

Sodus Central School District

2020-2021 Re-Opening Plan



August 21, 2020

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- A. Sodus CSD Virtual Learning Plan
- B. Testing and Contact Tracking Protocols

Introduction

The Sodus Central School District's COVID-19 health and safety reopening plan establishes and explains the necessary policies, practices and conditions necessary to meet the Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) guidelines for COVID-19, the State's "New York Forward" guidelines, along with federal Occupational Safety and Health Administration (OSHA) standards related to employee safeguards and potential exposure to COVID-19. As the health and safety of District staff is our top priority, the plan has a strong commitment to those measures. The reopening plan is divided into logical categories. Each category contains guidance, procedures, protocols, and/or other measures which explain practices that need to be considered in order to maximize the health and safety of students and staff.

Stakeholder Participants

Nelson Kise	Superintendent of Schools District Safety Team (DST) District Covid-19 Safety Coordinator
Heather Uetz	Assistant Superintendent for C & I
Steve Moore	Business Administrator/DST
Joe Keeney	Director of Special Education/Pupil and Personnel Services
Tim Padden	Director Personalized Learning & Innovative Technology
Arkee Allen	Principal, JSHS/DST JSHS Covid-19 Safety Coordinator
Gene Hoskins	Principal, Intermediate School/DST IS Covid-19 Safety Coordinator
Mike Sereno	Principal, Elementary School/DST ES Covid-19 Safety Coordinator
Julie Riviello	School Nurse
Darcy Davidson	School Nurse
Jackie Budinger	School Nurse
Scott Mongeon	Director of Food Service and Child Nutrition
Sheila Dittmar	Director of Transportation
Steve Spinelli	Director of Facilities/DST
Katelyn Martinez	PTO President/TA/Parent/DST
Brenda Wren	SFA President/Staff Developer/Parent/DST
Bob Bayless	CSEA President/Transportation Dept./DST
Diane Devlin	Director of Public Health – Wayne County
Val Fanning	Director of 21 st Century Program
Jay Roscup	Community Schools Director
Lisa Tunley	Safety Coordinator/Custodian/DST

1. **Plan Categories** - A short description of the plan categories is provided below:

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

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

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

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

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

Social Emotional Supports: Sodus CSD Reopening Plan Describes the steps taken to create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.

Athletics: Explains general considerations for health and safety precautions

2. **Communications General Information**

The District will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the COVID-19 pandemic. The most highly utilized channel is our email and text message mass communication system, ParentSquare. The system sends our email, text message, and voice mail alerts, usually pointing to an explanatory document or letter on the school District website. The school website www.soduscsd.org, is the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the District and each school building. The website has a dedicated page to all correspondence, sorted chronologically, regarding the coronavirus pandemic. The District will provide guidance to parents and students with the following information regarding COVID-19:

- When/how long to stay home from class/other activities if they are sick.
- What they should do if exposure is suspected and what will happen if a student tests positive. This should include details about isolation and when they can return to campus/class/activities. This should also include details about procedures if a student's close contact tests positive.
- How student health will be monitored.
- What to do if they suspect someone else may be sick.

- When and how they will be permitted to return to campus in the fall, including any new procedures, updates to timing, etc.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures students in vulnerable populations should take and/or what additional options they have
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.

Faculty & Staff Notification

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

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

3. Operations

Before Opening

Prior to reopening the school buildings administrators will consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources. Administrators will also ensure that appropriate

inventory of personal protective equipment (PPE), and cleaning/disinfection have been purchased. The District will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering. The District will also train all faculty and staff (“employees”) on the precautions either remotely or in person. Each building will identify a COVID-19-point person.

4. Cleaning & Disinfecting

The Sodus CSD will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which should be cleaned and disinfected between each individual’s use, if shared. If cohorts are used, cleaning and disinfection may take place between each cohort’s use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed. A deep cleaning of all buildings will take place prior to students and staff being reintroduced. Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building. Daily cleaning and disinfecting will be conducted in high-touch areas (door handles, sink handles, drinking fountains, electronics, shared objects). While most surfaces will need normal routine cleaning, including outdoor areas, frequently touched will require daily disinfection as well. Restrooms should be cleaned and disinfected more often depending on frequency of use. Office spaces will be cleaned on the second shift daily. High touch areas in office spaces will be disinfected daily. Toys, classroom objects, community play materials, community supplies, and physical education equipment will be disinfected daily. Books will be disinfected according to guidance provided. If playgrounds are open, they will be disinfected as indicated in the NYSED guidance document. Coverage hours for cleaning staff should be expanded to allow more frequent cleaning throughout the day, including frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas. Custodial and cleaning staff will also clean and disinfect routinely throughout the day. Custodial staff will maintain a daily cleaning log documenting date, time, and scope of cleaning, and keep it on file at each building. Custodial and cleaning staff will be provided with disposable gloves and masks to perform their cleaning and disinfecting duties. The District will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19”. Disinfecting products specifically labeled for SARS-CoV-2 have been procured and will be used.

If an employee becomes ill with COVID-19, the area(s) occupied by the employee will be disinfected and closed for a determined amount of time, if indicated, both in accordance with CDC and DOH recommendations. Direction will be taken from our Wayne County Department of Health.

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

5. Ventilation

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

6. Hygiene

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

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

Buildings and grounds employees will provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

Proper hygiene practices are critical to ensuring the safety of the staff and students at Sodus Central School.

7. Visitors, Construction Contractors, and Non-Essential Employees

All visitors will be required to complete a health screening, including temperature check prior to being granted permission to enter the building.

Visitors to each of the buildings in the Sodus CSD will be limited. Limitations include employees who are not otherwise scheduled to work on a given day. In general, the building will be considered closed for the summer with only essential staff, any other employees assigned to work when absolutely necessary, and construction contractors being within the building. Visitors who buzz for entry to the building should be communicated through the buzzer system only. Employees will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If they are dropping something off, they should be advised to leave the item at the door.

Only visitors with scheduled meetings or emergencies as defined by the principal should be allowed in. Allowed in is defined as going past the receptionist’s office. Visitors will be required to respond to monitoring questions, sanitize their hands upon entry to the building and wear a face covering. Disposable masks will be available for those who need one.

To the extent possible, deliveries should be made to designated locations identified by the facilities director. Delivery people should be requested to wear a face covering when entering the building. Social distancing should be practiced.

8. Transportation

Bus drivers will be monitored on a daily basis, including responding to self-monitoring protocol. Buses will be cleaned and disinfected on a daily basis. Drivers will wipe down high touch surfaces between bus runs. In order to reduce the density of students on buses, students will be assigned one to a seat (the exception is those living in the same household who will be able to sit together).

If necessary, contingency plans will be developed that reduce density on buses by staggering runs, making multiple trips with fewer students per trip and/or centralized pickup points. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

Bus drivers will be required to wear facial coverings at all times. Students and staff must wear face coverings at bus stops and on buses. We will instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading. Students whose physical or mental health would be impaired are not required to wear a face covering but must be appropriately socially distanced.

School buses shall not be equipped with hand sanitizer. Bus drivers, monitors, and attendants must not carry bottles of hand sanitizer with them on school buses. Hand sanitizer will be provided for all staff in transportation offices such as dispatch offices, employee lunch/break rooms and/or bus garages.

