



AVOCA CENTRAL SCHOOL REOPENING PLAN 2020

August 6, 2020

Revisions: August 17, 2020; April 21, 2021

Introduction

Avoca Families and Community,

It is my hope that you are healthy and safe as this summer winds down and we near our traditional opening of school at the end of the summer. We know though that this has been anything but a traditional summer and our school opening will be nothing like traditional openings of the past.

The Avoca Central School District staff have been hard at work developing the reopening plan for the 2020-2021 school year based on guidance from the state and feedback from our school community. We will announce the specific learning model that we will adopt to begin the school year once the Governor makes his determination this week about the reopening of New York's Schools.

Once our learning model is announced parents will receive a survey with specific questions for each child in their household to help us better understand their specific needs and situation.

Included in this document are the guidelines for which we will operate at the onset of this upcoming school year. This document, like so many things in the past 5 months is likely to evolve as we continue to learn and adapt to new and changing regulations and guidelines from our Governor, the NYS Health Department and the NYS Education Department as they react to the COVID-19 Pandemic.

While districts have been instructed to prioritize efforts to return all students to in-person learning, the district is also planning for a virtual learning model as well as a hybrid learning model that combines in-person learning and virtual learning.

The plan outlined here is for the reopening of schools in the Avoca Central School District for the 2020-2021 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in the following school buildings:

Avoca Elementary

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Avoca High School

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Avoca Main Building

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

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

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

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Communication/Family and Community Engagement

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

- *End of the 2019-2020 School Year ThoughtExchange*
- *Reopening Meeting July 15, 2020 Front Office/Admin*
- *Reopening Meeting July 16, 2020 Elementary School Staff - 13 staff members present*
- *Reopening Meeting July 16, 2020 High School Staff - 7 staff members present*
- *Reopening Family Survey July 20, 2020 245 Responses*
- *Reopening Meeting July 27, 2020 Avoca Teacher Union Executive Committee*
- *Live Streamed School District Board of Education Meeting July 27, 2020*
- *Reopening Meeting July 30, 2020 Faculty/Staff Meeting*
- *Reopening Meeting August 5, 2020 with Pathways and Proaction*

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the [district website](#), and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the district website.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication channels – including Avoca’s mass notification system, website, facebook, twitter, and app. – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

The district is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. The district will rely on Avoca’s mass notification system, website, facebook, twitter, and app to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. The information that we will share will be based on state guidance and information gathered from the various stakeholder groups and surveys that have been conducted.

In support of virtual learning, the district will make computer devices available to enrolled students and teachers who need them. The district will provide students and their families with multiple ways to contact schools and teachers during virtual learning, including use of district email, help desk email address and Remind.

The district will use existing internal and external communication channels to notify staff, students and families/caregivers about in-person, virtual and hybrid school schedules with as much advance notice as possible.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child.

In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication.

The district is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each student age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover:

- Hand hygiene
- Proper face covering procedures (how to wear and remove)
- Social distancing
- Respiratory hygiene
- Identifying symptoms

The district will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

In addition to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and DOH guidance regarding the use of PPE.

The district is committed to creating a learning environment that protects student and staff health, safety and privacy. Our district will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health & Safety section of our [reopening plan](#).

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health department. The district will not notify the wider community unless specifically directed to do so by local health officials.

COVID-19 Health Precautions Superintendent's Written Directive

All people who enter school property, which also includes school vehicles, or attend school sponsored events are directed and required to follow the District's Reopening Plan and written protocols. The Plan and written protocols can be found at avocacsd.org. This includes, but is not limited to, any requirements to wear face coverings, wash hands, maintain social distancing, permit temperature checks, and answer screening questionnaires. Failure to follow the Plan or protocols, as well as failure to follow the directive of an appropriate school official relating to following the Plan or protocols, may result in a person being

refused entrance, or an administrator directing the person to leave the school property or event. It may also result in further consequences as follows:

- for all people, the District may contact law enforcement for trespass where the person refuses to leave school property as directed, as well as for any other violations committed;
- for students, discipline pursuant to the District's Code of Conduct for insubordination, endangering the health, safety, or welfare of others, as well as other applicable violations of the Code of Conduct;
- for parents and other visitors, ban on attending school events as well as consequences pursuant to the Visitors' Code of Conduct;
- for school personnel formal discipline, up to and including termination.

School Closures

The district is preparing for situations in which our school building needs to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases.

The district may choose to modify operations in our school prior to closing in an attempt to mitigate a rise in cases. The district will collaborate with its Medical Director (Dr. Werner Brammer), the Director of Steuben County Public Health (Ms. Darlene Smith), and the NYS Department of Health to determine when parameters, conditions or metrics that serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. These early warning signs include increased absenteeism and/or increased illness in the school community. The District will also consider closing school if absentee rates impact the ability of the school to operate safely.

If it is determined that the school needs to close, the school will immediately move to a fully Virtual Learning Model and follow the designated schedule for this model.

Teaching and Learning

All schools in NYS were directed by the NYS Governor and NYS Education Department to create a plan for school based on three different models for Learning: *In-Person, Virtual, and Hybrid*.

In this section you will learn about the three models specifically developed for Avoca CSD based on feedback from all stakeholder groups.

Regardless of the learning environment, the Avoca CSD is committed to ensuring that students have an equitable experience and access to high quality instruction:

- Avoca CSD will utilize the strategies and best practices in the classroom and use technology associated with blended learning to design learning activities for all students.
- Learning experiences will be designed to meet the needs and environment of the learner where they are.
- Students, regardless of learning environment, will engage in high quality learning experiences aligned to the Avoca CSD curriculum and the NYS Next Generation Learning Standards.
- Both the virtual and in-person experience will utilize Google Classroom and Google Meets in the ES and MHS building, provide similar expectations around coursework and follow our typical in-person grading guidelines.

In-Person Learning Model

Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

- In this setting, teachers will provide face-to-face instruction, learning resources and support utilizing the designated educational platforms for each building. (Avoca CSD- Google Classroom and Google Meet)
- Teachers will plan instruction that is quickly and easily transferable from face-to-face to virtual in the event of a temporary school closure due to COVID-19 spread.
- 7-12 grade students will be assigned schedules based on their course selections made last spring.
- District-directed and building-designed safety procedures will be implemented.

