

# SAFELY FORWARD

**EDWARDS-KNOX CENTRAL SCHOOL DISTRICT  
PLAN FOR THE 2020-2021 SCHOOL YEAR**



# TABLE OF CONTENTS



**Acknowledgements**

**Summary**

**Guiding Principles**

**Timeline**

**Three Models**

**Thought Exchange Data**

**Checklist**

**Communications Plans**

**Health and Safety**

**Transportation, Facilities, Nutrition, Athletics**

**Teaching and Learning**

**Special Education and CTE**

**Social-Emotional Learning and Mental Health**

**Bilingual/MLL/ELL**

**Digital Equity and Access**

**Budget and Fiscal**

**Human Resources/Staffing/Labor Relations**

**Resources**

# ACKNOWLEDGEMENTS



**Thank you to the Edwards-Knox Central School District Reopening Committee:**

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# SUMMARY

## Plan Development Process

This plan was created over the course of several months based on analysis and research into a number of scientific studies, guidelines and plans released across the state and nation, as well as recommendations from worldwide, national, and statewide health and educational experts. The guidelines outlined within this plan are the result of a multi-tiered collaborative approach with input at the local level at each school district and BOCES, regional cooperation among BOCES in the North Country, committee work among the 18 districts, and guidance from the New York State Education Department and Governor Cuomo's Office.

Our regional planning approach was guided by the notion that just as the decision on the initial school closure due to the COVID-19 Pandemic was made jointly, so too must the overarching decisions be made regarding reopening. By nature of our region, our small, rural school districts depend heavily on one another and consistency will be key to safely moving forward.

## Application

This plan will serve as a "living document" to be updated throughout pre-opening and as initial re-entry occurs. The guidance and processes outlined in this document should be applied by school districts throughout the re-opening phases. The intent of this document is to be a foundational guide for each district. It is not a "one-size-fits-all" plan, but a guide that honors the nuances in each district within the SLL BOCES region. A plan is only as good as its implementation, and each district and the SLL BOCES will be responsible for applying and enforcing the guidelines contained in this document.





# SUMMARY/GUIDING PRINCIPLES



## Considerations

The top priority will always be the safety of students, staff, and the greater community. As the title denotes, this plan was designed with a concern for safety underlying all aspects. We must move forward together, but it is imperative that we move forward safely.

The stakeholders that developed this plan understand the social, emotional, and mental health needs for in-person instruction. We recognize the value and importance of extracurricular activities and athletics. However, we must achieve the appropriate balance between safety and wellbeing. We believe this plan strikes that delicate balance.

## Leveraging Relationships

Maintaining close relationships between BOCES/districts and St. Lawrence County Public Health will be crucial as we continue to navigate this ever-evolving situation. Throughout the school closure, districts and BOCES in the SLL region have worked in consultation with our partners at the county level, and gathered their input in the development of this document. As more information regarding COVID-19 becomes available, we will continue to work collaboratively with these entities to ensure a safe course of action in the future.

## Authority

The guidelines and recommendations contained in this document were formulated based on research from various sources in order to establish best practices. However, all directives and Executive Orders at the state level, and any guidance from the CDC or DOH will supersede the plans contained herein. Should these changes occur, this document will be revised to reflect and incorporate them.

## Flexibility

School districts and BOCES will need to be nimble and adapt to multiple scenarios and educational models depending on the current public health situation. In developing this document, we considered a number of possibilities in order to best plan for an uncertain future. However, as the COVID-19 crisis evolves, so too must our plans.

## GUIDING PRINCIPLES

**01.**

Safeguarding the health and safety of students and staff

**02.**

Protecting all students' right to learn

**03.**

Monitoring the spread of COVID-19 in the community

**04.**

Emphasizing equity, access, and support for students

**05.**

Fostering strong two-way communication with families, educators, and staff

**06.**

Accounting for the social-emotional wellbeing, and the mental health needs of our students

# TIMELINE



Research regional, statewide, and national plans, news articles, and resources related to reopening and compile recommendations. Compile bank of resources (*ongoing*)

Analyze data from statewide and regional ThoughtExchange surveys to school staff, parents, and community members.

Form district/BOCES task forces to leverage expertise on specific topics.

Form Chief School Officer subcommittees to evaluate, edit, and refine content in each category as needed.

Incorporate feedback from surveys to parents, students, staff and community members, as well as BOCES/district committees into revised document.