A supply of masks will be present in each school vehicle for use by staff and students. Students who do not have a mask will be given one and will not be denied transportation.

Cleaning and Disinfecting

- 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, the entire bus will be cleaned and disinfected.
- *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).

Required Personal Protective Equipment (PPE)

- Disposable gloves (must be worn anytime a transportation worker has direct physical contact with a child)
- Face Covering/Mask
- Face Shield (if applicable)

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)

9. Food Service

Food service workers will be monitored on a daily basis and self-reporting any COVID-19 type symptoms. Kitchen areas will be cleaned and disinfected on a daily basis. Food service workers will wear face coverings at all times. Equipment, including high touch objects will be disinfected daily or more often given the rate of usage.

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce.
- The food service department, in collaboration with the school nurse, will identify students who have food allergies and ensure that delivered meals meet all required stipulations. This plan will be communicated with the building principal and assigned teachers.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how workstations can be reorganized for proper physical distancing during meal preparation and meal service.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger mealtimes to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.

Cafeteria tables will be disinfected between lunch periods (for any students eating in this location).

10. Staff Absentee Protocols – At-Risk

Accommodations for at-risk employees with underlying medical condition will be made to the extent practicable. Employees should contact their supervisor to initiate the discussion. A questionnaire has already been sent to all staff requesting that they contact the District office if they anticipate any Covid-19 related employment concerns for the upcoming school year.

Employees seeking medical accommodations will follow ADA guidance:

- How does the disability create a limitation?
- How will the requested accommodation address the limitation?
- Is there another form of accommodation that could effectively address the request?
- How will the proposed accommodation enable the employee to continue performing the essential function of their job?
- Is the requested accommodation reasonable or will it create an undue hardship? Steve Moore, Business Administrator, is the designated staff person responsible for COVID19 concerns. He can be contacted with questions.

11. Hiring Protocols

The existing process for hiring professional staff will stay in place with the following exceptions:

- First and second round interviews will take place via video conferences or in-person if proper social distancing regulations are followed.
- Demonstration lessons will not take place unless they can be organized following the proper precautions for social distancing and face coverings.

12. Safety Drills

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

- Drills should test the capacity of all involved in emergency response, highlighting building-level cooperation between schools, police and first responders.
- Drills should be treated as real emergencies, with full and serious participation from all participants, including administrators, teachers, students and first responders.
- Drills should be practiced frequently, in a realistic manner, such as during lunch, recess or when the school principal is away from the building. Drills should not be scheduled based on when it is most convenient or least disruptive.
- Debriefings should be held after every drill to further enhance response skills. Debriefings can be held with teachers and students in classrooms or in all-staff and faculty meetings.
- Drills should be thoroughly evaluated, and input should be collected from various drill participants. Mistakes or inconsistencies during drills are learning opportunities and can help improve future response. Many safety experts say the most important part of any drill is the discussion and updated action plan that follows.
- Drills should have associated communication plans that include long-term follow-up to support sustainability and progression. Plans should cover all drill types, identify specific objectives and goals for each drill, include logistics and available resources and ensure compliance with State and/or District regulations.

FIRE DRILL /EVACUATION PROCEDURES

1. When alerted to a fire alarm, students and staff are expected to wear masks, stay six feet apart where appropriate and safe to do so, and exit the classroom in an orderly fashion based upon the posted fire exit map in the classroom.
2. Students and staff will proceed to their pre-designated fire evacuation location outside the building while safely maintaining social distancing.
3. Designated fire marshals from each building will monitor and communicate when safe and appropriate with students and staff during the drill. Designees will also obtain attendance from staff.
4. Principals or designees will utilize two-way radios along with PA system to communicate with designees to ensure all students, staff are accounted for and building is clear.
5. Once the drill is complete, principal or designee will announce it is safe for students and staff to re-enter the building. All students and staff are expected to re-enter the building while maintaining social distancing & wearing their masks.
6. All students and staff will be expected to sanitize/wash hands upon re-entry into the building.

LOCKDOWN DRILL PROCEDURES

1. Lockdown drills will be modified during the Pandemic to maintain the safety of staff and students. Lockdown drills will be simulated in a virtual training method and/or in person instruction when appropriate by the principal, staff, and school resource

officer. Staff and students will be instructed to continue the same safety procedures in our Safety/Building plans pre-pandemic and to take the same precautions and actions in the case of an actual lockdown. The training of drills will include NYS Department of health COVID safety precautionary measures when safe and appropriate in the case of an actual lockdown. Staff will instruct their students to wear their mask and sanitize after lockdown is cancelled and building is deemed safe and secure.

LOCKOUT DRILL PROCEDURES

- We will follow our normal lockout procedures.

13. Health & Safety Protocols

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

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

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

The District will provide students and staff with acceptable face coverings at no cost and will maintain an adequate supply of face coverings in case of replacement. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. Personal cloth face coverings should be washed frequently. Disposable surgical masks should be discarded in the trash. Face coverings are strongly recommended at all times, except for meals and instruction with appropriate social distancing. The District will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.

14. Masks/face-coverings

Exceptions to mask/face covering requirements will be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. Mask breaks should occur throughout the day. Breaks should occur when students are six feet apart. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks. Transparent face

coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance; and for this reason, individuals – including students – must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the classroom and school. However, whether this plan indicates a mask does not need to be worn in a given scenario, all employees and students reserve the right to wear a mask in a situation when they are not required. They also have the right to request those they are interacting with to wear a mask along with them. All employees and students should be considerate of those who are wearing a mask and those who request that they put a mask on for their interaction. The District may use alternate PPE (i.e., coverings that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain students (e.g. hearing impaired) that benefit from being able to see more of the employee's face.

15. Handwashing

Teachers and support staff will reinforce proper hand hygiene and cough/sneeze covering with all students. Educational videos or written materials regarding handwashing, facemask protocol and other public health measures will be made available to students and staff. Times should be designated on the schedule for students to wash hands with soap and water, including, at a minimum:

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

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

16. Health Monitoring

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

A fever is technically defined as a body temperature of 100.0° F or higher, according to the Centers for Disease Control and Prevention. The fever temperature is consistent for both children and adults. Faculty and staff are required to stay home if they are sick.

Parents are required to keep sick children home. Employees shall self-monitor for signs and symptoms of COVID-19 daily (see BUILDING ACCESS section).

Per the CDC, a wide range of symptoms associated with COVID-19 have been reported – ranging from mild symptoms to severe illness. Anyone can have mild to severe symptoms. Symptoms may appear 2-14 days after exposure to the virus.

People with these symptoms may have COVID-19:

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

This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

If employees believe they are experiencing symptoms, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor. Signs will be posted throughout the facilities and school buildings reminding employees of the COVID-19 symptoms and to frequently self-monitor.

17. Daily Employee/Visitor Health Screening Questionnaire

SODUS CSD COVID-19 Self Check Assessment

The safety of the employees, students, families, clients, partners, and visitors remains Sodus CSD's top priority. As the COVID-19 outbreak continues, we will closely monitor the situation and will periodically update our guidance based on current recommendations from New York State. If you are concerned about underlying medical conditions, please consult with your personal medical health care provider.