Students will follow their normal daily schedule as adjusted for appropriate social distancing at breakfast and lunch times. The building will not be open for students until 8:00am. As social distancing would be incredibly difficult in most classrooms, students and staff would be expected to wear face coverings at all times unless social distancing can occur in the classroom. Designated “face covering breaks” would be scheduled throughout the day. Breakfast would be served in classrooms. Lunch would be served in multiple locations. Students may remove their face coverings while eating.

Upon reopening, the number of students in each of our classrooms will be regulated to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students’ desks/seats are positioned to meet current guidelines.

In some instances it may be necessary to identify additional rooms and common-area spaces that can be converted into classrooms.

Current staffing levels may be insufficient to accommodate the expanded number of classrooms needed to ensure required social distancing.

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

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

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

For information on school schedules, visit the School Schedules section of our [reopening plan](#).

Virtual Learning Model

Virtual Learning Model will allow students to engage in high quality learning experiences, utilize instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with what it would be like if they were attending face-to-face. To ensure high-quality virtual learning experiences, we will standardize the use of a single online learning platform,

to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

- In this model for Middle and High School teachers will teach students from their classrooms or other assigned locations synchronously two to three times a week per course, while offering asynchronous work and office hours during their scheduled period. Elementary teachers will teach students from their classroom or other assigned locations synchronously daily.
- In this setting, teachers will also provide instruction, learning resources and support through the use of Google Classroom and Google Meet.
- Parents will support students as a “learning coach” and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- We will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically and socially-emotionally future ready.
- Teachers will utilize the same curriculum as they would if they were teaching in-person instruction at school and will design strategies for learning in the virtual environment.
- Grading will be consistent with the guidelines and practices used in all in-person instruction.

Virtual learning will be offered two ways: synchronous and asynchronous.

Virtual Synchronous Learning is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices. Students enrolled in virtual learning will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

Student expectations for *synchronous* learning:

- Students attend class on time, per their class schedule.
- Students will follow Avoca CSD dress code.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually.
- Students will participate in the class activities, discussions and assignments.

Virtual Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of GoogleClassroom, AvocaCSD email, GoogleMeet, and Remind.

Student expectations for *asynchronous* learning:

- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.

Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

Schedule for Virtual Learning Model

While in a virtual learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.

Attendance for Virtual Learning Model

Students will report to scheduled sessions with their teachers and attendance will be taken. Parents will receive daily absence notifications via the school's notification system.

Hybrid Learning Model

In this model, all students will be present in school two days a week, and work virtually from home three days a week. Students would be divided into two teams, Maroon & Gold, so only half the student population is at school at one time. Maroon students will attend school in-person on Tuesday and Thursday. Gold students will attend school in-person on Wednesday and Friday. Priority would be to have all household family members together on the same team and attend the same days of the week. A collaboration day for staff with opportunities to meet with students for office hours or small group instruction will be one day per week. Attendance would still be completed daily whether in-person or at home. In this model, the school day would be longer (8:00 am to 3:15 pm), as there would be an advisory period at the end of the day where students would prepare for the upcoming asynchronous work while they are home, as well as collecting any meals needed for the time at home.

In this model with half the students in a classroom we should be able to socially distance students and allow them while they are at their desk to remove their face coverings. While moving about the classroom or building students would be required to wear a face covering.

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

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

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

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

Kindergarten through Fifth grade grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs on the Bush or Wildwood Campuses, please see the [BOCES website](#).

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a virtual learning model that will be implemented in such instances.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or virtual so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. The only exception to this is in the Hybrid Model when an advisory period has been added at the end of the day.

virtual learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

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

Grading practices will follow our normal district approach as indicated in the student handbook.

Instructional Roles & Learning Tools for All Learning Environments

Although students may be learning in different environments, Avoca CSD is committed to providing consistency in high quality instruction and learning tools for all students.

Instructional Roles for all Environments

Preparation for Learning	
Student	<ul style="list-style-type: none"> ● Be prepared for learning each day and have work and assignments completed and ready. ● Complete coursework by deadline set by teachers. ● For face-to-face learning: Take all materials home each day in order to be prepared for possible abrupt school closure. ● Check progress daily in Student Portal. ● Check school email and Remind daily.
Parent	<ul style="list-style-type: none"> ● Access parent resources to learn how students will navigate Google Classroom and Meets, Remind and Parent Portal. ● For face-to-face learning: Encourage your child to have their things in their backpack/device charged, and ready for school the night before.

	<ul style="list-style-type: none"> For Avoca CSD Virtual Learning: Create a designated place in your home for your student to use as their virtual classroom.
Teacher	<ul style="list-style-type: none"> Meet weekly with collaborative teams to plan instruction for all students. Utilize the district curriculum documents and follow the scope and sequence provided. Upload “Week at a Glance” for parents and students.. Upload weekly instructional materials into Google Classroom. Be prepared to teach daily lessons. Keep Gradebook up to date weekly. Regularly communicate with families using Remind or phone calls home. . Take all materials and devices home each day in order to be prepared for possible school closure.

Learning & Teaching Expectations	
Student	<ul style="list-style-type: none"> Attend classes according to school schedule (either face-to-face or virtually) and give your best efforts in your school assignments. Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers. Be organized in your work and in getting projects completed. Ask questions and communicate with your teacher. Be aware of what you should be learning each day. Become familiar with the structure of your educational learning platform and how your teacher organizes information. Turn in assignments on time. Accept and understand that on-line work will be required and will be graded. Failure to complete work or complete it correctly may result in not advancing to the next level.
Parent	<ul style="list-style-type: none"> Access Parent Portal (grades 6-12) to view student grades. Check in with student(s) to monitor completion of homework and assignments. Discuss your child’s favorite part of their day and what they learned in school. Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach. Provide your child with assistance on their day-to-day activities with the exception of designated independent work. Consider creating a designated learning/study space for your child at home to learn comfortably.

	<ul style="list-style-type: none"> ● Maintain communication with your child's teacher by phone, email, Remind and/or online meetings to create a learning partnership. ● Monitor and ask for evidence that your child is on track with assignments and coursework. ● Accept and understand that on-line work will be required and will be graded. Failure to complete work or complete it correctly may result in not advancing to the next level.
Teacher	<ul style="list-style-type: none"> ● Teach students how to access learning materials through Google Classroom, and Google Drive. ● Provide face-to-face or live synchronous instruction and facilitate learning throughout the day. ● Manage online and offline resources to provide consistency and routines for students. ● Provide clear learning goals for students. ● Follow the expectations established across the district for GoogleClassroom, GoogleMeet, and Remind. ● Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension. ● Post grades at least weekly.

