



Sherburne-Earlville Central School District

15 School Street; Sherburne, NY 13460 • 607-674-7300

REOPENING PLAN

Last updated: July 31, 2020

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Introduction

At Sherburne-Earlville Central School District our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our three (3) schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent the myriad considerations Sherburne-Earlville Central School District will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

- *Sherburne-Earlville Elementary School: (607)674-7336*
- *Sherburne-Earlville Middle School: (607)674-7350*
- *Sherburne-Earlville High School: (607)674-7380*

www.secsd.org

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to insure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Robert Berson will serve as the district's COVID-19 Coordinator. He will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;

2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

Communication/Family and Community Engagement

To help inform our reopening plan, the Sherburne-Earlville Central School District has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.secsd.org, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including district newsletter, School Messenger, Social Media, and the school website – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

Sherburne-Earlville Central School District Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

Sherburne-Earlville Central School District developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website
- Call list/SchoolMessenger Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Town Hall Meetings (Zoom, Google Classroom, Seesaw etc.)

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Health and Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools *including the K-5 After School Program (ASP)* for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at bersonr@seonline.org or (607)674-7300.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the *Communication/Family and Community Engagement* section at www.secsd.org of our reopening plan.

To ensure employees and students comply with communication requirements, Sherburne-Earlville Central School District will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

Facility Entry

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within Sherburne-Earlville Central School District facilities will practice social distancing expectations:

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point at the health screening station.
- A face covering must be worn by all individuals, students, staff, and visitors on Sherburne-Earlville Central School District property when social distancing cannot be maintained.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their personal face covering, however face coverings can and will be provided by Sherburne-Earlville Central School District daily.

Daily Health Screening

- Prior to entering all Sherburne-Earlville Central School District locations, individuals must complete a medical screening questionnaire. This questionnaire is accessible through the Sherburne-Earlville Central School District website at www.secsd.org or a QR code is posted at all main entrances that provides a direct link to the survey using an iPhone or android phone.
- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Although filing of the health survey is preferred to be done online, paper copies of the questionnaire for visitors will be available at health screening stations. ([Health Screening Form](#))

- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a “NO” to “YES” during the day, must contact their supervisor immediately and await further instruction.
- Students and visitors will be screened.
- All staff must sign in and out of each building with the main office **each** time they enter and exit the building.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school through attendance roll.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed into school.
- Indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.

Social Distancing

- All individuals on Sherburne-Earlville Central School District premises must maintain social distancing and face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.
- Maintain six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in/out stations, health screening stations, reception areas).
- Large In-person meetings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene

Hand washing - 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:
 - Signage encouraging hand washing and correct techniques;

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
- Adequate facilities and supplies for hand washing including soap and water;
- Use of paper towels or touch-free paper towel dispensers where feasible
- Use of no-touch/foot pedal trash can where feasible;
- Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows:
 - Upon entering the building and classrooms;
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
 - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
 - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in at health screening for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING which can be found by scanning the QR Code posted on all doors. The visitors must sign in with proper identification through the main office for a visitor badge. This will indicate to all other health screening locations that the visitor has been screened.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.

- At the end of each day, the receptionist/designee must scan the sign-in/out documents and place the document into the designated Google folder. Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf**.

Vendor

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors must report to the Attendance/Main Offices first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING which can be found by scanning the QR Code posted on all doors. The vendors must sign in with their identification through the attendance/main office for a visitor badge. This will indicate to all other health screening locations that the vendor has been screened.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via (Google Meet) when possible.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: (District location/email) Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf**.

Training

Sherburne-Earlville Central School District will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

Sherburne-Earlville Central School District will 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. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date education and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

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

Training for Screeners

Sherburne-Earlville Central School District will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering. Social distancing while screening will be implemented. If social

distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

Training topics for all staff and substitutes

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% alcohol. Provide training on proper handwashing and hand sanitizer use
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>

- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
- <https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures pdf icon and describe how to stop the spread pdf icon of germs (such as by properly washing hands and properly wearing a cloth face cover image icon).