Refine and reformat collection of research, data and stakeholder input into single guiding document that is easy to follow and digest.

Share plan with leadership at the County and Public Health to make sure all plans are in line with current guidelines, and make any necessary changes based on recommendations.

Incorporate any necessary changes after guidance is released by NYSED and/or Governor's office.

Submit district and BOCES plans to SED - July 31

Continue to reshape guidelines and plans throughout 2020-21 academic year and release updated versions as directives and guidance continue to evolve

# THREE MODELS



**Full in-class instruction with heightened health protocols.**



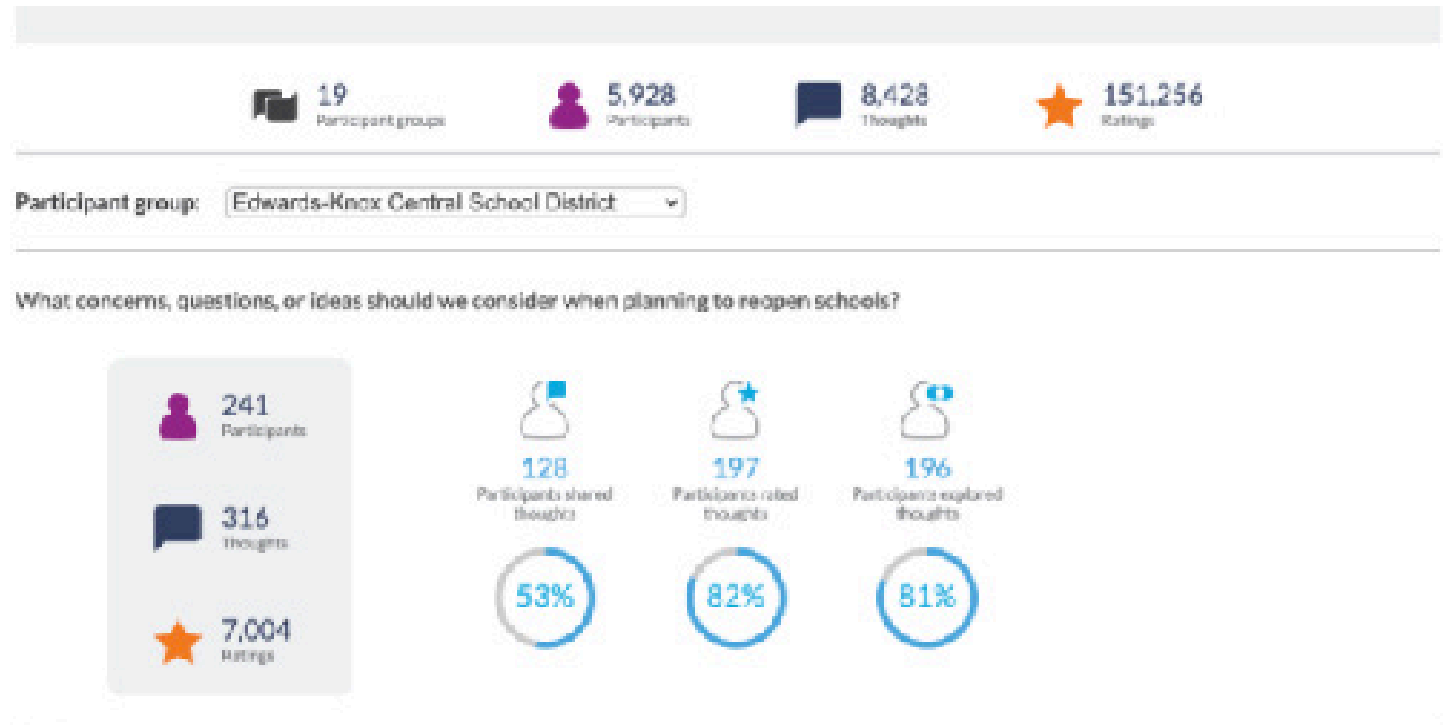
**Fully remote learning with more standardization. This would also happen should additional closures occur.**



**A hybrid delivery model, which blends in-class with online learning based on an alternating schedule.**

# THOUGHT EXCHANGE DATA

This survey gathered input from around 6,000 participants. After a participant shared their thoughts, they were encouraged to rate at least 30 of the thoughts submitted by other participants. This way, the thoughts that resonated with the most participants would rise to the top. More than 80,000 thoughts were shared, resulting in more than 2.2 million ratings. The exchange is the largest in Thoughtexchange's history. Almost 8,500 thoughts were shared in the SLL BOCES region specifically. Below are results from Edwards-Knox CSD.