To prevent the spread of COVID-19 and reduce the potential risk of exposure to our workforce, we are conducting a simple screening.

Please read each of the following questions, if you answer yes to any of the following you must notify your supervisor immediately and not report to work unless advised otherwise. In addition, please circle the question(s) you have answered yes to, sign and date this form and submit it to your supervisor immediately. If you answered no to all the questions you do not need to submit anything. It is your responsibility to complete this checklist before leaving your residence for work each day.

All employees will self-assess by answering the following questions before reporting to work each day.

- COVID-19 symptoms in past 14 days,
 - Cough
 - Shortness of breath or difficulty breathing
 - Fever
 - Chills
 - Muscle pain
 - Sore throat
 - New loss of taste or smell
- This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.
- Positive COVID-19 test in past 14 days, and/or
- Close contact with confirmed or suspected COVID-19 case in the past 14 days.

This applies to travelers arriving from States that have a positive test rate higher than 10 per 100,000 residents or a State with a 10% or higher positivity rate over a 7-day rolling average. Please check the New York State [COVID-19 Travel Advisory page](#) for the most up-to-date restricted State listing before and after traveling.)

Are you returning from travel to States that have a significant degree of community-wide spread of COVID-19?

- No
- Yes

Name of Employee/Visitor

Date

Employees/visitors that do not pass this health screening are expected to leave the building immediately and contact their supervisor for further instructions. Any employee who has symptoms of COVID-19, who reasonably believe they may have been exposed to COVID-19, who lives with anyone who has been diagnosed with COVID-19, or who has been diagnosed with COVID-19, shall immediately report this information to their supervisor and/or seek proper medical attention. Individuals who were exposed to the COVID-19 virus must complete quarantine, even if they have not developed symptoms, before returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the Wayne County Health Department.

If any of the scenarios listed above apply to you, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor. The District will work with each individual employee who sets forth this information to determine use of leave and return to work protocols, in accordance with guidance and directives that have been issued by the federal, State and local public health authorities and governmental agencies. The District will report to the Wayne County Department of Health and assist, as directed by them regarding any tracking of students/staff.

18. Positive Screen Protocols

Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.

- Students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from other students and supervised until their parent/legal guardian or emergency contact can retrieve them from school.
- Responsible parties should provide such individuals with information on health care and testing resources, if applicable.
- Responsible parties must immediately notify the State and local health department about the case if diagnostic test results are positive for COVID-19. Responsible parties must require individuals to immediately disclose if and when their responses to any of the aforementioned questions changes, such as if they begin to experience symptoms, including during or outside of school hours.

19. Plan for When a Staff Member, Student, or Visitor Becomes Sick

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

Procedures will be established for safely transporting anyone sick to their home or to a healthcare facility, as appropriate Health officials, staff, and families will be notified of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and State privacy laws.

Areas used by any sick person will be closed off and not used until they have been disinfected. Sick staff members or children will be advised not to return until they have met CDC and/or DOH criteria to discontinue home isolation. If indicated by the department of health, those who have had close contact with a person diagnosed with COVID-19 will be informed to stay home, and self-monitor for symptoms, and to follow CDC or DOH guidance if symptoms develop. If a person does not have symptoms, they will follow appropriate CDC or DOH guidance for home isolation, if indicated.

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

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

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

The health office will have an isolation area for suspected sick students until such time as the student can be transported home or to the hospital. If necessary, the District will have ready a plan for deep cleaning, disinfection, and temporarily closing as ordered by the DOH, in the event of a positive COVID-19 case.

20. Cleaning & Disinfection Following Suspected or Confirmed COVID-19 Case

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

If someone is suspected or confirmed to have COVID-19, the following measures will be implemented;

- Close off areas used by the person who is suspected or confirmed to have COVID-19. The District does not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom), but they should consult with local health departments in development of their protocols on a case by case basis.

- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.
- 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.

21. Plan for Returning to Work

If a staff member or student is diagnosed with COVID-19, with or without positive test and/or symptoms, the District will refer to CDC/DOH protocol for return to school or work. Direction will always be taken from the Wayne County Department of Health. This may need to be considered for family and/or household members who are positive of COVID-19, as carriers can be asymptomatic.

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

- Completing at least 10 days of isolation from the onset of symptoms, OR
- Completing at least 10 days of isolation after the first positive test if they remain asymptomatic. If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, the employee may return to work after completing at least 10 days of isolation from the onset of symptoms.
- “Close contact” is defined as being within 6 feet of an infected person for at least 15 minutes starting from 48 hours before illness onset until the time the person was isolated. If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms, the employee may return to work upon completing 14 days of self-quarantine.

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

- Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer’s occupational health program.
- Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after the last exposure.

- Social distance: The employee must comply with social distancing practices, including maintaining, at least, six feet of distance from others in the workplace when possible.
- Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
- Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after the last exposure

Compliance will be monitored and documented by the District and employee.

If an employee is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at work, the employee must be separated and sent home immediately and may return to work per Health Department guidelines.

22. Testing Protocols

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

23. Notification

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

24. Tracing Support

In the case of an individual testing positive, the Sodus Central School District will support local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program. Confidentiality must be maintained as required by federal and State law and regulations. Responsible Parties must cooperate with State and local health department contact tracing, isolation, and quarantine efforts.

25. Care Coordination

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

The Director of Pupil Services will establish community behavioral health referral agencies, and coordinate with school health professionals, counselors, social workers, school psychologists. The school nurse will identify students with pre-existing medical or mental health conditions to determine if treatment has been interrupted, medication or supplies have run out, or important appointments or procedures have been missed.

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

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker.
- Consult with students' health care providers for alternate asthma medication delivery systems.
- Consult with the school maintenance and facilities department for environmental controls.

The school nurse will coordinate with the student's special education teacher to address current health care considerations by:

- Revising IHP's.
- Determining the special healthcare needs of medically fragile students.
- Communicate with parents and health care providers to determine return to school status and modify IEP's as indicated.

26. Social Distancing

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

Strict adherence to a specific size of student groups (ex. 10 per classroom, 15 per classroom, etc.) should be discouraged in favor of other risk mitigation strategies given what is known about transmission dynamics. Adults within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff.

Seating/desks will be spaced at least six feet apart, or if the size of the classroom is not indicative, seating will be spaced to the greatest extent possible and masks will be worn by students and staff if six feet distance cannot be maintained.

A distance of 12 feet in all directions will be maintained between individuals while participating in activities that require projecting the voice (ex. singing), playing a wind instrument, or aerobic activity.

Desks should be turned to face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. Extra/unnecessary furniture will be removed from rooms to create the maximum space possible between individuals in shared spaces.

Students will be seated at individual desks/tables to the maximum extent possible. All student furniture will be positioned to face in the same direction. Individualized seating from other buildings will be used to replace multi-student seating to the maximum extent possible.

If tables must be used, only two per table sitting on the same side with a polycarbonate barrier in place. Students at tables must wear masks. In a circumstance where sufficient

physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance.

To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible. Tightly confined spaces will be occupied by only one individual at a time unless all occupants are wearing face coverings. If occupied by more than one person, the District will keep occupancy under 50% of maximum capacity.

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

- In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely. Social distancing markers will be posted using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site.

Elementary Student groups: To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day.

