroughly Cleaning/Disinfecting Procedure Appropriate cleaners • Surface cleaner - o Spray bottle - o Bucket • Soap & water - o Spray bottle - o Bucket Step 1. Clean • Wear disposable gloves or any other required PPE to clean and disinfect • Clean surfaces using an appropriate cleaner making sure you produce friction on the surface • Read all labels and follow instructions (PPE may be required) • Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area • Change out cleaning cloths (microfiber) often or use disposable products • Clean surfaces prior to disinfecting • Practice routine cleaning of frequently-touched surfaces. Step 2. Disinfect • Disinfecting kills germs on surfaces
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		• Ensure the area or item is cleaned with a cleaning agent before disinfecting • Then disinfectant can be used • Take all precautions on the label such as PPE, and safe handling procedures • Change out cleaning cloths (microfiber) often or use disposable products • Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend: - o Keeping the surface wet for the entire contact/dwell time (see product label) - o Precautions such as wearing gloves and making sure you have good ventilation during use of the product • Diluted bleach solutions may also be used if appropriate for the surface - o 1/3 cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue - o Bleach solutions should be made fresh and not kept for more than 24 hours - o Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection - o Unexpired bleach will be effective against coronaviruses when properly diluted. Follow
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		manufacturer's instructions for application and proper ventilation - o Never mix bleach with ammonia or any other cleanser - o Leave solution on the surface for at least 1 minute Laundering Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant - o Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering - o If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask - o Face coverings must be completely dry before wearing ● Wear disposable gloves when handling dirty laundry from a person who is sick ● Dirty laundry from a person who is sick can be washed with other people's items ● Do not shake dirty laundry ● Clean and disinfect clothes hampers according to guidance above for surfaces ● Remove gloves and wash hands right away
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		Classrooms • Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies • Keep cleaning supplies out of reach of children • Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection • In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible • Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms <i>Suggested Cleanliness and Disinfection Standards</i> This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates. Classroom • Clean and disinfect high touch surfaces (but not limited to):
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		- o Classroom desks and chairs - o Door handles and push plates - o Bathroom faucets - o Light switches - o Shared telephones - o Shared desktops - o Shared computer keyboards and mice ● All trash receptacles emptied and trash removed from the room ● Floors swept and dust mopped ● Floors spot mopped or full mopped ● Wipe clean: Tables, furniture and countertops ● Window in the classroom door is cleaned at minimum once per week ● Walls are spot cleaned ● Carpets are spot cleaned ● Make sure all windows are locked ● Clean/Disinfect classroom sink and toilet area (if applicable) ● Vacuum carpet daily if applicable ● Re-stock all paper and soap products ● Clean Baseboards - Weekly ● Clean Light Fixtures - Weekly ● Replace Lights (Notify Custodian or Maintenance) Restrooms and Locker Rooms ● Clean and disinfect toilets, sinks and shower areas ● Clean and disinfect high touch surfaces (but not limited to): - o Drinking Fountains
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		- o Door handles and push plates - o Light switches - o Handrails ● All trash receptacles emptied and trash removed from the room ● Floors full mopped ● Clean Doors and Partitions in Restrooms and Locker Rooms ● Walls are spot cleaned ● Check that toilets, faucets, and drains are working ● Check Sanitary Napkin Boxes ● Clean Exterior of Dispensers ● Make sure all windows are locked ● Restock all toilet paper and soap products ● Clean Baseboards - Weekly ● Clean Light Fixtures - Weekly ● Replace Lights (Notify Custodian or Maintenance) Common Areas (Hallways) ● Clean and disinfect high touch surfaces (but not limited to): - o Drinking Fountains - o Door handles and push plates - o Bathroom faucets - o Light switches - o Handrails - o Buttons on vending machines ● All trash receptacles emptied and trash removed ● Floors swept and dust mopped ● Floors spot mopped or full mopped
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		• Walls are spot cleaned, when soiled • Carpets are spot cleaned • Make sure all windows are locked • Make sure all unoccupied classrooms are locked Medical Office • Clean and disinfect health cots regularly (after each student use) • Discard or launder coverings after each use • Cover treatment tables and use pillow protectors • Clean and disinfect high touch surfaces (but not limited to): - o Classroom desks and chairs - o Door handles and push plates - o Bathroom faucets - o Light switches - o Shared telephones - o Shared desktops - o Shared computer keyboards and mice • All trash receptacles emptied and trash removed from the room • Floors swept and dust mopped • Floors full mopped • Wipe clean: Tables, furniture and countertops • Window in the door is cleaned at minimum once per week • Walls are spot cleaned • Carpets are spot cleaned • Make sure all windows are locked • Clean/Disinfect classroom sink and toilet area if applicable
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		● Vacuum carpet daily if applicable ● Re-stock all paper and soap products ● Clean Baseboards - Weekly ● Clean Light Fixtures – Weekly ● Replace Lights (Notify Custodian or Maintenance) Clerical/Admin Offices ● Clean and disinfect high touch surfaces: ○ Door handles and push plates ○ Bathroom faucets ○ Light switches ○ Shared telephones ○ Shared desktops ○ Shared computer keyboards and mice ● All trash receptacles emptied and trash removed from the room ● Floors swept and dust mopped ● Floors spot mopped or full mopped ● Wipe clean: Tables, furniture and countertops ● Window in the door is cleaned at minimum once per week ● Walls are spot cleaned ● Carpets are spot cleaned ● Make sure all windows are locked ● Clean/Disinfect shared sink and toilet area if applicable ● Vacuum carpet daily if applicable ● Restock all paper and soap products ● Clean Baseboards - Weekly ● Clean Light Fixtures - Weekly
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		● Replace Lights (Notify Custodian or Maintenance) Athletic Areas ● Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment ● Disinfect mats and other high-use equipment at least daily ● Clean and disinfect high touch surfaces: ○ Handles on equipment (e.g., athletic equipment) ○ Drinking fountains ○ Ice Machines ○ Door handles and push plates ○ Light switches ○ Shared telephones ○ Shared desktops ● All trash receptacles emptied and trash removed from the room ● Floors swept and dust mopped ● Floors spot mopped or full mopped ● Wipe clean: Tables, furniture and countertops ● Window in the door is cleaned at minimum once per week ● Walls are spot cleaned ● Make sure all windows are locked ● Re-stock all paper and soap products ● Clean Baseboards - Weekly ● Clean Light Fixtures - Weekly ● Replace Lights (Notify Custodian or Maintenance)
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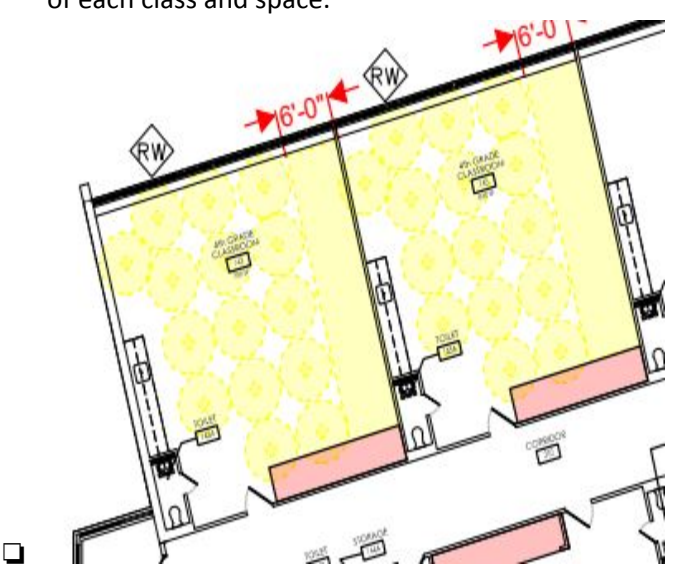