**In order for a safe re-entry to school, the following conditions must be met:**



**Local health metrics meet phase 4 standards under NYS reopening guidance**



**Equipment availability- adequate access to PPE**



**Ability to measure potential local surges**



**Screening measures in place to assess positive cases in the school community**



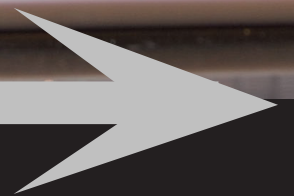
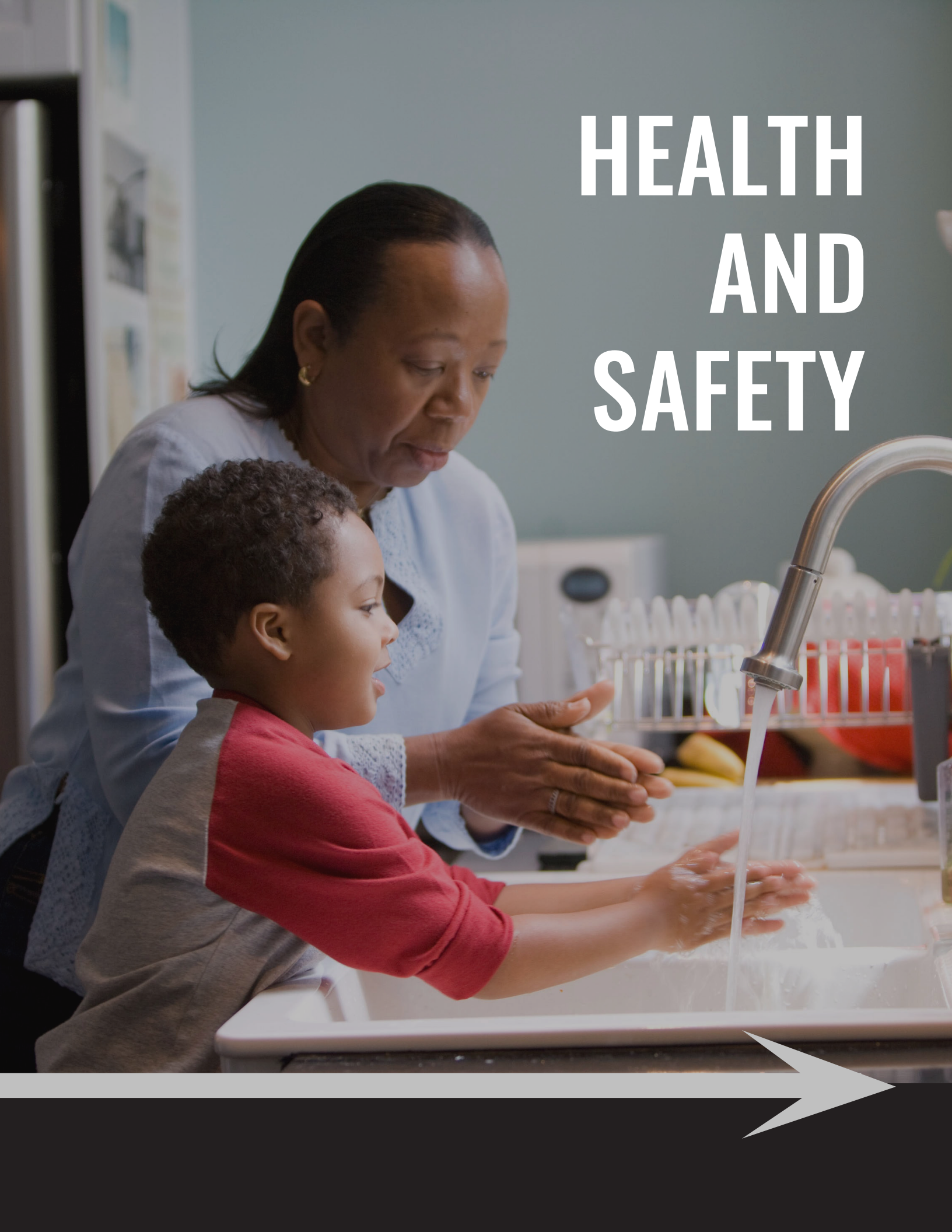
**Conduct job-specific training among all employees**



**Deploy pre-return communications plan**



# HEALTH AND SAFETY



## DEFINITIONS

COVID-19 is the disease caused by the Novel Coronavirus. It is highly contagious and can be transmitted via droplets expelled from an infected person. Some infected persons can be asymptomatic, yet still contagious.