Our initial requirements and related guidance are as follows:

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

27. Gatherings, Events, and Extracurricular Activities

Gatherings, events, and extracurricular activities are limited to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas. Communal use spaces such as cafeterias will be closed if possible; otherwise use will be staggered, and the area will be disinfected between use.

Whenever possible, we will conduct remote extracurricular activities (non-athletics) via video conferencing (protocols will be developed once school re-opens in the fall).

Each child's personal belongings should be kept separated from others' and in individually labeled containers, cubbies, or areas.

Avoid sharing of electronic devices, toys, books, and other games or learning aids unless cleaned between use.

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

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

28. Signage

Signs will be posted throughout the school buildings in order to regularly share messages with the school community, consistent with DOH COVID-19 public health protections against COVID19. Signage will be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of or exposure to, COVID-19, and how they should do so.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

29. Closure Contingency Plans

Closure includes contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education, and/or closing the school. If closure needs to occur, this will be decided in collaboration with the Wayne County Dept. of Health and communicated timely to all staff, students, and families. The District will utilize its communication plan to notify individuals internally and externally throughout the closure process.

30. Closure Triggers

The District will identify conditions that may warrant reducing in-person education or closing the school, in consultation with State and local health departments, and plan for an orderly closure.

31. Operational Activity

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

32. Building Procedures

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

Parents will be asked to screen students before leaving for school (check temperature to ensure temperatures below 100.0 degrees Fahrenheit, observe for symptoms outlined by

public health officials) and to keep students at home if they have symptoms consistent with COVID-19, or if they have had close contact with a person diagnosed with COVID-19, and that they did not travel to a State or country with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven day rolling average (passive screening).

Parents will receive a weekly communication that contains building access questions for each of their children who attend school. Unless parents contact the school nurse to report an issue with a child, receiving the communication message is indicative of passive agreement on the school screening procedures.

Staff will be instructed to self-screen before leaving for work (check temperature to ensure temperatures below 100.0 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19, and that they did not travel to a State or country with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven day rolling average. They will follow the directions on the Covid-19 Self Check Assessment.

School personnel will screen visitors in secure entryways. Screening procedures will include a Raptor screen, basic health screening questions, and a temperature check before allowing a visitor into the school.

Use of building requests will be vetted to conform with proper social distancing protocol. The District will evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.

33. Building Traffic Patterns

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

34. Considerations for All Schools

Student Flow, Entry, Exit, & Common Areas

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times or locations and put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Require visitors and parent/guardians use their own pen for signing in/out, when possible.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling during the school day.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances.

- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms, whenever possible.
- If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

35. Small Spaces

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

36. Faculty & Staff Meetings

The Sodus CSD will make all efforts to use video or teleconferencing for faculty and staff meetings and conferences in order to reduce the density of congregations, per CDC guidance. When videoconferencing or teleconferencing is not preferable or possible, the District may choose to hold meetings in open, well-ventilated spaces and ensure that individuals maintain appropriate social distance (e.g., leave space between chairs, have individuals sit in alternating chairs).

37. Ideas for Reducing Density

To maximize in-person instruction, responsible parties should consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- finding alternative spaces in the community to allow for more in-person instruction.
- adjusting class or work hours, where appropriate and possible.
- limiting in-person presence to only those staff who are necessary to be at the school during normal school hours.
- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings.
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts.

38. Sodus Elementary, Intermediate, and JSHS School Building Access

- Building administrators will ensure that students and families are educated and engaged in the new expectations related to all health policies and protocols.
- Familiarize all participants with mitigations and practices being used to help prevent the spread of diseases. These practices include, but are not limited to: - social distancing, - frequent hand washing and use of hand sanitizer, - use of face coverings that completely

cover the nose and mouth, - respiratory and cough etiquette - polycarbonate student work stations - enhanced cleaning/disinfection of surfaces.

- Develop consistent policies to address when clubs, before and after-school programs, athletic teams or other outside groups may be allowed to use school space.

39. Sodus Elementary & Intermediate School

Student Schedule

UPK – students will attend school daily from 8:30 - 1:30. Breakfast and lunch will be available in the classroom.

Grades K-3 – students will attend school daily from 8:25 - 12:25. Instruction will focus on ELA, math, reading, and specialized interventions while in-person. Specials will be delivered both in-person and virtually.

Grades 4-6 – students will attend school daily from 7:25 - 11:25. Instruction will focus on core subjects, and specialized interventions while in-person. Specials will be delivered both in-person and virtually.

*Students participating in the 100% virtual model will receive instruction from their assigned teacher via a schedule developed by the principal and staff. 100% virtual learners will also be able to participate in the class via webcam and Google Meet.

Arrival & Dismissal

- Buildings will open at time to be determined for arrival of students. Arrival time will be contingent upon transportation considerations.
- Parent Drop-off/Pick-Up will be a designated location outside of each building, coordinated and implemented according to guidelines and procedures.
- Vehicle flow and logistics will be considered to accommodate anticipated increase in parent transports.
- Fewer buses will be unloaded in a staggered fashion for arrival.
- All students will have their temperatures taken either on the bus or immediately upon their entrance to the building each day.
- Students must report to their classroom upon arrival.
- Breakfast will be delivered to classrooms. Lunch will be given to students to bring home.
- If parents are signing out at a time other than arrival or dismissal, a call-in procedure will take place in a specified location, based on purpose.
- Drop-off of items for students during the school day will be limited and only with permission from a building administrator.

Student Pick-Up and Early Release

- Students must wear masks.
- If a student has to be dismissed due to being ill, he/she will remain in the nurse's office or alternate location until they are picked up.
- A student who is dismissed from the building early for medical reasons must show evidence that they were evaluated at the medical facility and are cleared to re-enter public space. If a student presented with a fever, the student must remain out of the building until cleared by a physician or the Department of Health.

Classroom Configuration

- Maximize social distancing between student workstations, when determining the classroom layout.
- Where necessary, assess other space that may be repurposed.
- Incorporate signage to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow.
- Ensure the classroom cohort will have access to washing stations, and plan for hand sanitizer dispensers and access to sanitizing materials for wiping down any spaces after usage each day or, if needed, between groups.
- Each special area class, when needed, will follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., Music, Library).
- Students will be offered opportunities for mask breaks during class.
- All designated classrooms will be equipped with a supply of face masks.

Class Groups/Cohorts

- A “cohort” is a group or team of students and educators with consistent members that stay together throughout the school day.
- When possible, we will have teachers of specific academic content areas rotate, instead of student groups.
- Maximize other safety precautions where cohorts may have contact, such as more closely monitored use of facial coverings, hand washing and sanitizing between cohorts.
- Cohorts will be assigned a specific entry and exit that remains consistent day-to-day, when possible.
- Similar design will be implemented for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort, or consistent group of cohorts.

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

- The school floor plan will be used to determine the best way to use, assign, and access bathrooms.
- Ways to maximize social distancing in multi-stall shared bathrooms, hand-washing and daily bathroom protocols will be reviewed with students and implemented by teachers.
- Designate a time each day where a sanitizing of multi-stall bathrooms is completed. Increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.
- Drinking fountains will be limited to bottle fill-up purposes only (when available). If not available, other systems will be developed to ensure that students have drinking water available.