When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
 - Train all non-food service staff on any meal service-related activities they will be responsible for.
- https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space.
- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced to 50% normal load in addition to maintaining at least 6ft of separation between individuals, where possible.
- Additional protective barriers such as polycarbonate screens may be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- If necessary, Sherburne-Earlville Central School District will establish additional shifts to reduce the number of employees in the worksite at one time
- May stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits
- Will reduce tasks requiring large amounts of people to be in one area
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

Conference Rooms

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- Social distancing among participants will be required
- Lingering and socializing before and after meetings should be discouraged

Break Rooms and Lunch Rooms

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic table throughout the campus.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives where possible.
- Communal meals will not be provided to employees, and shared food will not be available in common areas where employees may congregate.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

Elevators

- One person in an elevator at a time, whenever possible.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

Restrooms

- Bathrooms will be limited to one person at a time, whenever possible.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry indicating one person at a time, when possible.
- Automatic hand dryer use will be discontinued and replaced with touchless paper towel dispensers, when possible.
- Touchless water fixtures will be installed where feasible.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- All individuals must allow for adequate space between when traveling in the same direction.

Classrooms

- Occupancy in each classroom will be specific and determined based off of the overall square footage of the space.
- Each student, teacher and support staff will receive not less than 6 ft. of separation from others unless when masks are used.
- Additional considerations will be taken into account for space utilized for classrooms and teaching material.

- The size of groups will be determined by the number of students who can be in each classroom while maintaining 6 feet social distancing whenever practical, however when social distancing isn't feasible masks will be utilized.
- Students, teachers and support staff will be required to wear a proper face covering.
- Where possible special teachers and staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.
 - Remove any unnecessary furniture.

Nurses' Offices

- All students and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses and health office staff should be limited to situations of suspected COVID-19
 - Nurses and health office staff must receive proper training and fitting of N95 Respirators prior to use.
- Where applicable, the nurses' offices have been reconfigured to:
 - Maintain social distancing of no less than 6ft.
 - Create "sick" and "well" zones.
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
 - Physical separation will be achieved by utilizing:
 - Individual exam rooms
 - Polycarbonate barriers
 - Retractable dividing curtain walls.
- Isolation Room(s)
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.
 - *Reference the Isolation Room(s) section for additional information.*

Isolation Rooms

- Where applicable, separate, independent room(s) with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.
- These rooms have been identified in each building
 - Sherburne-Earlville MS/HS - School Psychologist office
 - Sherburne-Earlville Elementary School- 150C

Health screening Vestibule/Reception areas

Health screening Stations will remain at all entrances of each building.

- Where a multi- entrance design is used, additional health screening posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Frequently touched materials such as magazines have been removed.

Computer Labs

- The use of shared space and equipment use will be limited where feasible.
- Blocks of computers will be sectioned off to ensure social distancing is maintained.
- Tables of computers will be reconfigured so as to not face each other or a polycarbonate barrier will be installed to create a physical barrier.
- Cleaning and disinfection of computer labs and keyboard will be frequent
 - Keyboards should be wiped and disinfected before and after each use.
 - Keyboard covers may be utilized to aid in the cleaning and disinfection process.
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

Library Spaces

- Reconfigure space to ensure social distancing.
 - Tables will be limited to maintain 6ft social distancing.
 - Polycarbonate barriers may be installed to create a physical barrier.
 - Desks should be arranged so as to not face each other.
 - Small reading nook use should be discontinued unless:
 - limited to one person at a time.
 - Cleaned and disinfected routinely
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing

Engineering Controls

- Alcohol based hand sanitizer will be available in each main entrance and each classroom.
- Bathrooms
 - Limited to one occupant at a time where practical.
 - Automatic hand dryer use will be discontinued
 - Touchless faucets are currently in most bathroom spaces
 - Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle
- Vestibules/Reception Areas
 - Polycarbonate barriers will be installed to provide protection for Sherburne-Earlville Central School District staff and individuals presenting
 - Barriers have been designed in accordance with New York State Fire Code
- Water Fountains
 - As required by New York State Code a potable water supply will be provided per 150 occupants, but not less than one source per floor.
 - To reduce cross contamination the bubbler/drink spout has been removed or disabled.
 - Automatic/touchless bottle filling equipment is installed in place of the drink spout.
 - Additional bottle filler stations will be installed where necessary.
 - These appliances will be routinely cleaned and disinfected as described in the Cleaning and Disinfection Section.
- Floor Demarcations

- All entrances or areas of static wait have floor signage installed allotting for a minimum of six(6) feet of separation between all individuals
- All Corridor floors and Stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.
- Temperature Screening Equipment
- Medical Isolation Rooms.

Ventilation

Sherburne-Earlville Central School District will ensure sufficient ventilation and fresh air to all spaces of occupancy:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
 - Options for replacement and modification to existing systems will be explored.
- Fan motors speeds are at the speed needed to maintain optimal volume and flow for the HVAC system.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

The Sherburne-Earlville Central School District will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include, but are not limited to:

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)

- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

For more information about how cleaning and disinfection information will be communicated to students, families and staff members, visit the *Communication section* [provide link] of our reopening plan.

Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and be appropriate for the surface.

Suspect or Confirmed COVID Cases

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. 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. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian or identified emergency contact will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
 - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;

- Opening outside doors and windows to increase air circulation in the area
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- *Notification* - the NYS and local health departments (Chenango County 607-337-1660, Madison County 315-366-2361) will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Contact Tracing

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Sherburne-Earlville Central School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick.
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area to the extent possible.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

The Sherburne-Earlville Central School District has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Negative COVID-19 diagnostic test result
3. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to DOH's ["Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure"](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process in Sherburne-Earlville Central School District could include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree at the district level.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area to the extent possible.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard

- Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
- Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available

Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The Sherburne-Earlville Central School District plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling has been completed and the report is on the SECSO Website.

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed.

- Work with engineers to establish sufficient fresh air exchange.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.
- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

- Shelter
- Stay in place
- Evacuation
- Lockout
- Lockdown

Sheltering

Areas will be identified in each school that will be used for sheltering along with areas that cannot be used due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Sheltering protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during sheltering, if possible
- Face coverings will be used throughout the event
- Plan to have extra face coverings on hand in the event that a person does not have one (Kit for drills with extra masks)
- Listen for updates and respond accordingly

Stay in Place

Stay in place protocols will be the same with following changes:

- Provide 6 feet of space between students and staff during the Stay-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

Lockdown

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Child Nutrition

All schools in the Sherburne-Earlville Central School District will follow federal, state, and local policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency will be available at no cost to all children. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

Sherburne-Earlville Central School District has identified Kim Corcoran as the contact person to receive and respond to communications from families and to school staff regarding child nutrition. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the application is available from our food service director, Kim Corcoran.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

For information about how meal information will be communicated, visit the Communication/Family and Community Engagement section www.secsd.org of our reopening plan.

Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Meals offsite/remote

Students will receive meals for the days they are learning in a virtual manner. Parents will need to request the meals in advance. Sherburne-Earlville transportation staff will deliver the meals to students on Monday as that is the designated virtual learning day for all students.

Transportation

Sherburne-Earlville Central School District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned/ disinfected once a day. High contact sports will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

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.

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

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of the district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Cleaning and Disinfecting

Refer to the cleaning standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- *High Touch Surfaces*
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Eating and drinking will be prohibited on the bus
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses
- All cleanings/inspections will be documented (via trackable log)

Bus protocols for a reported case of Covid -19 on a school bus

(District Transportation Supervisor) will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus.

Bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. Bus will be disinfected following CDC guidelines.

Students on Transportation

- 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 (6) feet separation) on the bus whenever possible;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Training (Office Personnel, Drivers, Mechanics, Aides)

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)

- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
 - New cleaning Protocols (buses, transportation center)
 - Handwashing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

Transportation Communication

- Sherburne-Earlville Central School District will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles
- Sherburne-Earlville Central School District will communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an "opt-out" option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)

Density Reduction, Social Distancing, Bus Capacity

- CDC guidelines suggest creating distance between children on the school bus when possible.
 - Seat one child per row, siblings sit together alternating rows. This results in a minimum 22 students on a 66-passenger bus.
 - 50% capacity reduction)
 - Consider these restrictions when planning transportation routes
- As a density reduction strategy, another consideration is to seat one student per row, all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
- This results in approximately 22 students on a 66-passenger bus
- Allow siblings or those that live in the same household to sit together
- Place non-flammable floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles
- Sneeze guards to protect the driver
- Do not seat students directly behind the driver
- Provide hand sanitizer of Benzalkonium Chloride (non Alcohol) based that kills 99.99% of common germs,MRSA, and E. Coli. .

- Provide additional adult supervision (monitors) on buses to manage social distancing
- Students shall wear face masks (if required) while in transit when social distancing is not possible
- If applicable, have an aide take student attendance on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing

Employees

- Self-screen before coming to work. Do not come to work if sick
- Maintain social distancing as much as possible
- Wear an appropriate face covering that covers the mouth and nose when social distancing measures cannot be maintained
- Wear all required Personal Protective Equipment (PPE) when cleaning and using chemicals
- 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% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles. Wash hands with soap and water as soon as possible

Routing

- The Sherburne-Earlville Central School District had developed multiple routing scenarios for administration to analyze different instructional scheduling options
 - Split sessions
 - Alternating days
 - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning
 - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- Limit student movement between bus routes
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school
- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Adjustments will be made by buildings:
 - For unloading and entry, and loading and departure
 - Route timing which will be affected by delayed loading/unloading processes
 - Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses

Transporting to BOCES

- Sherburne-Earlville Central School District will be transporting to BOCES and will follow similar protocols as previously described
- Sherburne-Earlville Central School District will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition

to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation

Social Emotional Well-Being

In planning for our re-entry in September, the District has formed task force teams to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students and staff. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social-Emotional Learning team was created consisting of our student support services (counselors, social workers, psychologists), certified teachers, families, students, community members and school administrators. This task force team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in all scenarios, including virtual, in-person, and in the blended model of classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As a District, our commitment is to create an emotionally and physically safe space, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance, and adapt to new learning experiences. Students support services and school based health programs will play an extremely important role in the adjustment period when buildings reopen and access to student support services and school-based health programs will be invaluable supports to our students. Before school resumes, school administrators and student support services will meet to create an asset map of already existing foundational assets within the S-E district and community-based organizations. In addition, it will be critical to determine students who might be at risk for needing mental health support. Student support services, staff, and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Additionally, all Sherburne-Earlville employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the Sherburne-Earlville community through <https://www.secsd.org/StudentSupportServices.aspx>. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

The following considerations guided our building level planning:

Emotional reactions to coming out of quarantine may include

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Frustration with new health protocols, specifically the wearing of personal protective equipment and social distancing expectations
- Other emotional or mental health changes

Addressing Social-Emotional Health Preventative Measures

- Identify and establish Tier 1 activities and services to be developed to address needs of students
- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
- Explore the use of Restorative Practices (use of healing/community building circles for both staff and students)
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
 - The warning signs for struggling students and how to properly report a student who may be in crisis
 - How to access crisis support and other mental health services both related to the COVID-19 public health emergency and the everyday needs of our populations
 - How to support mental health in the classroom and at home
- Establish a screening tool for students at risk, which will be implemented during the school year.
- Implement electronic referrals to Students Support Services for staff and families that will be used to establish baseline data in terms of student need
- Provide access to developmentally appropriate well-being and support resources for students and families
- Review the School Counseling plan to ensure that it meets all needs