### Community transmission of COVID-19:

Community transmission of COVID-19 occurs when individuals acquire the disease through contact with someone in their local community, rather than through travel to an affected location. Once community transmission is identified in a particular area, correctional facilities and detention centers are more likely to start seeing cases inside their walls. Facilities should consult with local public health departments if assistance is needed in determining how to define “local community” in the context of COVID-19 spread. However, because all states have reported cases, all facilities should be vigilant for introduction into their populations.

### Confirmed vs. Suspected COVID-19 case:

A confirmed case has received a positive result from a COVID-19 laboratory test, with or without symptoms. A suspected case shows symptoms of COVID-19 but either has not been tested or is awaiting test results. If test results are positive, a suspected case becomes a confirmed case.

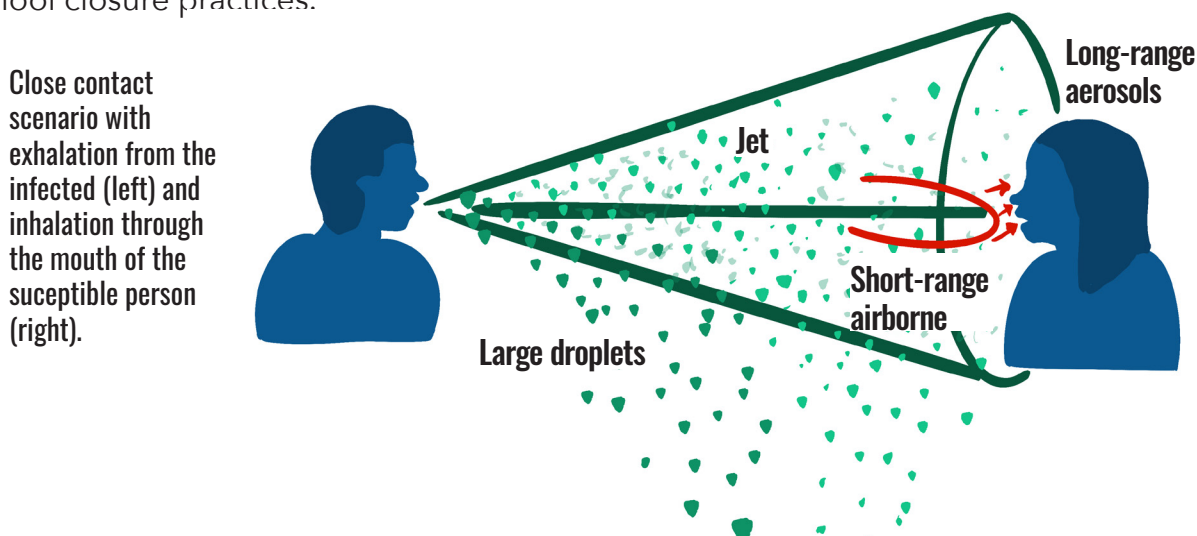
### Transmission:

According to the CDC:

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

### Population Surveillance Studies

There may be a lower prevalence of COVID-19 among children than adults. The generalizability of these data may be impacted by differences in exposure faced by children, especially variation in school closure practices.



# HEALTH AND SAFETY

## Prevention:

The CDC lists most effective prevention measures as follows:

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
  - » If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid close contact with people who are sick
- Stay home as much as possible
- Put distance between yourself and other people.
  - » Remember that some people without symptoms may be able to spread virus.
  - » Keeping distance from others is especially important for people who are at higher risk of getting very sick.
- Cover your mouth and nose with a cloth face cover when around others
  - » You could spread COVID-19 to others even if you do not feel sick.
  - » Everyone should wear a cloth face cover when they have to go out in public, for example to the grocery store or to pick up other necessities.
  - » Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
  - » The cloth face cover is meant to protect other people in case you are infected.
  - » Do NOT use a facemask meant for a healthcare worker.
  - » Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.
  - » Cover coughs and sneezes
- If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw used tissues in the trash.
  - » Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.
- Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
  - » If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.
  - » Then, use a household disinfectant. Most common EPA-registered household disinfectants will work.