		Restrooms ● Clean and disinfect toilets, sinks and shower areas ● Wear proper PPE, avoid splashes ● Clean and disinfect high touch surfaces: ○ Sinks ○ Faucets ○ Soap dispensers ○ Drinking Fountains ○ Door handles and push plates ○ Light switches ○ Handrails ● All trash receptacles emptied and trash removed from room ● Floors full mopped ● Clean Doors and Partitions in Restrooms and Locker Rooms ● Walls are spot cleaned ● Check that toilets, faucets, and drains are working ● Check Sanitary Napkin Boxes ● Clean Exterior of Dispensers ● Make sure all windows are locked ● Re-stock all paper and soap products ● Clean Baseboards - Weekly ● Clean Light Fixtures – Weekly ● Replace Lights (Notify Custodian or Maintenance)
Safety Drills	Safety Drills Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading	☐ Classrooms will be assigned an evacuation drill schedule to practice what the procedures will look like. Teachers will be responsible for explaining the protocols to the students and having them practice these protocols. Drills



	infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to. Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority. Modifications to evacuation drill protocols may include, but are not limited to: • Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and • If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools Questions related to this guidance may be directed to reopeningguidance@nysed.gov 46 while they are in attendance in-person.	will be completed by the entire K-12 population on the same day at different times during the day.
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	Modifications to Lockdown Drills may include, but are not limited to: • Conduct lockdown drill in classroom setting while maintaining social distancing and using masks; • Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and • Conduct lockdown drills in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.	❑ Lockdown drills will be performed and students and staff will be required to wear masks during this drill. ❑ The drills will also be practiced in a socially distanced method by having each student move to the safe spot in the room on an individual basis, then moving back to their desk, repeating until all students have practiced. All other components of the drill will remain the same (hall sweeps, locking doors, silence).
FACILITIES Edwin Alvord Carol Bush Gretchen Rosales	Reopening Mandatory Requirements General Health and Safety Assurances • School districts or other applicable schools must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance. The Facilities portion of the district’s, or other applicable school’s, reopening plan will seek assurance that school districts or other applicable schools will meet all requirements associated with building space related changes that they may elect to make. Fire Code Compliance • Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be	❑ The District worked with their architects on instructional spacing considerations to determine maximum capacity of each class and space. 



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

Doorways

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

Emergency Drills

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

- ☐ The link to our classroom capacity sizes can be found here.
https://drive.google.com/file/d/1mMXe9E0Z_muPLgGeXigt1nR_pZ0R1TRj/view?usp=sharing

☐ **Facilities Alterations and Acquisition**

- ☐ The District does not intend to alter its existing spaces or acquire additional spaces for the purpose of reopening.

☐ **Changes to Space Utilization and/or Alterations**

- ☐ The District does not intend to make changes to its space utilization or alter its existing spaces for the purpose of reopening.

Space Expansion

- ☐ The District does not intend to expand its square footage for the purpose of reopening.

Tents for Additional Space

- ☐ The District does not intend to utilize tents for additional space for the purpose of reopening.

Plumbing Facilities and Fixtures

☐ **Toilet and Sink Fixtures**

- ☐ The District will not reduce the number of toilet and sink fixtures available for use during the school day. The District will establish cleaning and disinfecting schedules



	other applicable school's decision and responsibility. Those changes must be included in the Fire Safety plans. Ventilation Ventilation Mandatory Requirements Maintain adequate, code required ventilation (natural or mechanical) as designed. If other air cleaning equipment is proposed, submit to OFP for review and approval. Districts and schools are encouraged to increase the fresh air ventilation rate to the extent possible to aid in maintaining a healthy indoor air quality. We recognize there are many different types of ventilation systems, natural or mechanical, that may be limited for increasing ventilation outside air due to available heat or fan/relief airflow capacity. Schools may consider installing a higher efficiency filter. A higher efficiency filter may require a larger filter housing and will create greater resistance to airflow, and the fan and HVAC system may require rebalancing to maintain the code required ventilation rate.	for lavatories. Signs promoting social distancing will be placed in all lavatories 4/16/21 Barriers added to all desk and learning locations by 10/31/21.
CHILD NUTRITION Lisa Crnkovich	Reopening Plan Mandatory Requirements ☐ District/School Plan must provide all students enrolled in the SFA with access to school meals each school day. This must include: - students in attendance at school; and - students learning remotely.	☐ The District will provide access to all students enrolled in SFA with access to school meals each day. Single-use items and used disinfection materials will be treated as regular waste, following food safety guidelines.