Support and Intervention	
Student	<ul style="list-style-type: none"> ● Attend intervention/tutorial sessions as established by your teacher or school.
Parent	<ul style="list-style-type: none"> ● Your child will attend intervention/tutorial sessions as needed. ● Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher. ● Help your child own their learning. Provide support and encouragement and expect your children to do their part.
Teacher	<ul style="list-style-type: none"> ● Provide intervention or tutorial sessions as needed. ● Follow student IEPs / 504 accommodations in all learning environments. ● Use data to pinpoint students' specific needs for enrichment and intervention. ● Monitor student progress with fidelity according to recommendations. ● Provide and communicate office hours or conference periods for student/parent support. ● Attend and participate in professional learning.

Learning Tools for all Environments

Information	
Device	All students and teaching staff will be offered a Chromebook to use.
Instructional Platform	<ul style="list-style-type: none"> All teachers will use GoogleClassroom, GoogleMeet and Remind as their primary learning management system and communication tool for the 2020-2021 school year. Assignment submissions: Student assignments will be submitted (as much as possible) through GoogleClassroom or GoogleDrive to eliminate unnecessary contact and shared materials.

Information	
Online Resources	<ul style="list-style-type: none"> All teachers in PK-12 will be enhancing instruction through the use of online resources to engage students in high quality learning experiences. Students will have access to online resources. No resources, platforms or apps requiring student fees or an associated cost to the family will be required at any time.
Communication	<ul style="list-style-type: none"> Communicating with teachers: <ul style="list-style-type: none"> All teachers, when not in a synchronous class, will offer Office Hours during the scheduled class period where they are available to meet with parents and answer student questions. Contact information will be provided at the beginning of each semester and posted in building designated educational learning platforms. Use of student email: <ul style="list-style-type: none"> Students in grades K-12 will be provided a district managed email account. These accounts should be utilized for all communication directly between teachers and students.
Technology	<p>Avoca CSD recognizes the need to ensure all students have reliable access to adequate technology resources on and off campus in order to fully participate in academic programming. Avoca CSD is preparing for possible school closures due to COVID-19 as follows:</p> <ul style="list-style-type: none"> Chromebooks will be provided as needed for those that fill out the Acceptable Use Policy form. Wi-Fi hotspots will be strategically placed in the district to assist families who qualify that may not have internet access at home. Coverage is limited to the number of devices and the cell reception of that area. Students and families are expected to follow guidelines for care and use in order to ensure these public resources are effectively maintained. Relevant notifications, instructions, procedures, policies and processes are available on the Avoca CSD website and Facebook page.

Recess/Playground

Administrators will provide training for staff on guidelines and procedures associated with outdoor play and student activities. Administrators will develop a schedule for elementary students to access the playground equipment. Teachers will monitor students to ensure safety guidelines are followed. Campuses will consider limiting the number of students per recess group. Staggered schedules and consistent cohorts will be utilized.

Guidelines for Outdoor Play

- Students will wear face coverings during outdoor activity as directed. Students must maintain social distancing while lining up to return to class and sanitize or wash hands before re-entering.
- All students and staff will be required to wash their hands or use alcohol-based hand sanitizer before entering the playground and upon exiting the playground.
- While in the classroom, brain breaks and “face covering breaks” will be implemented as needed, at the discretion of the teacher.

Special Education

The Avoca Central School District will ensure that all students with disabilities continue to have available to them a free, appropriate, public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. The district will ensure that all students with disabilities will have access to the necessary accommodations, modifications, supplementary aids and services and technology (including assistive technology) to meet their unique disability-related needs.

The following framework was developed in consideration of the health, safety and well-being of students, families and staff, and enables smooth transitioning between in-person, hybrid and virtual learning environments for the 2020-2021 school year. As health and safety conditions change, the district will continuously review and revise the framework.

- When an in-person learning environment is offered by the school district, the Individualized Education Program (IEP) shall be implemented by district staff, as written by the CPSE or CSE.
- When a hybrid learning environment that combines both in-person learning and virtual learning is offered, all elements of the IEP that can be implemented by district staff in-person, shall be. Every effort will be made, on an individual student basis, to provide in-person programming. Avoca CSD believes strongly that in-person supports and services, to the maximum extent possible, in an inclusive, least restrictive environment serves students with disabilities best. In a hybrid model, if virtual learning is needed, it shall be done, to the maximum extent possible, in a synchronous format. If, after an exhaustive consideration of both in-person and synchronous virtual learning options, asynchronous services and supports are needed, prior written approval from both the CSE Chairperson, and the parent of the student, will be required.
- When a virtual learning model only is offered by the school district, the above synchronous vs. asynchronous decision-making process applies.
- Definitions of synchronous and asynchronous learning models can be found at: <https://www.learnupon.com/blog/synchronous-learning-asynchronous-learning/>

- Documentation of IEP implementation will be maintained in the Clear Track software system by staff on the instruction and services that were provided to each student so that it may be communicated to the CPSE or CSE for consideration when making any individualized determinations of subsequent student needs, including transition services. Documentation of service provision will be recorded in our special education software program.

The district will ensure that referral, initial evaluation/reevaluation, least restrictive environment, progress monitoring, practices for contingency planning, consideration of compensatory services, considerations of extended school year services and collaboration with parents will all be followed as outlined by the NYSED reopening guidance documents. **Until school reopens fully, CPSE and CSE meetings will be held via video or telephone conference call with all Committee members.**

Health & Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses.

The following protocols and procedures will be in place in all district buildings for the 2020-2021 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 safety coordinator, Stephen Saxton at ssaxton@avocacsd.org or 607-566-3000 ext. 1110.

In addition, each school will thoroughly communicate with families the protocols for entry, dismissal policies for illness and any other procedures that are essential to the functioning of the building for ensuring the health and safety of the occupants.

Health and Safety Protocols

Avoca CSD will post signage that communicates to building occupants the following:

- Markings for social distancing and traffic flow
- Proper hygiene for hand washing, coughing and sneezing
- Visitor Policies
- Reminders of symptoms of COVID-19

Additionally the school will thoroughly communicate with families the protocols for entry and dismissal, policies for illness and any other procedures that are essential to the functioning of the buildings for ensuring the health and safety of the occupants.