Hall Traffic

- Masks must be worn at all times by students and staff.
- Single line flow of students - teachers will line students up in the classroom to leave and monitor the hallways when passing.
- Face-to-face encounters will be limited by designating foot-traffic patterns.
- Markings on floors will be used to illustrate foot-traffic expectations.
- Hallway etiquette will be the same as rules of the road (stay to the right)

Shared Spaces – Specials (ex. Library)

- Sanitizer stations available.
- Shared spaces will have posted guidelines for capacity restrictions.

Cafeteria

- Protocols will be developed for breakfast delivery to classrooms, grab and go lunches, sanitizing of tables, monitoring of bathrooms and traffic flow for social distancing and sanitizing procedures.

Outside Space

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

**Use of playground equipment will be based on availability of resources to ensure proper disinfecting and sanitizing.

40. Sodus Junior/Senior High School

Student Schedule

7-12 students participating in the hybrid model will attend classes in-person full day every other day (2 days/3 days) on a weekly schedule. Students will receive instruction virtually on the off day.

Students participating in the 100% virtual model will attend class virtually via webcam and Google Meet. Students will also be able to receive academic support and interventions from their teachers during a designated time in the schedule.

Arrival & Dismissal

- A morning drop-off area will open 15 minutes prior to opening of the school day.
- Parents are not to drop their student(s) off prior to the 15-minute window
- Buses will unload using a staggered schedule.
- Limit and reduce before/after school activities to ensure time for daily sanitizing. No extra-curricular activities will occur at the start of the year and this will be re-evaluated over time.
- All students will have their temperatures taken either on the bus or immediately upon their entrance to the building each day.
- Students must report to their first period class upon arrival. Homeroom will be included in the 1st period class.
- Students will receive breakfast in their classrooms.
- Entrance/exit locations will be pre-determined.
- If parents are signing out at a time other than arrival or dismissal, a call-in procedure will take place in a specified location, based on purpose.

- Drop-off of items for students during the school day will be limited and only with permission from the building administrator.

Student Pick-Up and Early Release

- Students must wear masks.
- If a student has to be dismissed due to being ill, he/she will remain in the nurse's office or alternate location until they are picked up.
- A student who is dismissed from the building early for medical reasons must show evidence that they were evaluated at the medical facility and are cleared to re-enter public space. If a student presented with a fever, the student must remain out of the building until cleared by a physician or the Department of Health.

Classroom Configuration

- Maximize social distancing between student workstations, when determining the classroom layout.
- Where necessary, assess other space that may be repurposed.
- Incorporate signage to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow.
- Ensure students will have access to washing stations, and plan for hand sanitizer dispensers and access to sanitizing materials for wiping down any spaces after usage each day or, if needed, between groups.
- Each special area class, when needed, will follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., Music).
- Students will be offered opportunities for mask breaks during class.
- All designated classrooms will be equipped with a supply of face masks.

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

- The school floor plan will be used to determine the best way to use, assign, and access bathrooms.
- Students will be directed to step out of bathrooms if they have more than two students in the space upon arrival. They should wait in the hall until one of the students leaves.
- Designate a time each day where a sanitizing of multi-stall bathrooms is completed. Increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.
- Drinking fountains will be limited to bottle fill-up purposes only (when available). If not available, other systems will be developed to ensure that students have drinking water available.

Hall Traffic

- To start the year, lockers will not be used.
- Masks must be worn at all times by students and staff.
- Hallway etiquette will be the same as rules of the road (stay to the right).
- Single line flow of students-students must avoid walking side by side. Teachers will line kids up in the classroom to leave and monitor the hallways between passing periods.
- Stairs will be designated for up or down whenever possible.
- No congregating in hallways.

Shared Spaces

- Limit library use and/or ensure capacity to 50%.
- Sanitizer stations available.
- Shared spaces will have posted guidelines for capacity restrictions.

Cafeteria

- Protocols will be developed for student-purchased meals, sanitizing of tables, monitoring of bathrooms and traffic flow for social distancing and sanitizing procedures.

Outside Space

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

Clubs & Activities

In the event extracurricular programs can be held at some point in the year, they must consider social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Please be advised that **interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.**

41. Academics

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

Prioritizing Standards and Curriculum

The District is cognizant of skills and standards that need reinforcement in the 2020-2021 school year. The District is focused on prioritizing standards, which creates clarity around what is to be taught and what students should learn during the next school year.

Academic Gaps and Interventions

The District has established instructional practices and procedures for implementing Districtwide initiatives that address a MTSS process applicable to all students. The Sodus Central School District will provide appropriate prevention, intervention and/or remediation while ensuring high quality instruction and access to grade level standards for all.

Instructional Models

Currently, the Sodus CSD is offering three different instructional models:

1. Hybrid Model

In this model, students will be back in school with an altered schedule to reduce student population within the building. Students would attend school in-person for a portion of a day or a portion of a week and the rest of the time they would engage in remote instruction. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment in a smaller group setting. (Ex. Two-Day Rotation Blended Learning – Alternating Days, A/B Week Blended Learning - Alternating Weeks, Early/Late Day Staggered Schedules – Half Day on Site, Targeted Remote Learning by class/grade). Staff members are in school daily and all lessons are delivered from their assigned classrooms.

2. Virtual Model

Students do not enter the school building at any time nor are they on school grounds. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained.

3. Homeschool Model

A student is withdrawn from the Sodus Central School District and the parent submits a letter of intent to provide home instruction (State Law submittal is August 1st). The parent is solely responsible for meeting the curriculum requirements without support from the District (with limited exceptions).

Structures and Expectations for K-12 Hybrid/Remote Learning

A predefined set of structures has been established for hybrid/remote learning. When planning for and delivering instruction, all faculty and staff will follow the expectations outlined below:

Systems Management/Technology

Grades K-12 will use Google Classroom to post assignments, communicate with students and parents, create assessments, and share digital information.

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

- All students will be provided with an electronic device. Students in grades K-12 will be issued a Chromebook for use both inside and outside of school.
- Portable connections to the internet will be provided for students who do not have an internet connection at home.
- If a home is located in a place where a portable internet connection will not work, the District will ensure that instructional materials are provided and will transport the student to a suitable location for instruction if approved by the parent.

- A schedule will be followed for both in-person and virtual learning. All specials will occur remotely at home.
- Daily attendance must be taken.

Communication Protocols for Students and Families

- Provide clear communication to students and families to share course expectations and online learning participation expectations, including set office hours/virtual learning hours, and opportunities to collaborate with educators and other students.
- Welcome letters sent to all students and families including directions for parent access to the Google Classroom Management System.
- Establish remote classroom materials access for students and families.
- Provide guidance and ensure all students are able to login to all systems that are a part of the class/course.
- Setup, test, and troubleshoot hardware in the audio/video enabled meeting space.
- Communicate tech-help protocol for logistical and technical help.

Setting Learning Objectives

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

42. Supporting Diverse Learners/Special Education

Supporting Diverse Learners

Special Education in accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs, and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

The following are NYS Re-opening guidelines and corresponding action steps for the Sodus Central School District:

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

The LEA will continue to leverage staff and community resources to mitigate the language barriers in communicating with parents around the provision of services. In the event we are

unable to use our internal resources to meet this obligation, the District will use a variety of secondary methods such as translation services and translation software.