	• The District/School Plan must address all applicable health and safety guidelines. • District/School Plan must include measures to protect students with food allergies if providing meals in spaces outside the cafeteria. • The District/School Plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged. • The District/School Plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area. • District/School Plan must ensure compliance with Child Nutrition Program requirements. • District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families. Meals Consumed Onsite • Assess where meals will be served (classroom, cafeteria, other); • Remove or suspend the use of share tables, salad bars and other self-service refrigerators and buffets for food and condiments; • Discourage food sharing between students; • Coordinate with custodians to establish sanitation procedures; • Clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students; • Consider increasing access points for providing meal service;	Laundry for clothing, towels, linens and other items • Cloth materials (i.e., linens, aprons, etc.) will be washed and dried on the highest temperature setting allowable for the fabric. • Items will be laundered according to the manufacturer's instructions. • Employees will wear disposable gloves when handling dirty laundry. • Employees will not shake dirty laundry • Employees will clean and disinfect clothes hampers. • Employees will remove gloves and wash hands immediately. Cleaning/Disinfecting Protocols General Cleaning • Cleaning protocols will be reviewed for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions and dishes/utensils. • All staff will be trained on any new PPE, cleaning products and techniques. • The facility will be cleaned and disinfected per current NYSDOH/CDC protocols. • The District will maintain logs including the date, time, and scope of cleaning and disinfection.
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	• Provide physical distancing guides in food service areas such as: - o tape on floors - o signage - o increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables • Plan for one class at a time to go through the cafeteria line and return to the classroom if meals will be eaten in the classroom; • Use pre-portioned condiments that cashiers & servers place on each tray; • Place meals on a counter or tray line for quick pick up; • Consider “Grab and Go” kiosks in hallways or gymnasiums; • Consider whether teachers can take meal orders in classrooms and send orders to the kitchen via email, Google Docs, SharePoint, etc; • Consider student meal pick up at building entrances or security checkpoints; • Coordinate with school personnel in order to meet the feeding safety needs of students with disabilities; • When students eat in classrooms: - o train teachers on food allergies, including symptoms of allergic reactions to food - o train all non-food service staff on any meal service-related activities they will be responsible for - o obtain or develop posters or other aids to assist non-food service staff to implement meal service.	General Disinfecting • Areas or items will be cleaned with hospital grade EPA approved disinfectant or equivalent replacement. Cleaning agents will be replaced frequently. Once clean, areas or items will be disinfected. • Soft Surfaces – Surfaces will be cleaned using soap and water or with other appropriate cleaning agents. • EPA-registered disinfectants will be used. Staff will follow the instructions on the label to ensure safe and effective use of the product. Many products recommend: ○ Keeping surfaces wet for the entire contact time (see product label). ○ Precautions such as wearing proper PPE and ensuring proper ventilation during use of the product. ○ Diluted bleach solutions may also be used if appropriate for the surface. ○ Unexpired bleach will be effective against coronaviruses when properly diluted. ○ Leave bleach solution on the surface for at least 1 minute.
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		Cleaning Daily Cafeteria/Kitchens · Lunch tables will be cleaned and disinfected after each service. · Food preparation areas will be cleaned and disinfected daily. ● Floors will be fully mopped. ● Windows in the door will be cleaned at minimum once per week. ● Walls will be spot cleaned. ● Sink and toilet area will be cleaned and disinfected. ● All paper and soap products will be restocked. ● Baseboards will be cleaned weekly. ● Light fixtures will be cleaned weekly. Food Service Staff Training Department Specific Elba has implemented the following SafeSchools (Online) Training Plan for the 2020 - 21 school year: ● Bloodborne Pathogen Exposure Prevention (Full Course) ● Bullying: Recognition & Response (Full Course)
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		• Coronavirus Awareness (Full Course) • Sexual Harassment: Staff-to-Staff (Full Course (New York) Required PPE • Gloves • Face Covering/Mask The District will purchase face coverings/masks, gloves, and hand sanitizer. Staff will properly use and dispose of PPE. Roles and Responsibilities Supervisor • Create weekly/bi-weekly plans per guidance • Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease • Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and personal protective equipment • Provide ongoing communication to staff and feedback to staff on a weekly basis • Participate in planning meetings as needed Food Service Staff
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		● Maintain social distancing to the greatest extent practicable ● Wear cloth face coverings at all times unless the employee is not in the food preparation area or in the serving area ● Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor ● Wear all required personal protective equipment (PPE) when cleaning and using chemicals ● Follow US CDC Guidelines for Cleaning and Disinfecting Your Facility https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html ● Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol or 70% isopropyl alcohol Food Preparation Areas and Contact Surfaces ● Shared workspaces will be minimized ● Employees will be dedicated to certain tasks, at separate workstations
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		● Adhesive floor mats will be placed at entrances and at the entrances of food preparation areas ● Exposed clean silverware, dishes, glasses, pots and pans will be covered ● Plasticware will be wrapped ● Condiments will be pre-packaged ● Disposable napkins will be used Contact Vendors and Suppliers The District maintains two (2) weeks-worth of inventory at any given time during the school year. This does not include some non-perishable items. The District has direct contacts with its local, regional and government vendors and is able to source needed products or substitutes. The District will continue to monitor its inventory and engage its vendors accordingly. USDA Waivers Approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021 The District will apply for the following waivers: · Non-congregate feeding · Meal service time flexibility
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		· Bulk meals · Parent/guardian Meal Pick Up · Meal Pattern Flexibility · “Offer Versus Serve” Flexibility for Senior High School Meal Service The following changes will be implemented during meal service: ● There will be no self-serve food items. ● Napkins and plasticware will be provided directly by staff. ● The District will use disposable utensils. ● Other spaces will be used for cafeteria overflow: band/chorus rooms, gymnasiums, etc. ● Choices will include one (1) hot meal option and one (1) cold meal option. ● Choices will continue to meet meal pattern requirements. ● The District will continue to meet the dietary needs of its students. ● Cohorts will be divided in eating spaces. ● Social distancing will be enforced in all eating areas. ● Food-sharing is prohibited. ● Small appliances will be discontinued. ● Pot lucks will be discontinued. ● Condiments will be prepackaged. ● Students may eat outside with their classes so long as there is adequate supervision, social distancing, and appropriate weather.
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		• A la carte items and vending machines will be discontinued. • Breakfast will be a grab-and-go option for students heading to their classrooms. • Staff will use adequate PPE when delivering food and interacting with students. • Parents/guardians will be provided with information on MySchoolBucks. • Payment for meals will occur through MySchoolBucks and teacher collections in homerooms/classrooms. Last names will be used in lieu of the keypad. • The District will send Free and Reduced Price lunch applications to all families with a cover letter encouraging completion. • The District will continue to use its counting logs for individuals eating offsite. Meals Consumed Onsite The following changes will be implemented for meals consumed onsite: · There will be no self-serve food items. · Other spaces will be used for cafeteria overflow: band/chorus rooms, gymnasiums, etc.
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		· Choices will include one (1) hot meal option and one (1) cold meal option. · Choices will continue to meet meal pattern requirements. · The District will continue to meet the dietary needs of its students. · Cohorts will be divided in eating spaces. · Social distancing will be enforced in all eating areas. Signage will be installed to promote social distancing. · Food-sharing is prohibited. ● Condiments will be prepackaged. ● Students may eat outside with their classes so long as there is adequate supervision, social distancing, and appropriate weather. ● Breakfast will be a grab-and-go option for students heading to their classrooms. ● Windows and doors will be opened as much as possible to promote outdoor air circulation. Windows and doors will not be opened if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to children using facilities. ● Students will be required to wash hands before and after meal service. ● Hand sanitizer stations will be established in cafeterias and all alternate eating spaces.
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		• Meal times and locations will be staggered to ensure social distancing. Meals Consumed Offsite (with election of waivers) The following changes will be implemented for meals consumed offsite: • Meals will be delivered or prepackaged for students to consume offsite • Vehicles will pull up to the door nearest the cafeteria. • A staff member will deliver meals directly to the vehicle. • Pedestrians may pick up at the same point. • Social distancing will be maintained by pedestrians. • Staff members delivering meals will wear appropriate PPE. • Families will contact the Coordinator of Food Services: Lisa Crnkovich Phone: 585-757-9967 if they are having difficulty accessing meals.
TRANSPORTATION Andy Reeb	Reopening Mandatory Requirements • School districts and other applicable schools are expected to fulfill existing mandates regarding Recovering, Rebuilding, and Renewing: The Spirit of New	▣ Ridership - o Create New Routes once we know who will be riding.



	York's Schools Questions related to this guidance may be directed to reopeningguidance@nysed.gov 60 the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly. The School Bus School Bus Mandatory Requirements Assurances of the following will be required when submitting the Reopening Plan: • Students who are able will be required to wear masks and social distance on the bus; • All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run); • School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses;	- o Mark seats not to be used. Keep track of who is on bus - o Load rear to front, unload front to rear. Unload one bus at time at school. - o Students in the same household sit together. - o Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering; Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. - o Students who do not have a mask can NOT be denied transportation; Have supply on the bus. - o Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet. - o Students must social distance (six feet separation) on the bus; - o School bus drivers, monitors, attendants must wear a face covering along with an optional face shield. 2 Cleaning - o All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by
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	- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet. School Bus Staff Mandatory Requirements - School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention; - School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield; - Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19; - Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. - Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves. Students on Transportation Mandatory Requirements	districts must be cleaned/disinfected at least once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. Deep clean once a week (Fridays) - o ☐ Training - o Drivers: Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19; - o Students; and Parents on transportation guidelines. ☐ Transportation departments will provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee break rooms and/or bus garages. ☐ Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves ☐ Transportation will deliver packets and meals if district is distance learning
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	• As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school; • Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering; • Students must social distance (six feet separation) on the bus; • Students who do not have a mask can NOT be denied transportation; • Students who do not have masks must be provide one by the district; • Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.	
SOCIAL EMOTIONAL WELL-BEING Kelly Carlie Alison Riner	Reopening Plan Mandatory Requirements • Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified	• The “Comprehensive School Counseling Plan” has been updated and will be available on the school website. • An advisory council has been initiated and will be made up of school stakeholders including; school personnel, administrators and parents. It will meet twice a year to review and update the current plan.