Health and Safety Instruction for Staff

The Avoca CSD will provide all staff with training on how to observe for signs of illness in students and staff, hand washing and proper respiratory hygiene. In addition, the staff will be taught the protocol for suspected COVID-19 cases. The district will have an isolation room for people who are showing symptoms of COVID-19. The isolation room will be staffed by a teacher aide until the symptomatic person can be moved from the building. The training will be provided on the September 2, 2020 Superintendent Conference Day.

Health Checks for Staff and Students

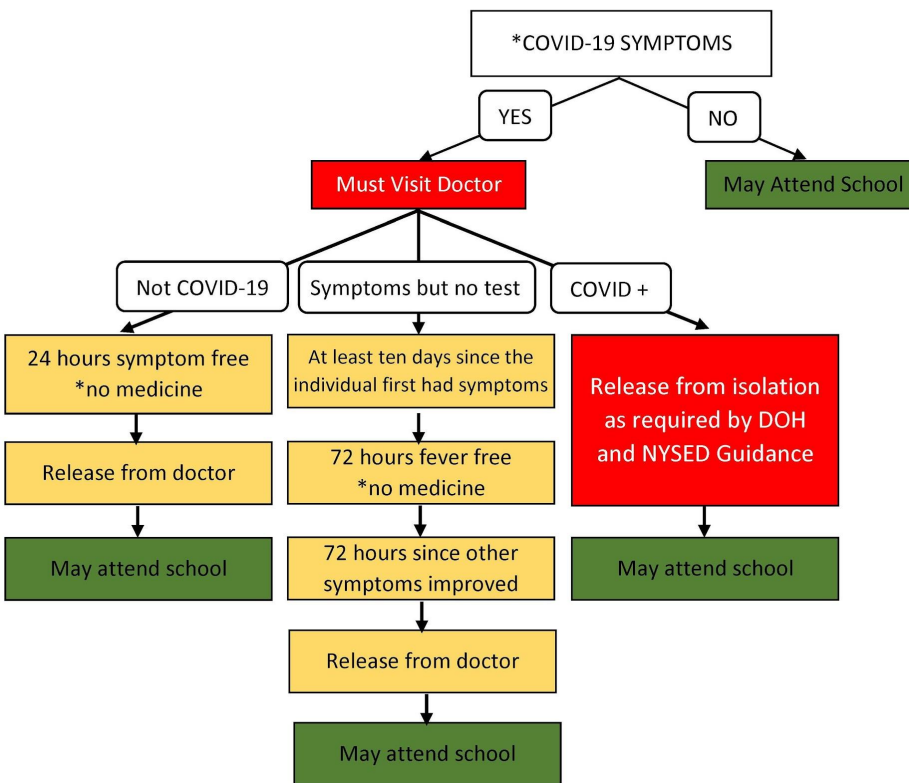
The Avoca CSD has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources include the requirement for any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection to not

come to school. The Centers for Disease Control and Prevention (CDC) [list of Coronavirus symptoms](#) was used to develop these resources.

The Avoca Central School District will implement the following practices to conduct mandated health screening.

- Parents will be educated in the “Signs to Look For” prior to school opening through information sent via mail. In addition, educational videos for parents on proper hygiene will be placed on the Avoca CSD website.
- Random students (equaling 10% of the student body) will be asked to respond to a daily health survey as they enter school. If the child answers yes to any of the survey questions they will be referred to the nurse to be sent home.
- All students will have their temperature taken prior to entering the school building. Any student with a temperature at or above 100 degrees will be moved to the nurses office for secondary temperature screening and assessment of symptoms. If the temperature is still at or above 100 degrees Fahrenheit the student will be moved to the isolation room until parents arrive to take the child home.
- Staff will respond to a daily health screening through a designated app before reporting to work. Staff that respond with a yes to any of the questions or has a temperature of above 100 degrees should not report to school. Those staff members will be expected to call for a substitute teacher using the Frontline System, indicate they are taking a sick day and inform their building principal of their inability to come to work.

Student/Staff Screening Referral/Re-Entry



*COVID-19 Symptoms

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Staff or Student Illness During the School Day

All staff or students that show signs or symptoms of COVID-19 will be moved to the school's medical isolation room until they can be sent home. They will be observed by a health professional and expected to follow up with a health care provider. The individual will not be allowed to return to school/work until they are cleared by a medical professional and provide documentation of being COVID-19 free.

Management of Ill Persons

The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the nurse's office. If there are several students waiting to see the school nurse, students must wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms of COVID-19 from others until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (e.g., goggles or face shield) should be added. When caring for a suspect or confirmed

individual with COVID-19, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used, if available. If an N-95 respirator is not available, a surgical face mask and face shield will be used.

School health office cleaning will occur after each use of cots, bathrooms, and health office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes). Health office equipment will be cleaned following manufacturer's directions.

Disposable items will be used as much as possible (e.g., disposable pillow protectors, disposable thermometers, disposable thermometer sheaths or probes, disposable otoscope specula).

Aerosol Generating Procedures

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The district requires the following PPE to be worn during AGPs: gloves, N-95 or a surgical mask with face shield, eye protection and a gown. PPE will be used when: suctioning, administering nebulizer treatments, or using peak flow meters with students who have respiratory conditions.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning will be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the nebulizer treatment is finished.

Cleaning of the room will occur between use and cleaning of the equipment should be done following manufacturer's instructions after each use.

Protocol for a Positive COVID-19 Test or Exposure to COVID-19 in Staff or Students

Employees and students should take the following actions related to COVID-19 symptoms or exposure: If an employee or student tests positive for COVID-19, regardless of whether the employee or student is symptomatic or asymptomatic, the employee or student may return to work/school upon completing at least 14 days of isolation from the onset of symptoms or 14 days of isolation after the first positive test if they remain asymptomatic, test negative for COVID-19 and have a release from a medical provider.

If an employee or student has had close contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, the employee/student may return to work/school upon completing at least 14 days of isolation from the onset of symptoms and testing negative for COVID-19.

- The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.
- If an employee/student has had close or proximate contact with a person with COVID-19 for a prolonged period AND is not experiencing COVID-19 related symptoms, the employee/student may return to work/school upon completing 14 days of self-quarantine.
- However, if such an employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by their supervisor in

consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:

- o 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.
- o Wear a face covering: The employee must wear a face covering at all times while in the workplace for 14 days after last exposure.
- o Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.
- o 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.
- o 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 last exposure.