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

The Special Education office will communicate directly with programs, service providers and agencies to ensure that a child's program and services are provided in a manner consistent with the IEP and the LRE. Additionally, the Special Education office will coordinate the monitoring and communication of student progress using existing systems for reporting goal acquisition on IEP's. The Director of Student Services will oversee the allocation and sharing of resources for CPSE and CSE students.

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

Accommodations, modifications, supplementary aids, services, and technology will be accessible to all students, consistent with their IEP and determined on a case-by-case basis, while maintaining the LRE. This will occur to the extent possible during both in person and virtual instruction.

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

The Special Education office will maintain learning plans, service plans, service logs, and parent contact documentation for all students. Additionally, the Special Education office will ensure that all outside agencies, programs, and service providers maintain the equivalent plans and documentation.

The school reopening plan encourages CPSEs/CSEs to prepare contingency plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

The Special Education department will create contingency plans specific to individual student needs in the event that the LEA experiences a potential intermittent or extended closure.

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Schools are encouraged to be creative in ensuring that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. If providing in-person instruction, schools must ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

Students with disabilities will have equivalent access to programs as outlined on their IEP, in line with the LRE. Additionally, the LEA will develop learning plans that provide for students'

needs to the greatest extent possible should environmental conditions necessitate a change to the delivery model.

As schools plan to reopen and make determinations about how students with disabilities will receive access to the LRE, they must consider how that process is documented, including who is involved in making those determinations. Schools should consider how the parent voice in making LRE considerations is documented.

Case managers for students with disabilities will contact individual families to gather information around the needs of the child as a result of the extended school closure. This information will be documented in student learning plans and considered during the CSE process.

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

The LEA will make case-by-case determinations on how to maximize programs and services for students, in collaboration with parents, teachers, and service providers, based on the student's IEP.

Consistent with previously issued OSE guidance, school Districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. Schools will need to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as they plan for various types of instructional models including in-person and remote learning. When providing remote services, schools should continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

The LEA will make case-by-case determinations on how to maximize programs and services for students, in collaboration with parents, teachers, and service providers, based on the student's IEP.

Teachers and service providers must continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

The Special Education office will maintain learning plans, service plans, service logs, and parent contact documentation for all students. Additionally, the Special Education office will ensure that all outside agencies, programs, and service providers maintain the equivalent plans and documentation.

In March 2020, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, CPSE/CSE should prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

The LEA will make case-by-case determinations on how to maximize programs and services in collaboration with parents, teachers, and service providers, based on the student's IEP, regardless of learning environment. Consistent with past practice, virtual CPSE/CSE meetings will be held to discuss significant changes to a student's program or service should environmental conditions necessitate this.

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/ CSEs must make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year.

CPSE and CSE meetings will be held to determine the need for compensatory programs and services based on updated assessment data that identifies regression in excess of cohort groups, and/or significant regression related to goals/objectives identified on the IEP.

Schools must determine how they will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction.

Additional documentation will be captured on the students' IEP and identified as considerations related to student needs, as a result of remote instruction and teletherapy. This documentation will be captured in separate service logs and then transferred to the IEP prior to any CPSE/CSE meeting.

Schools must determine how documentation will be maintained on the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.

Additional documentation will be captured on the students' IEP and identified as considerations related to student needs, as a result of remote instruction and teletherapy. This documentation will be captured in separate service logs and then transferred to the IEP prior to any CPSE/CSE meeting.

Schools must consider how formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication.

Additional documentation will be captured on the students' IEP and identified as considerations related to student needs, as a result of remote instruction and teletherapy.

This documentation will be captured in separate service logs and then transferred to the IEP prior to any CPSE/CSE meeting. The LEA will continue to leverage staff and community resources to mitigate the language barriers in communicating with parents around the provision of services. In the event we are unable to use our internal resources to meet this obligation the District will use a variety of secondary methods such as translation services and translation software.

Schools must maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.

The Special Education office will maintain learning plans, service plans, service logs, and parent contact documentation for all students. Additionally, the Special Education office will ensure that all outside agencies, programs, and service providers maintain the equivalent plans and documentation. Case managers for students with disabilities will contact individual families to gather information around the needs of the child as a result of a possible extended school closure. This information will be documented in student learning plans.

Schools must document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

CPSE and CSE meetings will be held to determine the need for compensatory programs and services, based on updated assessment data that identifies regression in excess of cohort groups, and/or significant regression related to goals and objectives identified on the IEP. The LEA will continue to use the resources noted earlier to meet its obligations to communicate in the parent's home language or preferred mode of communication.

Before referring a student for special education, school Districts should take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the school District suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and request for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a)

The Special Education office will ensure that all general education supports have been attempted and documented, prior to considering a referral to special education. The District will use its existing MTSS system to coordinate this effort.

Reopening plans must ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs should review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations. Schools should continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Evaluation type, setting, validity, and parent collaboration will determine whether evaluations should occur in person or remotely. Any in-person testing environment will be subject to CDC, NYSDOH, and NYSED guidance.

School Districts should develop clear procedures and expectations for CPSEs/CSEs to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent of a student with a disability and a school District may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

All CSE and CPSE meetings will be held in a format that is aligned to NYSDOH, NYSED and CDC guidelines when occurring in person. Virtual meetings will be held when health and safety of the meeting participants is a concern. Parents will continue to maintain their right to meet in a format of their choosing. The Special Education department will collaborate with parents to consider the factors involved in determining the setting of CSE/CPSE meetings.

Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. School Districts and approved programs serving students with disabilities must collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

Various means of communication will be used to connect with parents on a consistent basis to ensure communication regarding their child's IEP. Furthermore, parents will continue to have an opportunity to request CSE and CPSE meetings to serve as a mechanism to review and make changes to the child's educational program. Procedural requirements will continue to be met through mail or other electronic means.

For those students who are receiving special education programs and services in a charter school, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county, each school District must conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.

The Special Education office will ensure that all outside agencies, programs, and service providers maintain the equivalent plans and documentation. Additionally, the LEA will collaborate and communicate with outside programs and service providers to ensure all CPSE and CSE students are provided FAPE.

Schools must review their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

The Special Education office will maintain records of individual student learning plans that include data collection, service plans, service logs, and parent contact documentation for all students across all learning environments (remote, hybrid, in-person).

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment. Schools must ensure students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

The Special Education office will maintain records of individual student learning plans that include data collection, service plans, service logs, and parent contact documentation for all students across all learning environments (remote, hybrid, in-person).

PPE and Social Distancing Procedures

Staff need to wear facial coverings at all times when working with students who are unable or unwilling to wear face coverings for medical or programmatic reasons. Some teachers may need face coverings that have a clear opening so that students can see their mouth during instruction. If teachers are scheduled to work with students who spit, they will be provided with a face shield in addition to face coverings. When an individual student is unable to wear a mask and/or social distance due to a disability and/or medical condition, the staff member will be expected to follow the PPE guidelines outlined in this plan while working with the student. The student will be provided instruction and accommodations to increase tolerance to wear a mask and understanding of PPE guidelines (i.e. social stories, visual cues, verbal prompting, behavior reinforcement plan, etc.). If a student requires a break due to sensory or behavioral concerns, a room/area will be provided in accordance with appropriate social distancing and PPE requirements. The student will be monitored by an appropriate number of staff to ensure safety.