	school counselor(s), is reviewed and updated to meet current needs. • Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan. • Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. 5 Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff. Considerations for Reopening Plans • Deepen your understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation. • Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.	• Resources to support mental health issues will include utilizing the “Suicide Assessment Intervention” plan. The “Counseling Request” form will remain on the website for students and families to request counseling. A list of community mental health providers is available upon request. • The District currently participates in the Genesee Valley BOCES Trauma, Illness and Grief cooperative service and have trained staff members. • Individual and/or group counseling will be provided by counselors or psychologists either in person or virtually. • The Mental Health (MH) team will meet once a week. The team will consist of: ○ Kelly Carlie, School Counselor ○ Alison Riner, School Counselor ○ Nicole Kohlstaedt, School Psychologist • The MH team will meet to discuss students who have been identified as needing support by school staff. • School Counselors will provide information to staff to assist them in identifying students who may be at risk and need intervention. This will be followed up with a regular check in with teachers to identify students they are concerned about. • The MH team will determine an appropriate support plan and communicate this to family, students and administrators.
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	• Identify or build a team that will lead your implementation. Decide how students, staff, and family will contribute. • Determine how you will build upon existing strengths as a foundation for growth. • Examine opportunities to leverage community school strategies to support and sustain the work. • Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity. • Leverage collaborative community partnerships to strengthen your initiatives. • Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan. • The district's or school's counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS). • As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access. • Pupil personnel staff should develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students. • Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.	○ This support plan could consist of any or all of the following: phone call, homevisit, referral to outside resources, meeting virtually or in person with the student and/or family. ● The school counselors will provide teachers with resources/information regarding the impact of Covid19 on a student's mental health. ● Kelly Carlie will provide teachers with training regarding Suicide Safety for Teacher and School Staff either virtually or in person. ● School Counselors will work with the Wellness Committee to provide activities and /or resources to support staff's emotional well-being. ● Staff will be reminded of the Employee Assistance Program (EAP) contact information and menu of supports. This information is provided to staff in the principal's weekly updates. ● Students will be provided with SEL lessons to address anxiety related to: reintegration to school, COVID19, new school practices (social distancing, wearing PPE) as well as identifying adults that can assist them if they need help. ● Provide parents with information regarding how to support their children upon reentering school and concerns regarding COVID 19. ○ https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-cl
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		mate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource • Attendance reports, discipline referrals, referrals from teachers will be monitored regularly to guide the SEL needs of the school. The data will be shared with the School Counselor Advisory Council to assist with making recommendations. • The school counselor's will explore Multi-Tiered System of Supports (MTSS) and will work to implement it into the Comprehensive School Counseling Plan.
SCHOOL SCHEDULES Carol Bush Gretchen Rosales	COVID-19 required schools to make critical adjustments to their instructional model in March 2020 with little or no time to plan. As schools devise their reopening plans for the 2020-21 school year, plans must address resuming in-person instruction. However, scheduling decisions must be informed by health and safety standards and the most up to date guidance from the New York State Department of Health. If COVID-19 cases develop, schools/districts may consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, schools/districts may choose to	☐ Update: 4/16/21- Barriers were placed at all desk locations and cafeteria by 10/31/20. Desks were adjusted accordingly in classrooms. Students returned to 4 days of in-person learning on November 3, 2020. ☐ Update: 4/16/21 Students returned to 5 days of in-person learning on 3/15/21 Grades 7-12 Students, teachers, and staff will build a community of learners in both on-campus and in distance learning pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. The proposed schedules



	temporarily move classes where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared. To maximize in-person instruction, Schools/districts should consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as: • finding alternative spaces in the community to allow for more in-person instruction; All models and programs will be reviewed by October 1, 2020. All students will return to in-person learning on March 15, 2021 with all of the required guidance from NYSED and NYS DOH.	are a guide for planning purposes. The implementation model provided is subject to change based on student needs and teacher discretion. In the event that State and Local entities determine that circumstances change in our community regarding health and safety, all Elba CSD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus and distance learners. On Campus, In-Person instruction will be scheduled on Maroon Days and White Days. Mondays are reserved for office hour days and asynchronous learning (asynchronous is defined as self-paced, own-time learning in which the student contacts the teacher as needed). Students will still follow the A, B, C, D schedule. These days are labeled on the District calendar and can be found online. Students will receive their schedules in mid-August. The daily schedule for in-person (at school) learning is as follows: <table><tr><td>Period 1</td><td>7:40 – 8:27</td></tr><tr><td>Period 2</td><td>8:30 – 9:14</td></tr><tr><td>Period 3</td><td>9:17 – 10:01</td></tr></table>	Period 1	7:40 – 8:27	Period 2	8:30 – 9:14	Period 3	9:17 – 10:01
Period 1	7:40 – 8:27							
Period 2	8:30 – 9:14							
Period 3	9:17 – 10:01							



		Period 4	10:04 – 10:48
		Period 5	10:51 – 11:35
		Period 6, Class	11:38 – 12:22
		Lunch	11:38 – 12:08
		Period 7, Class	12:11 – 12:55
		Lunch	12:25 – 12:55
		Period 8	12:58 – 1:42
		Period 9	1:45 – 2:29
		Period 10, activity period	2:32 – 3:10
		Students will only be permitted to stay for 10th period if they are working directly with a teacher. There are no extracurricular activities	



and students will not be allowed to stay in the building unless they are in a teacher's classroom. At this time, sports are not permitted.

The daily schedule for distance learning is as follows:

Period 1	7:40 – 8:27
Period 2	8:30 – 9:14
Period 3	9:17 – 10:01
Period 4	10:04 – 10:48
Period 5	10:51 – 11:35
Period 6	11:38 – 12:22
Period 7	12:11 – 12:55



		<table><tr><td>Period 8</td><td>12:58 – 1:42</td></tr><tr><td>Period 9</td><td>1:45 – 2:29</td></tr><tr><td>Period 10 Zoom meetings scheduled by teachers</td><td>2:32 – 3:10</td></tr></table>	Period 8	12:58 – 1:42	Period 9	1:45 – 2:29	Period 10 Zoom meetings scheduled by teachers	2:32 – 3:10
Period 8	12:58 – 1:42							
Period 9	1:45 – 2:29							
Period 10 Zoom meetings scheduled by teachers	2:32 – 3:10							
		Students will still receive a copy of their schedule as if they were on-campus. This schedule should still be followed to provide a routine for students. Attendance will be taken during 1st period. Students must contact their first period teacher in Google Classroom no later than 8:00 am and outline their plan of learning for the day. During the scheduled class time, students should log on to Google Classroom and complete their assigned work. Teachers will determine when Zoom meetings will take place. Daily learning plan: A daily learning plan is to be submitted <i>daily</i>, Tuesday through Friday for <i>all students</i> engaged in distance learning. This is a required component						