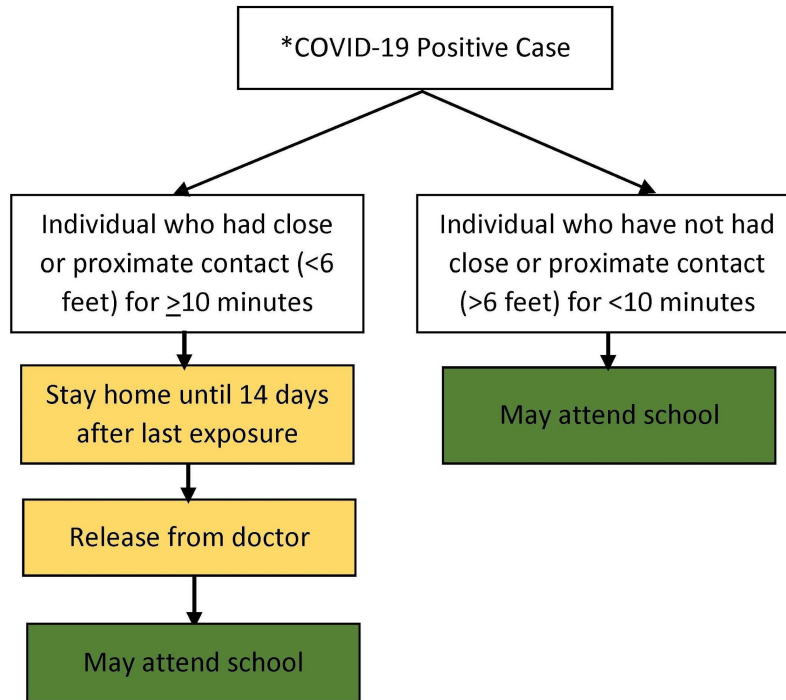
If an employee/student is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at the workplace, absent close or proximate contact with a person with COVID-19, the employee must be separated and sent home immediately and may return to work upon completing at least 14 days of isolation from the onset of symptoms AND upon receipt of a negative COVID-19 test result AND accompanied by a note from a doctor that they are free of COVID-19.

Protocol for Exposure to COVID-19 in the School Building

To minimize students' exposure to other individuals and to allow for proper social distancing the elementary (K-6) children will be placed in classroom cohorts. Those cohorts will not have interactions with other classrooms and will have limited interactions with additional staff members beyond their classroom teacher and service providers. Students in 7-12 grade will not be in cohorts but the district will minimize interactions with students across grade levels as best as possible.

If a child or teacher in a cohort tests positive for COVID-19 the individual will be expected to quarantine for 14 days. The individual is expected to report the illness to the county health department that they reside in and to the district COVID-19 Coordinator, Stephen Saxton. The child or teacher will not be allowed to return to school until they test negative for COVID-19 and are released by a medical provider. The students and teacher in the cohort will also be expected to quarantine for 14 days. The cohort will attend school virtually.

Positive COVID-19 Case in School



Health Checks for Visitors

Avoca CSD intends to restrict all but essential visitors to its school buildings. This will limit our students' exposure to unfamiliar individuals that could potentially be carrying COVID-19. We ask that visitors call the main office of the building that they are entering. Someone will greet the visitor, log their name, date and time of entry into the building. The visitor will then be asked a series of four health screening questions and submit to a temperature check. If the person passes the health screening, they will be allowed to enter the school.

Instruction in Hand Hygiene and Respiratory Hygiene

All students and staff will receive instruction in proper hand washing and respiratory hygiene on the first day of school. Students in the elementary school will have repeated instruction over the first two weeks of school and ample opportunities to practice under the supervision of a school staff member. The instruction will be repeated each time a new student joins a cohort to ensure that all students are knowledgeable of the expectation. Middle and High School students will receive reminders and practice in hand hygiene and respiratory health on a regular basis. All school buildings will have signage posted at each sink to remind students and adults of proper handwashing technique. There will be respiratory health reminders posted at regular intervals in all public spaces and in each classroom.

Social Distancing and Face Coverings

Avoca CSD will ensure that students and staff follow proper 6 feet social distancing guidelines in all spaces. Training video - <https://youtu.be/GDDDz89EhSU>

All students and staff will be required to wear face coverings in **ALL** common spaces. Once students are in classrooms and separated by 6-foot social distancing guidelines they will be allowed to take their face coverings off for instruction while seated. If students cannot socially distance, they will be given periodic face covering breaks throughout the day. Breaks will only take place in spaces where children can maintain social distancing or outdoors.

Avoca CSD will maintain an appropriate supply of face coverings for staff and students who forget their face coverings. Each teacher, nurse, bus driver and school office will be equipped with extra PPE to ensure that people are protected according to NYS DOH guidelines.

Sanitary Guidelines for Avoca Central School

ALL Avoca CSD employees and students will follow the guidelines for hand and respiratory hygiene developed by the NYS Department of Health:

- Regular hand washing with soap and water for at least 20 seconds should be done:
 - Before eating; after sneezing, coughing, or nose blowing;
 - After using the restroom;
 - Before handling food;
 - After touching or cleaning surfaces that may be contaminated; and
 - After using shared equipment like computer keyboards and mice.

If soap and water are not available, use an alcohol-based hand sanitizer. School medical directors should approve and permit the use of alcohol-based hand sanitizers in their facilities without individual's physician orders as alcohol-based hand sanitizers are considered over-the-counter drugs. Student use of alcohol-based hand sanitizers should always be supervised by adults. Parents/guardians can inform the school that they do not want their child to use alcohol-based hand sanitizers by sending a written notice to the school.

Protocols for Personal Protective Equipment (PPE)

Schools are required to comply with the governor's executive order regarding the wearing of face coverings. Students and staff are required to wear face coverings during school hours. This requirement is subject to change.

Face coverings include non-medical grade disposable face coverings, cloth face coverings (over the nose and mouth) or buffs. Students and staff are strongly encouraged to bring their own face covering. The district will provide a face covering to any individual that does not have a face covering before entering the building or boarding a bus. Staff and students will appropriately wear face coverings at times when social distancing cannot be maintained. Staff and students will appropriately wear face coverings while moving throughout the building. Students will keep face coverings on until all students in the classroom are seated (only when social distancing is maintained in classrooms). The teacher will instruct students when to take their face coverings off. It may be impractical for students to wear face coverings while participating in some athletic or other extracurricular activities. Students will not be required to wear face coverings while eating but will be distanced 6 feet apart. Individual needs regarding the wearing of face coverings will be addressed on a case-by-case basis. Additional protective equipment will be provided to school nurses for use in the office. Families will be responsible for daily cleaning of their child's personal face covering.