Maintaining Inclusive Practices and Least Restrictive Environment

To maintain inclusive practices, any student integrated into the general education setting will be included in the same grade level class and pulled out for core academics with the same students receiving special education services in that class. The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom. IEP services will be provided in accordance with the IEP while following PPE and social distancing guidelines. Should any changes be necessary to follow the guidelines, the general education teacher, special education teacher, related service providers, and families will discuss the student's individual needs and agree to a prioritized set of services that provide access to the curriculum and enable progress towards IEP goals. In a hybrid or remote model, families and staff will discuss and agree to a set of prioritized services to be delivered based on each setting.

Evaluations

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

Accommodations and Modifications

Accommodations and modifications can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining

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

Individualized Education Program (IEP) Meetings

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

Progress Monitoring and Reporting Special Education

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

43. Bilingual Education and World Languages

The Sodus CSD will ensure the following:

- provide all communications to parents/guardians of ELLs in their preferred language and mode of communication to ensure that they have equitable access to critical information about their children's education;
- ensure that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language or Bilingual Education program based on their most recently measured English language proficiency level;
- conduct ELL identification for all students who enrolled during COVID-related school closures in 2019-20, during the summer of 2020, and during the first 20 days of the 2020-21 school year within 30 days of the start of the school year; and
- recognizing that all teachers are teachers of ELLs, provide professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations.

Continuity of ELL services

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

collaboratively to address the needs of all the ELL's they are teaching, including differentiating grade level materials and instruction.

44. Social Emotional Learning

Even before COVID-19 dramatically changed the context of teaching and learning across the country, there was a growing consensus in education that schools can and should attend to students' social-emotional development. The social-emotional learning skills or the five core social-emotional competencies, as identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) are the foundations for young people's well-being: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

Learning does not happen without social connection. We recognize that in light of the social disconnections that have occurred in the wake of COVID-19, hybrid or distance learning cannot occur without first addressing the social-emotional needs of our students, teachers, and families.

Furthermore, we recognize that to attend to these social emotional learning needs, we must provide the necessary support and resources to all District stakeholders to build a community of collective understanding of how we can attend to students as well as each other.

Leaders will use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff. In an attempt to better understand the issues students face, the District utilized a school climate survey instrument to glean data from students, teachers, staff, administration, and parents.

Social Emotional Well-Being – Sodus Response to Mandatory Assurances

Each school and District ensure that District-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed, and updated to meet current needs.

Response: The plan was reviewed in January of 2020 and will be reviewed again in August 2020 to assure that resources are aligned to the anticipated needs of the returning students.

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

Response: The school will use the existing stakeholder groups such as MTSS, staff leaders and building improvement teams to begin this work with a goal to transition to a separate SEL steering committee if the scope of the work does not fit inside of the existing systems. Additionally, the District is surveying all families through a mailing in September to assess the entry level SEL needs of our student population. This will be done through our partnership with the Wayne Behavioral Health Network as well as other community schools' partners.

Each school and/or District reopening plan addresses how the school/District will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Response: The school will use its existing MTSS framework as well as its community mental health partners to address the range of anticipated SEL needs in our returning population. As mentioned previously, we will be screening our returning students via our August mailing to establish a baseline level of need for SEL supports. The District is also looking to adopt a nationally normed screening instrument that can be used to allow teacher feedback for student SEL status.

Each school and/or District reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

Response: The school's SEL steering committee or other designated group will identify the professional development that addresses the needs identified in the screening mechanisms mentioned above.

45. Athletics and Extracurricular Activities

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

Per the reopening guidance issued by the NYS Department of Health, schools/Districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Schools/Districts should refer to DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies; however, **interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.**

Interscholastic Athletics

The New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors, and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available, it will be shared on the NYSPHSAA website.

46. Considerations for Athletics and Extracurricular Activities

- Restrict and/or limit use of school/District facilities to District or school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/District facilities, schools/Districts must ensure such organizations follow State and locally developed guidance on health and safety protocols.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or have limited person-to-person contact.

Extracurricular Activities and Use of Facilities Outside of School Hours. At the time of this plan, there is no use of school facilities by outside organizations.

- All extracurricular activities and external community organizations that use school facilities must follow State and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.
- Follow New York State Department of Health guidelines and CDC guidelines on wearing of masks, handwashing, and social distancing.

47. Facilities

- The Sodus CSD is compliant with our most recent Building Condition Survey.
- The District will follow our developed Lead-In-Water Testing procedures.
- All alcohol-based hand-rub dispensers will be installed in accordance with FCNYS 2020 Section 5705.5.
- The District will not be using tents as part of the re-opening plan.
- All toilet and sink fixtures meet the minimum standards of the BCNYS.

48. Certification, Incidental, 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.

49. Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Sodus CSD. 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.

50. Culturally Responsive-Sustaining Education Framework

NYSED has created the [Culturally Responsive-Sustaining \(CR-S\) Education Framework](#) to help educators create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. The Framework provides guidelines that address contributions to be made by multiple stakeholders—including teachers, administrators, students, and community partners—in developing a strong CR-S education.

Sodus CSD will continue to apply the principles of the CR-S Framework in planning for the reopening of schools in 2020-21, to the greatest extent possible.

51. Teacher and Principal Evaluation System (EDUCATION LAW §3012-D/APPR)

All teachers and principals will continue to be evaluated pursuant to the District's approved APPR plan.

52. 21st Century Community Learning Center

With NYSED approval, 21st Century Community Learning Center (21st CCLC) will provide virtual tutorial services to meet State and local academic achievement standards in core academic subjects such as reading and mathematics. 21st CCLC will offer youth virtual enrichment, social emotional learning, drug and violence prevention, mentoring, counseling, the arts, physical education, and nutrition, as well as, STEM learning to complement the students' daytime academic programming. 21st CCLC will support families by offering parent support, literacy, and other related education development. Registration for youth programming will begin in September and virtual programming is anticipated to begin in early October.

Sodus CSD Virtual Learning Plan

Updated August 21, 2020

Equity

All K-12 students will continue to have access to their Chromebooks at home for the upcoming school year. Support for families will be provided through the technology department and can be accessed through email at techdept@soduscscsd.org or by the following phone number at (315) 483-5254. All devices are HP X360 11 G1, G2, or G3 and have full touchscreen capabilities. For the fall, families that do not have reliable internet access, may have access to a limited number of district-owned Verizon MiFi Hotspots. The MiFi Hotspot will be set up to only work with the district purchased devices. In addition, multiple WiFi access points have been installed throughout the district so that families can connect to the district's guest WiFi network in designated areas. ELL students, as well as students with disabilities, will continue to have their services met in the least restrictive environment and to the extent practicable.

Instruction

There are two types of instructional models that students will have the opportunity to participate in, either a hybrid model or a 100% virtual model. Students that participate in the hybrid model will, potentially, attend school on a daily basis for a minimum of four hours. If the district is unable to have students on a daily basis, due to class size, students would attend on an alternating daily basis. For students that follow the 100% virtual model, a daily schedule of streamed classes and video conferencing will be created.