		of attendance. This is to be submitted to each first-period teacher on the student's schedule. Grades K-6 Elba Elementary School will also be providing students with a combination of in person and remote learning experiences. In an effort to reduce density, we will be operating on a hybrid model. This model has 50% of students learning in person, while the other 50% is learning remotely. Students in grades K-6 will be divided into two cohorts... Maroon and White. Students in the Maroon cohort will have in person learning on Tuesdays and Thursdays, while students in the white cohort will learn in person on Wednesdays and Fridays. When students are not in school, they will participate in remote learning, and everyone will have remote learning on Mondays. It should also be noted that parents will have the option to choose remote learning only for their children. This instruction will be overseen by the classroom teacher but will be supported by special ed and enl teachers as well as teaching assistants and aides. Distance learning experiences for the elementary students will be provided in a combination of synchronous and asynchronous formats. Given the increased need for support with younger children, the faculty and staff have worked hard to develop learning activities and lessons that parents can support their children with when it's convenient for them. These activities will include pre recorded video lessons, lessons through online learning platforms, as well as paper packets. There will be live teacher Zoom sessions to follow up on the distance learning when possible and appropriate. A rotating schedule of live sessions is being developed for this purpose. Student attendance will be based on a student's ability to engage in the required learning activities and will be evidenced by the submission of assigned work, logins to online platforms, and participation in scheduled
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		Zoom sessions. Again, given the need for parents to support younger learners with remote learning, we have to provide multiple ways for students to attend to the learning. In addition to scheduling live video sessions on Mondays, teachers will be available for office hours to assist parents and students. UPK Students in UPK will attend school in person every day.
Budget and Fiscal Matters Ned Dale Lisa Penna	School District Fiscal Preparedness Another major factor in the fiscal outlook for school districts is the availability of undesignated reserve funds, which districts set aside for times of fiscal hardship. Again, the individual district circumstance can vary widely. According to the most recent data available to the Department, overall unexpended fund balances total 13.83 percent of all school spending outside the big five city school districts,10 but the level available in individual districts ranged from 0.04 percent to 86.19 percent. These reserves are approximately two thirds capital, retirement, and employee benefit accrued liability reserve (EBALR) reserves. Unrestricted reserves total approximately 4.5% of total proposed spending, again excluding the five dependent city school districts. Relaxing rules around withdrawals from certain purpose driven reserves would provide districts additional flexibility in budgeting for the upcoming years with a diminished prospect of increases in state aid, but such changes would require enactment of legislation. When districts consider how much of those reserve funds should be tapped into during any single school year or crisis, they should remember that this situation has the potential to be long-lasting.	Pandemic Adjustment and CARES Act Funds State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a “Pandemic Adjustment”, which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.



	2020-21 Enacted State Budget Governor Cuomo’s Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds. Pandemic Adjustment and CARES Act Funds State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a “Pandemic Adjustment”, which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.	The District has been allocated \$60,120 for ESSERF and \$10,189 for GEERF. The District has made applications for utilization of both funding sources. ❑ Mrs. Penna, Principals and the Superintendent have reviewed the purchasing practices and grants to ensure we are maximizing all of our available funds. ❑ The District will continue to use the services of Bernard P. Donegan Inc. for long range financial planning. Potential Further Aid Reductions The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion.¹¹ Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap. ❑ The District adjusted the expected budget to absorb approximately 7-8% reduction in aid.
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	Potential Further Aid Reductions The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion.¹¹ Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap. Flexibility in Non-NYSED-Governed Activities While budget and fiscal matters have implications in nearly all operational and instructional program areas, the laws, regulations, and business rules are largely outside of the discretion of the State Education Department. Below are a few areas where recommendations have been made to NYSED staff that deserve further consideration by state policymakers: • Reserve funds: consideration for providing temporary flexibility in the immediate use of designated or restricted reserve funds, and requirements to repay funds over a set period of time; • Transportation issue: as mentioned in the Transportation section of this guidance, providing flexibility on the adoption of contracts with providers and pursuing a streamlined bus driver licensing	180 Day Calendar and Attendance Reporting for State Aid Purposes School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements. The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session
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	process with the Department of Motor Vehicles to ease the burden of hiring new bus drivers; •Personal Protective Equipment (PPE) and technology purchases: provide more avenues for shared service agreements and ease burdens on BOCES to expand service in this area. Flexibility for Budgetary Transfers It is anticipated that there may be costs in 2020-21 that districts did not budget for in necessarily the correct account codes. In particular, the need for additional equipment has been noted above. Flexibility for budget transfers in the 2020-21 school year only for additional equipment needed (associated with re-opening and the maintaining of buildings primarily) would help school districts in that position. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. This determination appears to be based primarily on Formal Opinion of Counsel No. 213 (www.p12.nysed.gov/mgtserv/budgeting/handbook/appendixg.html). In addition, school districts are encouraged to maximize their state-aided hardware in order to ensure that all necessary equipment is being purchased.	requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year. To view the approved calendar for Elba CSD: https://www.elbacsd.org/cms/lib/NY02214293/Centricity/Domain/8/2020-21%20Academic%20Calendar.pdf
Attendance and Chronic Absenteeism Carol Bush Gretchen Rosales	As described in the Technology and Connectivity section of this guidance, remote learning did not work for everyone during the spring 2020 school closures. In many schools and districts, large numbers of students did not log on or otherwise participate in online learning opportunities. It is therefore critical for schools to use a variety of creative methods to reach out to students and	❑ Update: 4/16/21- Barriers were placed at all desk locations and cafeteria by 10/31/20. Desks were adjusted accordingly in classrooms. Students returned to 4 days of in-person learning on November 3, 2020. ❑ Update: 4/16/21 Students returned to days of in-person learning on 3/15/21



**Jen Manley
Tracy Byrnes
Kelly Carlie
Alison Riner**

their families who did not engage in distance learning. School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in their learning. Initiating an educational neglect or Person in Need of Supervision (PINS) proceeding should be a last resort; schools and districts should work with their local departments of social services prior to bringing any legal action against students or their families.

Attendance for Instructional Purposes

Reopening Mandatory Requirements

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

Attendance for Reporting Purposes

Reopening Mandatory Requirements

- ☐ Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required; 5
- ☐ Attendance must be reported by any reporting entity that is required to take attendance;
- ☐ Resident students of compulsory age who were not in attendance in a public school, including charter schools,

Grades 7-12

1. Students will receive instruction in a hybrid model, meaning that they will be on campus two days a week (Wednesday/Friday or Tuesday/Thursday). Mondays will be utilized for office hours and for teachers to provide feedback to students.
2. For students whose families have elected for 100% distance learning, students will be required to log into their Learning Management System (Google Classroom) *daily*. This is how attendance will be recorded. Attendance will be monitored through Google Classroom and students must engage in their first period class no later than 8:00 a.m. daily in order to be marked as present. Attendance will be recorded daily in SchoolTool.
3. Google Classroom will be the primary LMS for instruction. Zoom will be the primary method of connecting with students synchronously. (Synchronous is real-time, two-way communication.)
4. This method of implementation is subject to change. As we navigate through this challenging time, State mandates will require us to be flexible. As changes warrant, families will be updated promptly.

Grades K-6

1. Students in grades K-6 will be expected to attend school two days a week and participate in remote learning three



nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;

- ☐ Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.

days a week. Students who are learning remotely will be required to complete at home learning assignments at their own pace. Completion of these assignments will constitute attendance. In addition to this, students will be expected to have contact with their teacher or teaching assistant on their remote learning days.

2. Students participating in distance learning will be completing the same learning assignments and tasks that their peers are completing and will be expected to participate in some form of communication with the teacher or a teaching assistant prior to the end of the school day. Students in grades 4-6 will have times assigned to them. Students in grades K-3 will be scheduled in conjunction with parents'/caregivers' availability.
3. Students in grades K-6 will use SeeSaw (K-2) and Google Classroom (3-6) as their primary method of communication and "attendance." Students will be required to log into their account before the end of the school day.
4. Given the nature of working with younger learners, these guidelines are subject to change. We understand that there are circumstances related to childcare, internet access, and ability to support a child academically that must be taken into consideration, especially if our students are being cared for by older siblings.