Because students and staff will need to be prepared to wear a face covering if another person unexpectedly cannot socially distance, they will be required to wear a face covering in all common areas (e.g., entrances and exits) and when traveling around the school.

Face coverings will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

An employee is allowed to wear their own acceptable face covering if they choose. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods of time when face coverings are not worn. Regular face covering breaks will be provided for students/classrooms that cannot maintain social distancing in the classroom.

Face coverings should not be placed on:

- Children younger than 2 years old
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The district will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings

Health Hygiene

The district will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, custodial staff areas) and regular messaging will be shared with the school community. Signage will be used to remind individuals to:

1. Stay home if they feel sick.
2. 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.
3. Properly store and, when necessary, discard PPE.
4. Adhere to social distancing instructions.
5. Report symptoms of, or exposure to, COVID-19.
6. Follow hand hygiene, and cleaning and disinfection guidelines.
7. Follow respiratory hygiene and cough etiquette.

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, the district will emphasize the importance of respiratory hygiene.

- Cover a cough or sneeze using a tissue. If a tissue is used, it should be thrown away immediately.

- If you don't have a tissue when sneezing or coughing, sneeze into your elbow.
- Wash your hands after sneezing or coughing.
- Face coverings are protective. Wearing a face covering will keep the respiratory droplets and aerosols from being widely dispersed into the air.

Students, staff and approved visitors will be instructed and re-instructed on: How to Safely Cough and Sneeze - <https://youtu.be/a220fnvLyxY>

The District will provide the necessary hand and respiratory hygiene supplies.

Hand Hygiene

Students and staff must carry out the following hand hygiene practices.

- Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- Dry hands completely after washing. Use paper towels to dry hands if available instead of a hand dryer if they are available.
- If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol. Hand sanitizer should be rubbed on the hands until it is completely absorbed. DO NOT dry hands if sanitizer is used.

Hand washing should occur:

- Before and after eating (e.g. snacks and lunch).
- After going to the restroom or after assisting a student with toileting.
- After using a tissue.
- Before and after using shared materials.
- Before and after putting on or taking off face coverings.
- After coming in from the outdoors.
- Anytime hands are visibly soiled.

Medically Vulnerable/High Risk Groups

Individuals in these groups should consult with their healthcare provider regarding prevention:

- Age 65 or older;
- Pregnant;
- Underlying health conditions including, but not limited to:
 - Chronic lung disease or moderate to severe asthma
 - Serious heart conditions
 - Immunocompromised
 - Severe obesity
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Sickle cell anemia
 - Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Individuals in these groups will collaborate with their healthcare providers to make informed decisions. In order to meet the needs of individuals in these groups and ensure their health and safety, the District requires medical documentation supporting recommended courses of action. The District will consider

all information when determining courses of action. The school district Medical Director, Dr. Werner Brammer will review all medical documentation received and will have final determination and approval of all requests for medical condition waivers for programming or face coverings.

School health services personnel, special education personnel, and administration may develop alternate plans for individuals in these groups. Appropriate accommodations include, but are not limited to:

- Additional PPE for staff caring for such students
 - Tyvek suits
 - Face shields
 - Light-transmitting plastic barriers
- Limiting the number of students in an educational setting
- Development of alternative schedules

Routine Cleaning

Soiled and frequently touched surfaces can be reservoirs for pathogens, resulting in a continued transmission to people. Therefore, for pathogenic microorganisms that can transmit disease through indirect contact (transmission through contaminated surfaces), extra attention must be paid to surfaces that are touched most often by different individuals. **As part of standard infection control practices in school, routine cleaning will be continued.** Daily logs will be kept of the cleaning of high use common spaces.

Routine cleaning of school settings include

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and door knobs/handles.
- Dust- and wet-mopping or auto-scrubbing floors.
- Vacuuming of entryways and high traffic areas.
- Removing trash.
- Cleaning restrooms.
- Wiping heat and air conditioner vents.
- Spot cleaning walls.
- Spot cleaning carpets.
- Dusting horizontal surfaces and light fixtures.
- Cleaning spills.

Specific high-risk locations within a school warrant cleaning and disinfection before a confirmed case of COVID-19 occurs in the school

Examples of these locations include:

Health Office

- Clean and disinfect health cots regularly (after each student use)
- Cover treatment tables and use pillow protectors
- Discard or launder coverings after each use

Lunchrooms

- Clean and disinfect lunch tables regularly (at least once daily)

Athletic Rooms

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength-training equipment
- Disinfect mats and other high-use equipment at least daily

Other Frequently Touched Surfaces

- Clean and disinfect frequently touched surfaces at least once daily after students have left for the day

Examples of frequently touched areas in schools:

- Classroom desks and chairs;
- Lunchroom tables and chairs;
- Door handles and push plates;
- Handrails;
- Kitchen and bathroom faucets;
- Light switches;
- Handles on equipment (e.g., athletic equipment);
- Buttons on vending machines and elevators;
- Shared telephones;
- Shared desktops;
- Shared computer keyboards and mice; and
- Bus seats and handrails.

Note: Computer keyboards are difficult to clean due to the spaces between keys and the hardware's sensitivity to liquids. When shared, they may contribute to indirect transmission. Locations with community use computers should provide posted signs regarding proper hand hygiene before and after using the computers to minimize disease transmission. Also, keyboard covers may be used to protect the hardware against spills and facilitate cleaning.

1 to 1 Devices: Students from grades K-12 are assigned their own Chromebook. Teachers will frequently remind students to not share devices to prevent cross-contamination.

Lockers: During the 20-21 school year, 7-12 grade students will not use lockers. Students will keep their belongings with them in the classrooms. Elementary students will use lockers with strict protocols to socially distance students.

Cleaning and Disinfecting

Cleaning removes germs, dirt and impurities from surfaces or objects, while disinfecting kills germs on surfaces or objects. **If a laboratory confirmed case of COVID-19 was symptomatic while in the school setting, Avoca CSD custodial staff will perform cleaning and disinfection of frequently touched areas throughout the school.**

Step 1: Cleaning: Always clean surfaces prior to use of disinfectants in order to reduce soil and remove germs. Dirt and other materials on surfaces can reduce the effectiveness of disinfectants. For combination products that can both clean and disinfect, always follow the instructions on the specific product label to ensure effective use. In New York State, all primary and secondary schools, state agencies, and state authorities are required to use green cleaning products. For additional information on the laws regarding the use of green cleaning products, see the [Policies, Guidelines and Report](#) section of NY's Green Cleaning Program website.