Intervention

- Identify and establish Tier 2 and 3 activities and services to be developed to address specific needs of students
- Establishing a direct line of communication with the student with the most appropriate/effective mode of communication
- Help ensure access to school-based mental health supports; connect students with community mental health resources
- Creating student-specific supports and monitoring the effectiveness of support

School Schedules

[S-E School Schedules](#) *subject to change based on student and staffing needs.

For information about how school schedule information will be communicated to students, families and staff members, visit the *Communication* section at www.secsd.org of our reopening plan.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the Sherburne-Earlville Central School District will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will include building level parent letters/newsletter, robocalls, emails, text messaging, and social media communications. Teachers will record daily attendance in SchoolTool, our student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, Sherburne-Earlville Central School District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The Sherburne-Earlville Central School District addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement to monitor impact on student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning

- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Sherburne-Earlville Central School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. The Sherburne-Earlville Central School District recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. Respondents indicated that 78% have reliable internet access at home. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the district will take the necessary steps to meet their needs where plausible.

Options:

- a. In a Hybrid Model, students will be granted access to the school building so that their online learning can be optimized using the school WiFi.
 - b. In a Remote Model, the district will provide wireless access points around district parking lots, and will research other options for connectivity, such as placing wireless access points around the community, MiFi Cellular hotspots, etc.
2. Conduct and/or maintain an inventory of equipment and other assets.
 - a. Identify which students, families, and staff have district assets in their possession.
 3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
 4. Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
 5. Arrange a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases. Parent/student support will be provided via BOCES Service Desk.

Sherburne-Earlville Central School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Zoom or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students’ homes, etc. The district will also

schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on instruction and academic programming that includes regular and substantive interaction with a certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes 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 will be accessible to all, available in multiple languages, 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) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health, technology integration, and health and safety.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework at the elementary level and earn a numeric grade at the middle and high school levels. Grading is designed to provide direct feedback regarding students' evidence of learning.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website <https://www.dcmoboces.com/>.

Parents will be able to opt out of in-person/hybrid learning by completing a 2020-2021 Opt in Form available on the district website www.secsd.org.

In-person Instruction

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC/NYSDOH/NYSED guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are maintaining the recommendation for social distancing and can be adjusted based on use of PPE. Following the guidelines set forth by the Governor, in-person instruction capacity will be directly impacted by infection rates. If infection rates stay below the required threshold, the district will increase in-person instruction capacity and students will be required to wear proper PPE.

Accommodating a six-foot radius around students may necessitate the identification of additional rooms and common-area spaces that can be utilized.

Current staffing levels may be adjusted to accommodate the expanded number of classrooms needed to ensure social distancing. The Sherburne-Earlville School District has developed three comprehensive plans to ensure a continuity of learning is maintained throughout the 2020-2021 school year. The district intends to start the year in a "hybrid model" so we can effectively monitor the new guidelines set forth by New York State and the Department of Health. As we continue to assess, the district will adjust its model to meet the health and safety needs, social-emotional needs, and content/learning and assessment needs of students.

All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom at the elementary level. Whenever possible students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in Physical Education, Band, Chorus or lessons.

To the extent possible, students will remain in small cohorts if/when leaving the classroom and/or have staggered release times, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

For information on school schedules, visit the School Schedules section www.secsd.org of our reopening plan.

Students will follow their traditional schedules*:

- Elementary School: 10 period day following all NYSED requirements
- Middle School: 9 period day following all NYSED requirements
- High School: 9 period day following all NYSED requirements

*Subject to change to better meet student needs.

For information about how in-person instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section www.secsd.org of our reopening plan.