## **Vulnerable populations:**

- According to the CDC, certain groups are more susceptible to serious illness and/or death as a result of COVID-19. These groups include (<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>):
  - People 65 years and older
  - People who live in a nursing home or long-term care facility
  - People of all ages with underlying medical conditions, particularly if not well controlled, including:
    - People with chronic lung disease or moderate to severe asthma
    - People who have serious heart conditions
    - People who are immunocompromised
- Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
  - People with severe obesity (body mass index [BMI] of 40 or higher)
  - People with diabetes
  - People with chronic kidney disease undergoing dialysis
  - People with liver disease

## **Symptoms:**

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

## **Testing:**

According to New York State Department of Health: (<https://coronavirus.health.ny.gov/covid-19-testing#can-i-be-tested->) As New York State aggressively expands COVID-19 diagnostic testing capacity, the Department of Health has revised guidance to increase testing for frontline workers, including all first responders, health care workers, and essential employees who interact with the public, while continuing to prioritize resources. Testing for COVID-19 shall be authorized by a health care provider for individuals who meet one or more of the following criteria:

- An individual is symptomatic or has a history of symptoms of COVID-19 (e.g. fever, cough, and/or trouble breathing), particularly if the individual is 70 years of age or older, the individual has a compromised immune system, or the individual has an underlying health condition; or
- An individual has had close (i.e. within six feet) or proximate contact with a person known to be positive with COVID-19; or
- An individual is subject to a precautionary or mandatory quarantine; or
- An individual is employed as a health care worker, first responder, or other essential worker who directly interacts with the public while working; or



# HEALTH AND SAFETY



- An individual presents with a case where the facts and circumstances – as determined by the treating clinician in consultation with state or local department of health officials – warrant testing; or
- An individual is included under other criteria set by the NYS Dept. of Health based on an individual's geographic place of residence, occupation, or other factors that the Department may deem relevant for COVID-19 testing purposes; or
- Any individual who would return to workplace in Phase 1.

## BACKGROUND INFORMATION

### COVID19 and children

Based on available evidence, children do not appear to be at higher risk for COVID-19 than adults. While some children and infants have been sick with COVID-19, adults make up most of the known cases to date.

CDC and partners are investigating cases of multisystem inflammatory syndrome in children (MIS-C) associated with COVID-19.

### What we know about MIS-C

Multisystem inflammatory syndrome in children (MIS-C) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes COVID-19, or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care.

### What to do if you think your child is sick with MIS-C

Contact your child's doctor, nurse, or clinic right away if your child is showing symptoms of MIS-C:

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms.

Seek emergency care right away if your child is showing any of these emergency warning signs of MIS-C or other concerning signs:

- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain



## **How doctors will care for your child**

Doctors may do certain tests to look for inflammation or other signs of disease. These tests might include:

- Blood tests
- Chest x-ray
- Heart ultrasound (echocardiogram)
- Abdominal ultrasound

Doctors may provide supportive care for symptoms (medicine and/or fluids to make your child feel better) and may use various medicines to treat inflammation. Most children who become ill with MIS-C will need to be treated in the hospital. Some will need to be treated in the pediatric intensive care unit (ICU).

Parents or caregivers who have concerns about their child's health, including concerns about COVID-19 or MIS-C, should call a pediatrician or other healthcare provider immediately. Healthcare providers can follow CDC recommendations to keep children and their parents or caregivers safe if an in-person visit is needed.

## **What we don't know about MIS-C**

CDC is still learning about MIS-C and how it affects children, so we don't know why some children have gotten sick with MIS-C and others have not. We also do not know if children with certain health conditions are more likely to get MIS-C. These are among the many questions CDC is working to try to understand.

All CDC recommendations are based on the best data and science available at the time, and we will update them as we learn more.

## **How to protect your child from COVID-19**

Based on what we know now about MIS-C, the best way you can protect your child is by taking everyday actions to prevent your child and the entire household from getting the virus that causes COVID-19.

## **Transmission to and from Children in the School Setting, Including Outcomes of School Opening**

Based on early data, schools do not appear to have played a major role in COVID-19 transmission. Based on data at this time, transmission from students to staff and from students to other students (especially younger students) appears to be rare, and will likely be even more rare with appropriate risk mitigation strategies. Attention to prevention of staff-to-staff transmission is critical. Most contact tracing studies have been conducted in the setting of low community prevalence of COVID-19; their generalizability to school re-opening in locations where community epidemic control is poor is unknown.