Step 2: Disinfection: Cleaning of soiled areas must be completed prior to disinfection to ensure the effectiveness of the disinfectant product. **NYS Green Cleaning Program does not address the use of disinfection products. Disinfection products may be used in school settings as needed at any time.**

If EPA- and DEC*-registered products specifically labeled for SARS-CoV-2 are not available, disinfect surfaces using a disinfectant labeled to be effective against rhinovirus and/or human coronavirus. If such products are unavailable, it is also acceptable to use a fresh 2% chlorine bleach solution (approximately 1 tablespoon of bleach in 1 quart of water). Prepare the bleach solution daily or as needed. EPA- and DEC*- registered disinfectants specifically labeled as effective against SARS-CoV-2 may become commercially available at a future time and once available, those products should be used for targeted disinfection of frequently touched surfaces.

- Label directions must be followed when using disinfectants to ensure the target viruses are effectively killed. This includes adequate contact times (i.e., the amount of time a disinfectant should remain on surfaces to be effective), which may vary between five and ten minutes after application. Disinfectants that come in a wipe form will also list effective contact times on their label.
- For disinfectants that come in concentrated forms, staff should carefully follow instructions for making the diluted concentration needed to effectively kill the target virus. This information can be found on the product label.

Staff shall be trained to use disinfectants in a safe and effective manner. Staff are reminded to ensure procedures for safe and effective use of all products are followed. Staff do not need to wear respiratory protection (e.g., face coverings) while cleaning. Safety instructions are listed on product labels and include the personal protective equipment (e.g., gloves) that should be used. Wash hands with soap and water for at least 20 seconds immediately after removing gloves or use an alcohol-based hand sanitizer if soap and water are not available. Soap and water should be used if hands are visibly soiled.

COVID-19 Testing

Per Centers for Disease Control (CDC) Guidance, the District will not conduct COVID-19 testing. The decision of whether a test needs to be conducted will be determined by a healthcare provider or the local department of health.

Steuben County Department of Health Public Health Director:

Darlene Smith

3 East Pulteney Square

Bath, NY 14810

Phone: (607) 664-2438

Fax: (607) 664-2166

Contact Tracing

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

To assist the local health department with tracing the transmission of COVID-19, the district has developed and maintained a plan to trace all contacts of exposed individuals in accordance with protocols, training, and tools provided through the New York State Contact Tracing Program.

Districts may assist with contact tracing by:

1. Keeping accurate attendance records of students and staff members
2. Ensuring student schedules are up to date
3. Keeping a log of any visitor which includes date and time, and where in the school they visited
4. Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

Vulnerable Populations/Accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or are unable to safely return to an in-person educational environment. It is our goal that these individuals are able to safely participate in educational activities. All persons who self-identify in the vulnerable population shall provide the district with required medical documentation of the concern/risk so the district can determine appropriate accommodations.

Visitors on Campus

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front foyer and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings. All non-essential meetings will be postponed or will occur via an appropriate online format.

Parents/guardians who are bringing their children to school after the school day begins will bring them to the main entrance lobby where they will sign them in. Students only will be allowed into the main office where they will be greeted by the secretary and assisted to their classroom.

Parents/guardians picking their children up from school during the school day will arrive at the main entrance lobby and await their child at this location. Parents will sign them out in the main lobby and depart from the school.

Parents/guardians who are dropping off items for their child after the school day begins will arrive at the main entrance lobby and leave the items in the designated location in the lobby. Building Office staff will be sure your child receives the item you have left for them.

Visitors must follow all safety protocols as designated for the school building.

School Safety Drills

Avoca CSD will comply with the state mandated 8 evacuation drills and 4 lockdown drills. The district will ensure social distancing and the wearing of face coverings during drills.

Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the

Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

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

Floor markings indicating appropriate social distancing will be placed in high traffic common areas throughout the school building.

Entryway doors will be clearly posted with appropriate COVID-19 requirements for staff, students and potential guests.

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. As often as appropriate classrooms occupied by students will have windows with screens open to increase ventilation in the room. If the ventilation system design allows, the district will replace unit ventilator filters with a higher density filter system.

Water systems will be flushed in buildings that have been unoccupied. Drinking fountains will be disabled for the foreseeable future however all bottle filling stations will remain operable. Students will be allowed to utilize a water bottle in their classroom.

The district plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Facility Alterations and Acquisition

The Avoca CSD may utilize other instructional areas within the school building to provide the ability for students to socially distance themselves and receive instruction. There is currently no plan to utilize instructional space off campus at other locations in the community. If there was such a need the facility would need to meet all NYSED Facility requirements, requirements of the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code.

Restrooms, Plumbing Facilities and Fixtures

- Students will be encouraged to utilize a water bottle for their own personal use which can be filled at the 6 bottle filling stations throughout the building.
- All water outlets in the building will be flushed prior to students returning for in person or hybrid level instruction.
- Responsible parties must ensure distancing rules are adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible.

Ventilation

- The district will increase airflow into the school building through it's fresh air ventilation system by extending the time on each end of the student day that the system is operational.
- When weather and outside temperatures permit classrooms windows, outfitted with screens, will be opened to increase fresh air flow.
- The district will work with their architects to determine if adjustments can be made to the ventilation filtering systems to improve air quality.

School Closures

A closure refers to contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education and/or closing the school. The district will collaborate with the Steuben County Health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. Communication to families will occur as soon as practicable once it is known that the school must close.

Child Nutrition

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

For information about how meal information will be communicated, visit the Communication/Family and Community Engagement section of our [reopening plan](#).

Meals onsite

Students will be required to wash their hands or utilize hand sanitizer before eating breakfast, lunch or snacks. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

Breakfast: For In-Person or Hybrid Models: On days that students are physically at school.

- Students in grades K-5 will go directly to their classroom upon arrival at 8:00 am. Breakfast will be available in a “Grab-and-Go” bag for students to eat at their desk in their classrooms.
- Students in the Middle/High School that would like to eat breakfast, will pick up a “Grab-and-Go” breakfast from the cafeteria on their way to their first period class at 8:00 am. Students will eat their breakfast at their desk during the homeroom period. Students will not gather in the small gym as done previously, but will instead go right to their first period class.

Lunch: Students will be required to social distance during lunch. The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms, outside, small gymnasium) and/in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students. The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household.