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can easily transition to a fully remote environment.

Instruction will include “core” subject areas, as well as elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student courses will remain the same whether instruction is in person or remote so that students do not encounter conflicts.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices at the elementary level will follow a standards-based framework designed to provide direct feedback regarding students’ mastery of course content. At the middle and high levels, numeric grades will be used.

For information on school schedules, visit the School Schedules section www.secsd.org of our reopening plan.

At all levels, students will be grouped into two cohorts (A and B). One cohort will attend school on Tuesday and Thursday. The other cohort will attend on Wednesday and Friday. Students will attend all of their scheduled classes, utilizing best practice instructional strategies and teaching methods.

For information about how remote/hybrid instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section www.secsd.org of our reopening plan.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, Sherburne-Earlville Central School District has collaborated with BOCES to ensure high school instructional plans are aligned. BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

Athletics and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I (Winter Sports)**
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
 - *Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), indoor track & field (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II (Fall Sports)**
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - *Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), volleyball (girls & boys), Unified bowling. Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.
- **Season III (Spring Sports)**
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
 - *Note: tentative dates Sports: baseball, softball, golf (girls & boys), outdoor track & field (girls & boys).

Extracurricular Activities

Extracurricular activities will be allowed based on student need, teacher availability, and taking into consideration social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission.

Special Education

Sherburne-Earlville Central School District reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the Sherburne-Earlville Central School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education

curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Special education programs and services can be provided in all formats (live-person, hybrid, or remote). The Sherburne-Earlville Central School District will document the programs and services offered and provided to students with disabilities as well as communications with parents in their preferred language and mode of communication (eg. Related Services Log). The district will 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 Sherburne-Earlville Central School District is committed to providing 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. Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children's education during the reopening process.

The Sherburne-Earlville Central School District will plan and support 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 Sherburne-Earlville Central School District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records, if such services are deemed necessary by the CPSE or CSE committees.

For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the *Communication/Family and Community Engagement section* www.secsd.org of our reopening plan.

Bilingual Education and World Languages

Sherburne-Earlville Central School District provides world language instruction in Spanish and French 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs UPK-12. We utilize DCMO BOCES itinerant services to provide ENL instruction, UPK-12.. This assistance will be provided in all formats (live-person, hybrid, or remote).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person or hybrid instruction we will 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 20 day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Sherburne-Earlville Central School District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, we will provide the required instructional Units of Study to all ELLs

based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will 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 which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. We utilize DCMO regional translation service to assist with translation services.

Sherburne-Earlville Central School District will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The district also has access to the BOCES Professional Learning Catalog to support teachers to assure ENL support.

In order to assure that students have opportunities to study world languages we are prepared to teach Spanish and French in the live in-person, hybrid, or remote format upon reopening. With the support of BOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, SWDs, and general education students who are studying world languages, such as Spanish or French, to help address learning gaps caused by the COVID-19 school closures.

Our district will support our students as they work towards earning the New York States Seal of Biliteracy. We will collaborate with BOCES to provide Seal of Biliteracy professional learning. As well, BOCES will support assessment options and provide translators for NYS Seal of Biliteracy presentations.

Through using our district and BOCES resources, we are well prepared to reopen our schools and serve ELLs, MLLs, and students learning world languages as they expand their skills, knowledge, and facilities with languages.

Staffing

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. Sherburne-Earlville Central School District will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Sherburne-Earlville Central School District. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full time certified teachers only. At no time will a student teacher be used as a teacher of record.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools \(July 16, 2020\)](#)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools \(July 13, 2020\)](#)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health \(July 13, 2020\)](#)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency \(June 26, 2020\)](#)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency \(June 26, 2020\)](#)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency \(June 26, 2020\)](#)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency \(June 26, 2020\)](#)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

A link to the public website where each school plan has been publicly posted
A set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion [Department of Health survey that includes a link to the publicly posted plan on the district/school website](#).