		5. We will work with families on a case by case basis to be certain we are meeting the needs of all learners and that their “attendance” is not an issue because of scheduling conflicts. Attendance Policy: Attendance The Elba Central School District will use Schooltool for tracking in-person, hybrid and virtual learning attendance. Student interactions/engagement are tracked using the following methods for attendance purposes: ● Call logs with parents/guardians and students. ● Email correspondence. ● Google Classroom assignment completion. ● Zoom participation. ● Tracking student participation in on-line activities and assessments (such as Castle Learning, eMathInstruction, etc.) ● Castle Learning reports. Attendance for State Aid Purposes School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other
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		procedures, the underlying data provided should be consistent with all other attendance reporting and requirements. The minimum annual instructional hour requirement and 180 days of session requirement is established by the New York State Department of Education. The 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year. Chronic Absenteeism Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Classroom teachers, grade level and department chairpersons, building principals and the counselor are responsible for identifying students who are not participating, based on data from teachers. Interventions are scaffolded as follows: ● Zoom to establish face-to-face contact. ● Phone call to parent/guardian. ● Email to student and parent/guardian. ● Home visitation (Exercising social distancing protocols)
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		When contact is established by the aforementioned parties, a plan is developed to overcome any learning barriers. If students cannot access virtual instruction, hard-copy materials are delivered to households and collected when assignments are completed. <i>Education Neglect</i> The District will collaborate with the Genesee County Department of Social Services when it has questions regarding educational neglect. The Statewide Central Register of Child Abuse and Neglect will only be contacted as a last resort. An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress, or imminent danger of such an adverse effect. <i>Persons in Need of Supervision (PINS)</i> The District will collaborate with the Genesee County Department of Social Services when it has questions regarding PINS and before taking action. Under the Family Court Act Article 7, a PINS proceeding may, in certain circumstances, be initiated to have a person under eighteen years of age, who does not attend school, is incorrigible, ungovernable, habitually disobedient and beyond the lawful control of a parent, or other person legally responsible for such
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		child's care, or appears to be a sexually exploited child, adjudicated by the Family Court as a PINS.
Technology and Connectivity Ron Cain Edutech Ned Dale	Regardless of whether in-person, remote, or hybrid models are utilized, schools should seek to provide students and teachers, for use in their places of residence, with access, to the extent practicable, to: •A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use; and •Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot). Reopening Plan Mandatory Requirements School and District Reopening Plans must include information on how the school will: ☐ Have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence; ☐ To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and ☐ Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.	Technology and Connectivity Students with 1:1 Devices All students in grades UPK – 12 have access to District-owned devices. Student Internet Access Elementary School Approximately 85% of students have “all the time” access to the internet at a sufficient level to participate in all learning activities, at their places of residence, that is provided by the student’s family or guardian. High School Approximately 85% of students have “all the time” access to the internet at a sufficient level to participate in all learning activities, at their places of residence, that is provided by the student’s family or guardian. Teacher Home Access Approximately 93% of teachers have “all the time” access to the internet at a sufficient level to participate in all learning activities at their places of residence. Teachers will report to Elba daily to ensure proper access and connectivity. Barriers to Access Elementary School



		The top barriers preventing “all the time” access to the internet at a sufficient level to participate in all learning activities, at students’ places of residence are availability and cost. The top barriers preventing “all the time” access to the internet at a sufficient level to participate in all learning activities, at students’ places of residence are availability and cost. Learning Management System The District utilizes Google Apps for Education as its learning management system. Technical Support The District has directed parents/guardians to contact its Computer Technical Administrator—Ron Cain)—for technical support. The District has developed a wireless internet solution in its Elementary/Junior High School Parking Lot. Parents/guardians may drive in to the lot, park, and students may access the wireless network using District devices while adhering to social distancing protocols. Professional Development The District has adjusted its agendas for Superintendent’s Conference Days. Staff will be provided with additional support from staff experts and time to develop remote learning resources.
Teaching and Learning Carol Bush Gretchen Rosales	Reopening Plan Mandatory Requirements ❑ All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.	❑ Update: 4/16/21- Barriers were placed at all desk locations and cafeteria by 10/31/20. Desks were adjusted accordingly in classrooms. Students returned to 4 days of in-person learning on November 3, 2020.



- ❑ Instruction must be aligned with the outcomes in the New York State Learning Standards.
- ❑ Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- ❑ Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- ❑ Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

Considerations for Reopening plans

- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the

- ❑ Update: 4/16/21 Students returned to days of in-person learning on 3/15/21

7-12 Continuity of Learning Plan can be accessed here:

<https://docs.google.com/document/d/1hfKLC0KL7wZ6Glb7MS9BicZyNh6rriQc8m9rVf6fNWY/edit?usp=sharing>

Who to contact:



For assistance with a course, assignment, or resource in the class:

- The student's teacher - please see their schedule or SchoolTool for names and email addresses



For assistance with a technology-related problem

- Mr. Ron Cain, Technology Coordinator
- (585) 757-9967, rcain@elbacsd.org



For a personal, academic, or social/emotional concern

- Mrs. Alison Riner, 7-12 counselor
- (585) 757-9967, ariner@elbacsd.org



For health questions/concerns & attendance

- Mrs. Jennifer Manley, school nurse, Mrs. Tracy Byrns, attendance clerk
- (585) 757-9967, jmanley@elbacsd.org & tbyrnes@elbacsd.org



For questions about school meals

- Mrs. Lisa Crnkovich, School Nutrition Coordinator
- (585) 757-9967, lcrnkovich@elbacsd.org



All other concerns or issues

- Mrs. Gretchen Rosales, 7-12 Principal
- (585) 757-9967, extn. 2150, grosales@elbacsd.org



	Special Education and English Language Learner sections for more specific guidance). •Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable. •Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine. •Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed. •Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning. •Identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology. •Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction. Early Learning Prekindergarten Reopening Plan Mandatory Requirements	Students, teachers, and staff will build a community of learners in both on-campus and in distance learning pathways. Students in remote settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. The proposed schedules are a guide for planning purposes. The implementation model provided is subject to change based on student needs and teacher discretion. In the event that State and Local entities determine that circumstances change in our community regarding health and safety, all Elba CSD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our LMS for on-campus and distance learners. ❑ Update: 4/16/21- Barriers were placed at all desk locations and cafeteria by 10/31/20. Desks were adjusted accordingly in classrooms. Students returned to 4 days of in-person learning on November 3, 2020. ❑ Update: 4/16/21 Students returned to days of in-person learning on 3/15/21 K-6 Continuity of Learning Plan https://docs.google.com/document/d/1nUa6OJg9epadQiittNr0BWih0XW9V-VaF4L69f0KxKo/edit#
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- ❑ Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.
- ❑ All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.
- ❑ Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in this guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

Grades K-6

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must ensure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas. There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (PE) (see separate section on PE). Educational programs delivered in these grades should employ the best available instructional practices and resources and be

K-6 Methods of Implementation:

To ensure that all students in grades UPK-6 receive a high quality education in the midst of this global pandemic, Elba Elementary has designed three main instructional models: in-person instruction at 100% capacity, hybrid instruction at 50% capacity, and remote instruction. Though each model has been outlined below, the details are subject to change as we continue to navigate this unprecedented time.

In-Person Instruction

- Students in grades UPK-6 will attend school five full days each week at 100% capacity. Students will be socially distanced at six feet apart whenever possible. When social distancing is not possible, students will be separated by barriers or they will be required to wear their masks. All students will receive their instruction from the classroom teacher.

Hybrid Instruction

- All students in UPK will attend school five full days each week at 100% capacity. Students in grades K-6 will attend school two days each week at 50% capacity and engage in remote learning the other three days of the week. Students will be socially distanced at six feet apart whenever possible. When social distancing is not possible, students will be separated by barriers or they will be required to wear their masks. All students in grades UPK-6 will receive their instruction from the classroom teacher while in school.
- While learning remotely, students in grades K-6 will be expected to complete the new learning experiences listed in their daily assignment log. Below is a sample.



mindful of maximizing instructional time and support with these young learners. Schools must plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home must be considered in a school's reopening plan. All students should have access to and interaction with an appropriately certified teacher on a regular basis. Understanding that there are challenges with remote instruction that are particular to certain school communities as well as individual students, schools should strive to ensure teachers have daily contact with students in some format in order to support both their academic needs and social emotional wellbeing. Schools are responsible for developing a reporting mechanism to track teacher/student contact regardless of the instructional setting.