## **Epidemiologic Studies**

Epidemiologic investigations of clusters are inherently limited, and so far have focused primarily on younger children in non-residential schools; to date these data have not revealed strong evidence for transmission from children to other children or from children to teachers.

## Hygiene

- We will Address hygiene practices to ensure personal health and safety in school facilities and vehicles.
- Handwashing. In accordance with CDC guidance and in consultation with local public health officials, we will develop a plan for handwashing that includes:
  - » Providing opportunities for students and staff to meet handwashing frequency guidance.
  - » Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
  - » Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations. Children under age nine should use hand sanitizer under adult supervision.
  - » Call Poison Control if consumed: 1-800-222-1222.
- Note: frequent handwashing is more effective than the use of hand sanitizers.
- Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
  - » Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.
  - » Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
  - » Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
  - » Teach staff and students to:
    - \* Use tissue to wipe the nose and cough and sneeze inside the tissue.
    - \* Not touch the face or face covering.



# HEALTH AND SAFETY



## PREVENTATIVE MEASURES SUMMARY

Based on the health and safety considerations outlined on previous pages, a safe return to school Based on the health and safety considerations outlined above, a safe return to school will require the BOCES and districts to implement an array of new practices. These new practices and procedures must be fully adopted and understood prior to the full return. Adequate training (see: Training for Staff) must be provided. New practices and procedures include:

## SCREENING

Implementing measures to assess the health risk of each visitor and employee based on potential exposure to COVID-19.

One strategy to identify individuals with COVID-19 symptoms is to conduct symptom screenings, such as temperature screening and/or symptom checking of staff and students. These screenings are one of many different tools schools can use to help lower the risk of SARS-CoV-2 transmission. However, because symptom screenings are not helpful for identification of individuals with COVID-19 who may be asymptomatic or pre-symptomatic or if infected with an unrelated virus, symptom screening will not prevent all individuals with COVID-19 from entering the school. Screenings should be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff.

- Schools should immediately separate students and staff with COVID-19 symptoms at school by identifying an isolation room or area.
- Individuals who are sick should go home or to a healthcare facility, depending on how severe their symptoms are, and they or their caregivers (in the case of minors) should follow CDC guidance for caring for oneself. Individuals should also watch for emergency symptoms and seek emergency medical care if symptoms occur.

As part of symptom screening, schools should be prepared to refer symptomatic individuals to an appropriate healthcare provider or testing site. State, Tribal, territorial, and local health officials and/or healthcare providers will determine when viral testing for SARS-CoV-2 is appropriate. For DoD dependents and personnel, federal or DoD health officials will determine when such testing is appropriate.

## Screening Questionnaire

Using a designated software or other digital forms, we will establish a system for employees to complete an acknowledgement form as a pre-screening before they return to work. Periodically, parents of students may also be asked to complete the form.

The form will ask the following questions:

- (1) Have you experienced COVID-19 symptoms in the past 14 days?
  - » Fever
  - » Cough
  - » Shortness of breath or difficulty breathing

# HEALTH AND SAFETY



- » Chills
- » Repeated shaking with chills
- » Muscle pain
- » Headache
- » Sore throat
- » New loss of taste or smell
- (2) Have you been told by a medical professional that you have had a positive COVID-19 test in the past 14 days?
- (3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?
- (4) Have you travelled outside of New York State in the past 14 days?

The form will also include the following statement:

If you answered “yes” to any of the questions above, please contact your supervisor immediately and do not report to your worksite.

Once you have returned to work, if AT ANY TIME one or more of these conditions listed above becomes true, you are required to immediately contact your supervisor and do not report to your worksite.

- Results of the questionnaire will be housed internally.
- Any positive response to a question will automatically be flagged and the supervisor will be notified via email.
- Any positive response to a question will automatically be flagged and the supervisor will be notified via email.
- The supervisor and/or HR will notify the employee of a requirement to self-quarantine and contact the county public health department for further guidance.
- Signage will be placed at the main entrances and strategically throughout the buildings. This includes:
  - » Sign directing entrants to STOP and read the conditions listed below before entering the building
  - » Sign directing all visitors to sign in to aid in contact tracing should this be necessary
  - » Signage in hallways reminding people to maintain social distancing
  - » Signage listing COVID-19 guidelines per information from Jefferson-Lewis BOCES Health and Safety Management Coordinator Fred Huack
  - » Signage to be posted in bathrooms reminding people to wash their hands properly
  - » Various signage from the CDC advising on handwashing and hygiene and proper mask wearing



## Temperatures

We will enact additional screening protocols in addition to the questionnaires. One additional method of screening is daily temperature monitoring for staff and students.