In each model students will allow for synchronous learning, joining a streamed classroom with a class of students, as well as asynchronous learning, completing work independently shared by the teacher as well as joining small group video conference sessions. Such experiences will look differently in each of the three buildings based on targeted learning experiences that are grade level specific.

Elementary School

Hybrid:

If students cannot return to class on a daily basis, students opting for the hybrid model will receive a mixture of synchronous and asynchronous instruction. A webcam will be issued to each classroom teacher where portions of the class instruction will be broadcast for students if students are not on campus. If an every other day model for the hybrid system is used, students would receive whole group instruction, specials (music, art, physical education, and library), as well as reading instruction via a webcam and/or video conferencing via Google Meets which would account for synchronous instruction. In addition, students will be provided with material via Google Classroom. Each day, a minimum of sixty minutes will be allocated in the afternoon that will allow for asynchronous instruction. Students will participate in checks for understanding during this time period. Attendance will be taken each day, even if students are on an alternating schedule and learning from home. Grading policies will follow past practices and be focused on a standards based approach.

100% Virtual:

Students that remain home 100% of the time will have similar experiences as the hybrid students that will also include synchronous and asynchronous opportunities. A webcam will stream classroom instruction on a daily basis to all student devices. Schedules will be developed specifically for each grade level/teacher. Independent work, that would be completed in-person in the hybrid model, will be provided to students to complete while home. There will be a minimum of sixty minutes in the afternoon of each day that students would log into a videoconference with the classroom teacher to review the independent work and complete checks for understanding. In addition, students will complete specials virtually during this afternoon time. Attendance will be taken each day for students that join the daily videoconferencing. Grading policies will follow past practices and be focused on a standards based approach.

Intermediate School

Hybrid:

If students cannot return to class on a daily basis, students opting for the hybrid model will receive a mixture of synchronous and asynchronous instruction. A webcam will be issued to each classroom teacher where portions of the class instruction will be broadcast for students if students are not on campus. If an every other day model for the hybrid system is used, students would receive whole group instruction, specials (music, art, physical education, and library), as well as reading instruction via a webcam and/or video conferencing via Google Meets which would account for synchronous instruction. In addition, students will be provided with material via Google Classroom. Each day, a minimum of sixty minutes will be allocated in the afternoon that will allow for asynchronous instruction. Students will participate in checks for understanding during this time period. Attendance will be taken each day, even if students are on an alternating schedule and learning from home. Grading policies will follow past practices and be based on a traditional 100 point scale.

100% Virtual:

Students that remain home 100% of the time will have similar experiences as the hybrid students that will also include synchronous and asynchronous opportunities. A webcam will stream classroom instruction on a daily basis to all student devices. Schedules will be developed specifically for each grade level/teacher. Independent work, that would be completed in-person in the hybrid model, will be provided to students to complete while home. There will be a minimum of sixty minutes in the afternoon of each day that students would log into a videoconference with the classroom teacher to review the independent work and complete checks for understanding. In addition, students will complete specials virtually during this afternoon time. Attendance will be taken each day for students that join the daily videoconferencing. Grading policies will follow past practices and be based on a traditional 100 point scale.

Jr./Sr. High

Hybrid:

Students will return to in-person learning on an alternating basis and will receive a mixture of synchronous and asynchronous instruction on the days that in-person instruction does not occur. A webcam will be issued to each classroom teacher where portions of the class instruction will be broadcast for students that are not on campus. In addition, students will be provided with materials via Google Classroom that will support instruction. A minimum of forty-five minutes will be allocated in the afternoon for asynchronous instruction on certain days. Students will participate in checks for understanding during this time period. Attendance will be taken each day, even if students are on an alternating schedule and learning from home. Grading policies will follow past practices and are based on a traditional 100 point scale.

100% Virtual:

Students that remain home 100% of the time will have similar experiences as the hybrid students that will also include synchronous and asynchronous opportunities. A webcam will stream classroom instruction on a daily basis to all student devices. Schedules will be the same for all students throughout the school day. A minimum of forty-five minutes will be allocated in the afternoon for asynchronous instruction on certain days. Attendance will be taken each day for students that join the daily videoconferencing. Grading policies will follow past practices and be based on a traditional 100 point scale.

Teacher/Student Interaction

All grade levels will be utilizing Google Meet for video conferencing in both 100% virtual and hybrid models. Each teacher will be creating a Google Classroom, known as a Learning Management System, that allows the sharing of materials and classwork virtually. During a Google Meet, a live chat option is available for students to ask questions throughout the class. If this occurs during the live stream portion of a class, students can ask teachers a question that can be addressed at check-ins during the lesson. When meeting

in small groups, students and teachers will have the opportunity to directly communicate with one another. The connection of students to a Google Classroom will provide a centralized location for all work, regardless of what model students participate in. Google Classroom offers what is known as a stream where teachers can post questions and students can respond to the group. In addition, Parent Square will provide a group messaging system where teachers can send information to all families in their classes.

Platforms

G-Suite for Education: All students will have access to the Google platform that includes a variety of productivity applications, including word processing, spreadsheets, presentations, and calendars.

Google Classroom: This is known as a Learning Management System and provides a centralized location for all materials to be distributed virtually. Students will be given assignments through Classroom and can submit all work back to teachers.

Google Meet: This is a video conferencing platform that will allow teachers to connect with students either in small groups or via a live stream of the class.

Parent Square: A universal communication tool will be utilized for the sharing of information to families. This universal tool will allow for district, building, and classroom communication throughout the year.

Kami: This tool will be available to all students and can be utilized to interact with PDF's and other documents that normally cannot be typed into. In addition, there is a text to speech feature available that would read a document.

i-Ready: This program is designed for students grades K-8 and provided targeted instruction in math and reading. Students complete a diagnostic examination that will then establish digital lessons that meet students at their level with the goal of promoting student growth.

EdPuzzle: This tool allows teachers to develop instructional videos with questions added throughout the video. Students will have checks for understanding throughout the video.

GoGuardian: All district provided Chromebooks will be equipped with this filtering software. In addition, this program allows teachers to view what students are accessing on their Chromebooks and communicate during a teacher started session.



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"Learning, Advancing, Proud, Spartans!"



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Testing and Contact Tracing Protocols

Testing Protocols

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

Notification

The Sodus School District will notify the Wayne County Public Health Department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff, and visitors.

Contract Tracing Support

In the case of an individual testing positive, the Sodus Central School District will support the Wayne County Public Health Department in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program. Confidentiality must be maintained as required by federal and State law and regulations. Responsible Parties must cooperate with State and local health department contact tracing, isolation, and quarantine efforts.

The following records will be utilized and analyzed when contract tracing occurs:

- Attendance will be monitored by the building attendance clerk for students and staff to determine who was on site.
- Bus route rosters will be kept.
- Substitute employee records (substitute teachers, substitute clerical staff, etc.) will be kept through the absence management system.
- The main office/guidance office will ensure that student schedules are up to date.
- A log will be kept providing the date and entrance/exit time of all visitors.

Nurtured by the influence of a diverse community, our district is committed to the success of every student. We will support our students in developing the skills and strategies needed to achieve academic excellence and to become respectful, responsible, kind citizens of a global society. We are dedicated to sustaining an environment that fosters a joy for life and continued learning.