Grades 7–12 –

In-person Instructional Model

- Consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?
 - Prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures
 - Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, easels, stage/dance studio floors, and music stands.

DAILY ASSIGNMENT LOG- DATE _____

Monday	Wednesday	Friday
Reading Workshop ☐ Watch mini lesson #____ ☐ Read independently 15-20 min Writing Workshop ☐ Review Anchor Chart ☐ Continue to write or Start a new piece. Phonics Work Work/Snap Word ☐ Rainbow Writing Math ☐ View the mini lesson ☐ Z-EARN lesson #____ ☐ Complete the work-sheet ☐	Reading Workshop ☐ Watch mini lesson #____ ☐ Read independently 15-20 min Writing Workshop ☐ Review Anchor Chart ☐ Continue to write or Start a new piece. Phonics Work Work/Snap Word ☐ Read it, Write it, Build it Math ☐ View the mini lesson ☐ Z-EARN lesson #____ ☐ Complete the work-sheet ☐	Reading Workshop ☐ Watch mini lesson #____ ☐ Read independently 15-20 min Writing Workshop ☐ Review Anchor Chart ☐ Continue to write or Start a new piece. Phonics Work Work/Snap Word ☐ Write words into sentences Math ☐ View the mini lesson ☐ Z-EARN lesson #____ ☐ Complete the work-sheet ☐

- In addition to this, students may be asked to participate in Zoom sessions or phone calls on their remote learning days. These calls may be required by the classroom teacher or requested by the student or parent. Check-in calls for students will be routinely scheduled and conducted by classroom teachers, special education teachers, ENL teachers, the reading teacher, the school counselor, special areas, and teaching assistants. On Mondays, all teaching staff will have office hours so they are available to answer questions and provide feedback. Below is a sample of a Daily Assignment Log.

Remote Instruction

- For students whose families have decided that remote learning is the best option, students will be required to log into their



	• As with speaking loudly, singing can transmit the virus. Consider taking extra precautions such as having chorus outside and increasing the distance between students. • Consider asking students to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning. • Do not share instruments among students or staff. • Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument. • Consider limiting use of or alternatives for hard-to-clean supplies that are usually recycled such as clay. • Create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom. • Have hand hygiene supplies close to shared materials and surfaces. • Increase transition time to account for time needed for cleaning. Remote Instructional Model • Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning. • Consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home. • Create a plan for how to give students assignments, feedback, and track their progress. • Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.	learning platform every day. For students in grades UPK- 2, the learning platform is SeeSaw. For students in grades 3-6, it is Google Classroom. By logging in every day to complete a daily question and submit assignments, students will be marked as being in attendance. If a student does not log in at all, he/she will be marked absent for the day. Below is a sample form that a child may fill out each day. https://docs.google.com/forms/d/e/1FAIpQLSe5jRpW2s8_CAF1xBB-fhXnVRNKijpVsCuTPmGuP9f3dOy8eg/viewform • Students participating in remote instruction will stay on pace with those in the classroom. They will learn through a combination of prerecorded video lessons, Zoom sessions, inquiry based projects, and more. • Whenever possible, the classroom teacher will initiate Zoom sessions to meet with a child in real time. In addition to this, there will be other staff members who will follow up with students as well (special education teachers, ENL teachers, the reading teacher, the school counselor, special areas, and teaching assistants). When designing these three instructional models, equity was at the heart of the conversation. It is imperative that students learning remotely are receiving an equitable education to those who are in person. While there is no doubt that we will run into some challenges with remote learning, every effort has been made to accommodate students’ needs (hotspots, working offline options, Zoom sessions with teachers, etc.) Also, Elba Elementary has established its instructional models in such a way that we are confident teachers can move seamlessly between them if need be. 7-12 Methods of Implementation:
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	•Develop digital and non-digital options for sharing student's creative works within the classroom community and with the broader school community. Hybrid Instructional Model •Organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction. •Anchor standards, Creating and Presenting lend themselves more to in-person instruction, while Responding and Connecting are standards that may be able to be addressed in a remote instructional model. •Determine methodologies to connect with students and support learning while students are at home. • During in-person instruction, prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.). • Use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home. • Focus on personalized learning. • Utilize resources such as digital field trips and online arts collections. Resources such as these can be found on the Continuity of Learning Website.	1. Students will receive instruction in a hybrid model, meaning that they will be on campus two days a week (Wednesday/Friday or Tuesday/Thursday). Mondays will be utilized for office hours and for teachers to provide feedback to students. 2. For students whose families have elected for 100% distance learning, students will be required to log into their Learning Management System, also known as LMS, (Google Classroom) <i>daily</i>. This is how attendance will be recorded. Attendance will be monitored through Google Classroom and students must engage in their first period class <i>each day</i> no later than 8:00 a.m. daily in order to be marked as present. Attendance will be recorded daily in SchoolTool. 3. Google Classroom will be the primary LMS for instruction. Zoom will be the primary method of connecting with students synchronously. (Synchronous is real-time, two-way communication.) 4. This method of implementation is subject to change. As we navigate through this challenging time, State mandates will require us to be flexible. As changes warrant, families will be updated promptly. Academic Interventions and Enrichments:
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		Elba Jr. Sr. High will serve students daily in Tier 1, 2, and 3 instruction. Data has provided the level of support and placement for these services. For the upcoming 20-21 school year, this data relies largely on teacher recommendations. These interventions and enrichments have been provided to students and are embedded into their schedules. These may be listed as “labs” for Jr. High students or AIS for students in grades 9-12. These classes are designed to support students with additional supports or to offer enrichment for students who have expressed an interest in learning more. This allows students in grades 7-12 to have a more individualized approach to their education and these practices have proven effective in accelerating student learning. Letters informing parents and guardians of this placement will be sent by mail at the beginning of the school year. Parents and guardians will receive reports on student progress at five-week intervals in the report card/progress report mailing. Questions regarding student progress should be directed to the student’s teacher. Active Engagement: Active engagement means that a student participates in and completes to the best of their ability any coursework that is assigned to them. It also means that they communicate with their teachers on a regular basis, as determined by the teacher. A
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		student is marked present in each course that they are enrolled in when the following tasks are accomplished on a regular basis: ☐ Completion of all lessons, activities, assessment, and/or projects on a daily basis ☐ Attending regular synchronous (live lessons) for teaching, re-teaching, tutoring, intervention, or enrichment whenever requested by the teacher ☐ Daily contact with the teacher (which includes the first-period check in <i>and</i> daily contact with each teacher, either via Google Classroom or email.
Athletics and Extracurriculars Mark Beehler Carol Bush Gretchen Rosales	Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As schools plan for reopening in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, schools might consider the creation of extracurricular activities that can be continued remotely in the event of another shut down. policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if	☐ Fall sports have been delayed by Section V. ☐ Appropriate extracurricular activities will be preserved (Musical for Spring of 2021) ☐ Lego Robotics and other additional opportunities will be on hold during the first 10 weeks until a decision can be made about the safety and cleanliness of the activity.