- Fever is a common symptom of COVID-19, typically appearing 2-14 days after exposure.
- Telethermographic systems are able to determine surface skin temperature, which is then used to estimate the temperature at a reference body site (e.g., oral, tympanic membrane).
- The advantage of using telethermographic systems for initial temperature assessment for triage use is the potential use in high throughput areas (e.g., airports, businesses, warehouses, factories) and in settings where other temperature assessment products may be in short supply.
- The available scientific literature supports the use of telethermographic systems in the context of initial human temperature measurement during such a triage process.
- Additionally, international standards and scientific literature have described guidelines for using telethermographic systems for initial temperature assessment for triage use and best practices for standardized performance testing of such products.
- Because it is believed that a portion of COVID-19 positive cases are asymptomatic, temperature checks may not be the most effective screening tool.
- Furthermore, even with the use of telethermographic systems, temperature checks place staff in close contact with a large number of people entering the building each day and may place these staff members at greater risk.
- If telethermographic systems are used for daily temperature screening, enhanced PPE will be required, including gowns, face shields, and gloves.

## TESTING

Employees may be required to obtain a COVID-19 test from a health practitioner prior to returning to work in certain cases.

### Testing in Schools

Universal SARS-CoV-2 testing of all students and staff in school settings has not been systematically studied. It is not known if testing in school settings provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection preventive measures (e.g., social distancing, cloth face covering, hand washing, enhanced cleaning and disinfecting). Therefore, CDC does not currently recommend universal testing of all students and staff. Implementation of a universal approach to testing in schools may pose



challenges, such as the lack of infrastructure to support routine testing and follow up in the school setting, unknown acceptability of this testing approach among students, parents, and staff, lack of dedicated resources, practical considerations related to testing minors and potential disruption in the educational environment.

## **Types of Tests:**

Viral tests approved or authorized by the Food and Drug Administration (FDA) are recommended to diagnose current infection with SARS-CoV-2, the virus that causes COVID-19. Viral tests evaluate whether the virus is present in a respiratory sample. Results from these tests help public health officials identify and isolate people who are infected in order to minimize SARS-CoV-2 transmission.

Antibody tests approved or authorized by the FDA are used to detect a past infection with SARS-CoV-2. CDC does not currently recommend using antibody testing as the sole basis for diagnosing current infection. Depending on when someone was infected and the timing of the test, the test may not find antibodies in someone with a current COVID-19 infection. In addition, it is not currently proven whether a positive antibody test indicates protection against future SARS-CoV-2 infection; therefore, antibody tests should not be used at this time to determine if someone is immune.

CDC recommendations for SARS-CoV-2 testing are based on what is currently known about the virus SARS-CoV-2 and what is known about it continues to change rapidly. Information on testing for SARS-CoV-2 will be updated as more information becomes available.

- Employees may be required to furnish a negative test result prior to returning to work.
- A note from a healthcare provider denoting a negative test result may be required to be provided to the HR office prior to returning.
- Testing may also be required prior to the return from school breaks of greater than 3 days.
- If an employee receives a positive test result, they must immediately notify their supervisor and follow all orders from the Public Health Department and furnish a negative result before returning.

New York State continues to increase testing capacity for COVID-19 on a daily basis. The guidance below enables New York State to prioritize resources to meet the public health need. Individuals who have questions regarding eligibility or access for testing should call the New York State COVID-19 Hotline at 1-888-364-3065 or visit the NYSDOH website <https://covid19screening.health.ny.gov>.

Please call the testing site or your health care provider before you go for testing.

- If you go to a test site run by New York State, there is never any charge for your test.
- If you go to a test site operated by local governments, private companies including pharmacies and medical practices or not-for-profit organizations, you are advised to check with the testing site and your insurer in advance of being tested to confirm you will not be responsible for any fees associated with your test.



**Social distancing:** Limiting face-to-face contact and creating at least 6 feet of physical distance between yourself and others.