Meals offsite/remote

As part of our food service program we will continue to offer meals for our families and students.

If we are in a Hybrid Model of Learning students who are attending school will have meals sent home with them for the next day and or the next group of days that they will not be in school. Families who have made the decision to educate their children at home will also have meals available to them during our advertised and designated pick-up times at various locations within the district boundaries.

If we are in a fully Virtual Model of Learning we will establish 1 day per week that we distribute meals to families. We will continue providing at a minimum breakfast and lunch meals for 5 days of the week.

Transportation

The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable. If they do not have a face covering when they arrive at the bus one will be provided for them and must be worn.

Students must wear a face covering on a school bus at all times, if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering (this must be medically documented and approved by the district's Medical Director) but must be appropriately socially distanced.

Students should be reminded of the bus rules, such as no eating or drinking on the school bus (which would require them to remove their face coverings). Members of the same household will be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off/pick up or walk students to/from school to reduce density on buses.

Upon arrival at school at the beginning of the school day only one bus will be unloaded at a time and a controlled dismissal of students from the bus will occur so that social distancing can occur while entering the school building. This will also allow for student temperature screening to occur on entry to the building.

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

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

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

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

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

School Bus Staff

School bus drivers, monitors, attendants and mechanics are required to perform a self-health assessment for symptoms of COVID-19 before arriving at work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer as per the reporting policies and seek medical attention.

Transportation department staff will be temperature screened upon arrival at work daily. If a temperature of 100 degrees Fahrenheit or above is documented they will be sent for additional screening.

School bus drivers, monitors, attendants and mechanics must wear a face covering that covers the mouth and nose, along with an optional face shield.

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

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

When temperatures are above 45 degrees Fahrenheit, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow.

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

Transportation staff should be encouraged to wash their hands with soap and water before and after am and pm runs to keep healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- o touch your eyes, nose, and mouth with unwashed hands
- o touch a contaminated surface or objects
- o blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

For more information about training protocol for students and staff and how transportation information will be communicated, visit the *Communication/Family and Community Engagement* section of our [reopening plan](#).

Social Emotional Well-Being

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

As our District and personnel adapt to environments that result in substantially reduced time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to supporting the well-being and success of students, staff, and families. Along with physical health and well-being, we must prioritize social emotional well-being -- not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

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

Except where otherwise noted, the considerations outlined below are relevant regardless of whether instruction is in-person, virtual, or hybrid.

The District will:

- provide both district-wide and building-level comprehensive developmental school counseling program plans, which will be developed under the direction of certified school counselors and the Building Principals.
- provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

Adult SEL & Well-Being

Adults in our school community must take care of themselves and their peers, both for their own well-being and so that they may be better able to help young people heal and grow. Adults have also experienced stress, anxiety, grief, and trauma throughout this pandemic. We will consider the impact this will have on their return to school (in-person, hybrid or virtual school model). Additionally, faculty and staff will have access to professional learning opportunities that will better prepare them to support their own well-being as well as the well-being of the students and families they serve.

Student SEL & Well-Being

Improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community

School Schedules

As our District devises our reopening plans for the 2020-21 school year, scheduling decisions will be informed by health and safety standards and the most up to date guidance from the New York State Department of Health. Consideration will also be given to the needs of students, families, and staff as well as the realities of available space and student enrollment. The District will restructure programs using flexible scheduling models— taking advantage of in-person, virtual, or hybrid learning models—and provide synchronous and/or asynchronous instruction.

Per the New York State Department of Health guidance, plans should address a combination of in-person instruction and virtual learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year. In cases where in-person instruction is not feasible, phased-in and hybrid models of education will need to consider if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations. These priorities will be determined at the District level based upon the needs of student populations within our schools and district.

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

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

The District collaborated with stakeholders including teachers, staff members, parents, and community groups when considering alternate schedules. Plans will include how schedules will be shared and made available to the school community before the start of the school year and anytime a change is required in order to allow families to plan childcare and work arrangements. However, the District will also be prepared to shift back to fully virtual learning models should circumstances change and school buildings are required to close.

Regardless of the instructional model implemented, equity and access will be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

For information about how school schedule information will be communicated to students, families and staff members, visit the *Communication/Family and Community Engagement* section of our [reopening plan](#).

School Activities and Extracurriculars

- School clubs may not exist at the start of the year.
- There will be no field trips (exception, virtual trips).
- Athletics have been postponed at this point.
- Outside groups currently will not be able to use our school buildings or outdoor facilities.
- Fundraising will not occur at the start of the year for school clubs, athletics, or classes. (Potential Exception - Class Fundraisers that can be conducted exclusively online.)

Childcare

We are currently linking our families with local providers of childcare through Child Care Aware. The district may develop a more in depth plan as our reopening planning becomes more solidified. If you are in need of childcare contact [Child Care Aware](#) for additional information.

Attendance and Chronic Absenteeism

- In all three models (in-person, hybrid, virtual) daily attendance will be required.
- In a virtual model, the first period teacher would meet with their students over GoogleMeet during homeroom and take attendance daily. Any student not present for the homeroom period would be marked absent for the day. Our automated system would call parents to let them know their child is absent from school.

- In the hybrid model, students learning at home would still connect with their homeroom teacher daily. If they do not appear for homeroom, they would be marked absent for the day, and the system would generate a phone call to parents/guardians.
- In the in-person model, attendance would be taken as done traditionally during school.
- Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures.

Technology and Connectivity

- Enrolled students will be provided with a Chromebook for their academic use.
- All teachers will use the Google Classroom platform in each instructional model.
- The Avoca Free Library will assist families who lack internet access through a monthly borrowing of a T-Mobile wifi device as part of the library lending program.
- The Avoca Free Library will offer students the opportunity to utilize their library space for learning and connecting with the internet.
- High speed internet connections are always available to district students in the parking lots adjacent to the Avoca School buildings.
- The Avoca CSD will work with families to assist them with access to high speed internet. Families who qualify for Free and/or Reduced price meals and who do not have high speed internet access at their home may qualify for a portable internet wifi device from the school. The district will assess this need through a family survey conducted before the school year begins.

Bilingual Education and World Languages

All ELL students will be prioritized for in-person, daily instruction.

- The district will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment.
- Required instructional units of study to all ELLs will be provided based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Staff

Teacher and Principal Evaluation System

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

Certification, Incidental Teaching and Substitute Teaching

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

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)

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

Additional References

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

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

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

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

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