	applicable, or members of the same household. Schools/districts should refer to DOH’s “Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency” to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming. Considerations for Athletics and Extracurricular Activities • Restrict and/or limit use of school/district facilities to district or school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/district facilities, schools/districts must ensure such organizations follow State and locally developed guidance on health and safety protocols. • Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or have limited person-to-person contact.	
Special Education Nicole Kohlstaedt Carol Bush Gretchen Rosales	Students with disabilities were particularly impacted by the closing of schools in spring 2020. In some cases, these students were unable to fully access the programs and services they needed to progress academically, particularly those programs and services that are best delivered in person. School reopening plans must always consider the special needs and requirements of students with disabilities. Reopening Plan Mandatory Requirements ☐ The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent	The Elba Central School District will continue to maintain an equitable opportunity for students that demonstrate special education needs. The Elba Central School District will continue to ensure the provision of a free and appropriate education to students with disabilities while also utilizing practices to protect the health and safety of their students. All three models (in-person, hybrid, and remote learning) will include programs for students with disabilities that are designed to meet their individual needs to the same extent that the needs of nondisabled students are met. ☐ Update: 4/16/21- Barriers were placed at all desk locations and cafeteria by 10/31/20. Desks were adjusted



	with the need to protect the health and safety of students with disabilities and those providing special education and services. ❑ The school reopening plan must address meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. ❑ The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. ❑ The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. ❑ The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.	accordingly in classrooms. Students returned to 4 days of in-person learning on November 3, 2020. ❑ Update: 4/16/21 Students returned to days of in-person learning on 3/15/21 <u>In-Person Model-</u> ❑ Special education needs will be met as determined by a student’s Individualized Education Program. ❑ A full continuum of support and instructional opportunities will be provided. ❑ Health and safety protocols will be in place as outlined in the previous sections of this plan. <u>Hybrid Model-</u> ❑ Special education services will be delivered as outlined on the Individualized Education Program through a service delivery model that is equitable to the provision of general education. ❑ On days the students are in-person, they will receive their program, related services, supplementary aides, accommodations, modifications, and assistive technology as indicated on their Individualized Education Program. ❑ Health and safety protocols will be in place on the in-person instructional days as outlined in the previous sections of this plan. ❑ On days students with special education needs are taking part in remote learning through the hybrid model, homework and additional distance learning opportunities will be made available and will be adjusted based on the
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		student's needs for accommodations, modifications, supplementary aides, and assistive technology. In addition, teletherapy and virtual special education programming will be offered based on a student's Individualized Education Program. ❑ Students with special education needs who are participating in a remote learning requirement of the hybrid model and do not have access to the internet will be prioritized by the district for receiving a district provided hotspot. ❑ There will be consideration to have students with special education needs attend school in-person more frequently through the hybrid model. The additional time of in-person instruction will allow for the provision of related services, special education programming, additional educational support. This time will be beneficial to supplement missed instruction and opportunities since March 2020. Students with severe disabilities who may not achieve educational benefit from virtual instruction will be prioritized when considering the additional days on in-person instruction. Attendance on the additional days will be determined in coordination with the student's educational team, which may include the principal, CSE chairperson/school psychologist, case manager, teachers, related service providers, parents, and the student. <u>Remote Learning Model-</u> ❑ Special education services will be delivered virtually through this model and will be closely aligned to the
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		programs and supports as recommended on the student's Individualized Education Program. ☐ Students who receive related services, special class programming, and resource room programming will be offered virtual teletherapy opportunities with their related service providers and special education teachers. ☐ Consultant teacher services, modifications, and accommodations, as outlined by a student's Individualized Education Program, will also be implemented virtually through this model. ☐ Students who require assistive technology will have access to it. ☐ Students with special education needs who do not have access to the internet will be prioritized by the district for receiving a district provided hotspot. <u>Out of District Programs</u> ☐ Students with special needs receiving services not in the district will continue to be offered support and opportunities to attend their recommended programs based on the learning model that is offered through that program. ☐ The Committee on Special Education chairperson will be in communication with the out of district programs and will communicate the options to the parents of the students who attend the programs. ☐ Student progress will continue to be monitored as outlined on the student's Individualized Education Program, whether the services are provided in-person or
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		remotely. Progress will be shared with parents as specified on the Individualized Education Program. ❑ When applicable, the district will share resources, such as technology support, for students in out of district programs in order for the student to have access services. <u>Collaboration with Preschool Program Providers</u> ❑ The Committee on Preschool Special Education chairperson will continue to consult and collaborate with preschool providers and the Director of Children with Special Needs for Genesee and Orleans County to ensure there is an understanding of the provision of services consistent with the recommendations on Individualized Education Programs. ❑ The Committee on Preschool Special Education chairperson will continue to communicate pertinent information with the parents. ❑ Student progress will continue to be monitored as outlined on the student's Individualized Education Program, whether the services are provided in-person or remotely. Progress will be shared with parents as specified on the Individualized Education Program. ❑ When applicable, the district will share resources, such as technology support, for preschool students with disabilities in order for the student to have access services. <u>Communication with Parents</u>
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		❑ Progress monitoring data will continue to be documented in Frontline IEP Direct and will be shared with parents as specified on the Individualized Education Program. ❑ Students who are not making substantial progress towards their goals may be referred to the Committee on Special Education to determine if additional supports are warranted.
Bilingual Education and World Languages Gretchen Rosales	The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). These challenges exacerbated existing educational inequities, like a lack of access to technology and reliable Wi-Fi needed for remote learning. It is critical that school reopening plans address the special needs of ELLs, and that all communications with ELL students and their families be in their preferred language and mode of communication. Mandatory Requirements for Reopening ❑ Qualifying schools that reopen using in-person or hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154.	❑ Elba will continue to create and disseminate resources in Spanish, which is spoken by the school’s ELL/MLL population. ❑ All ELLs at Elba will be provided the required units of study in their ENL program based on their most recent ELL proficiency level. ❑ Former ELLs at commanding proficiency (within 2 years of exiting ELL status) will continue to receive former ELL services in the form of an Integrated ENL or other former ELL services. ❑ Elba will continue to ensure that parents/guardians of ELLs receive information in the language or mode of communication they best understand. ❑ Elba will provide additional professional development for teachers providing instruction to EL students to strengthen teaching regarding challenges that arose as a result of the school closures and to support student growth. ❑



	❑ Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. ❑ Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process Provide all communications for parents/guardians of ELLs in their preferred language and mode of communication	
Staffing Ned Dale	Among school-based factors, teaching and school leadership are the two greatest influences on student learning. As LEAs create their plans for the 2020-2021 school year, they: must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can also employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment; should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and should consider Teacher and Principal Evaluation System Reopening Plan Mandatory Requirements ❑ Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year¹⁶.	Staffing for Elba CSD ❑ The District has reviewed its staffing again on 7/27/20 and made adjustments to ensure a proper and safe reopening. Elba will Pursuant to Education Law 3001, employ individuals to teach in New York State public schools that hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments.



	CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING Reopening Plan Mandatory Requirements ❑ Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.	
	The Elba Central School District Reopening Plan was supported by the following resources and links: New York State Department of Health https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf Guidelines for in-person instruction https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/P12_EDU_Summary_Guidelines.pdf New York State Education Department: http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf Center for Disease Control https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html	



How to properly wash your hands:

<https://www.youtube.com/watch?v=UTNi1oEQjZc>

The importance of social distancing:

https://www.youtube.com/watch?v=wKX1PQTz5_M

CDC video use of face masks:

<https://www.youtube.com/watch?v=ML3n1c0FHDI>

Training and sequence of proper wearing of PPE:

<https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf>

Video

<https://www.cda.org/Home/Practice/Back-to-Practice/Preparing-your-Practice/PPE/putting-on-and-taking-off-ppe>