- Social distancing will be implemented in the classrooms in the following ways:
  - o Rearrange classrooms to create at least 6 feet of space between students.
  - o Maintaining distance in music classes by creating at least 12 feet between students when singing or playing an instrument.
  - o Utilize visual markers to identify appropriate social distance
- Social distancing will be implemented in the cafeteria in the following ways:
  - o Hold lunch in alternate locations if needed rather than cafeteria when possible.
  - o Label 6 feet distance for queuing
- Social distancing will be implemented during arrival and departure in the following ways:
  - o Stagger start times and departures to limit the number of people entering the building at any time
  - o Make multiple points of entry available rather than funneling students through one main entry
  - o Stagger staff arrival and departures when possible in accordance with student schedules
  - o Limit any non-essential visitors to the school campus
- Other social distancing considerations:
  - o Staff are encouraged to establish virtual staff rooms and not congregate before arriving in, or returning to their classrooms
  - o Limit number of students in hallways between periods by enforcing staggered bell schedules
  - o Hold recess in small groups or enforce social distancing outside and restrict access to playground equipment
  - o Limit spectators at sporting events. Consider canceling contact sports.
  - o Limit spectators at other events such as school musicals or concerts
  - o Do not hold large group gatherings such as assemblies or pep rallies
  - o Limit or bar field trips to highly affected areas or high population areas
  - o Conduct large group meetings (ie. staff meetings) online rather than in person
  - o Consider holding parent-teacher conferences via phone or video call rather than in-person

## **Cohorting**

- based on the footprint of the classroom, appropriate social distancing of desks will determine the number of students in a typical classroom at one time.
- adopt timetabling that would allow, to the greatest extent practical, for students to remain in contact with only their classmates and a single teacher for as much of the school day as possible
- the need to limit rotating teachers may require adaptation to the delivery of subjects such as English, Art, music, and physical education
- students and teachers would be encouraged to remain in their classroom and to move as a cohort to entrances, exits, or other spaces within the school
  - o Rotating teachers into classrooms rather than rotating classes.
  - o Bringing special teachers (art, music, etc.) into the classroom.

# HEALTH AND SAFETY

- o Reducing class sizes and conducting no-contact activities in PE classes.

**Personal Protective Equipment:** PPE will be purchased through cooperative bid ( See Section 7: Ordering of Supplies). Donations will be accepted on a case-by-case basis.

Face coverings (mouth and nose) such as medical masks, bandanas, scarves; gloves, face shields, etc.

- Appropriate PPE will be provided by the BOCES or district upon request. Employees and students may use their own PPE when appropriate.
- Face coverings will be mandated for all staff and students in situations when social distancing is not possible, including:
  - § Face to face meetings
  - § Transportation
  - § Lunch service - except when seated to eat
  - § Nurse's office visits
  - § One-on-one TAs
  - § Related service provider sessions
- Gloves will be mandated in situations where it is impossible to properly wash or disinfect materials or surfaces, or where it is impossible to properly wash hands after each touch point. Including:
  - § Lunch preparation and service
  - § Certain custodial/maintenance duties
- Face shields may be suggested for use in situations where a staff member may come in contact with a greater number of individuals who are ill, such as the school nurse.



**Protective gowns**



**Face shields**



**Face coverings**  
Protective



**Gloves**

gowns may be suggested for use in situations where a staff member may come in contact with a greater number of individuals who are ill, such as the school nurse.

**Contact tracing** will be conducted by the department of health to limit the community spread of COVID-19. The Edwards-Knox CSD should take steps to make contact tracing easier for Public Health workers. We will keep a log of any visitors to their buildings, which includes the individual's name, the time they arrived and left, their intended destination in the building, and their phone number which may be provided to Public Health officials for contact tracing purposes.

- We will also ensure that employees use their issued badges/fobs to "swipe in" to gain access to the building so that a timestamped record of entry is maintained. Tracing will be conducted



by Public Health for close contacts (any individual within 6 feet of an infected person for at least 15 minutes) of laboratory-confirmed or probable COVID19- patients.

- Tracing functions in the following ways:
  - For COVID19-, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.
  - The public health evaluation of close contacts to patients with laboratory-confirmed or probable COVID19- may vary depending on the exposure setting. Contacts in special populations and/or congregate settings require additional considerations and may need handoff to a senior health department investigator or special team.
  - Remote communications for the purposes of case investigation and contact tracing should be prioritized; in-person communication may be considered only after remote options have been exhausted.
  - Testing is recommended for all close contacts of confirmed or probable COVID19- patients.
  - Those contacts who test positive (symptomatic or asymptomatic) should be managed as a confirmed COVID19- case.
  - Asymptomatic contacts testing negative should self-quarantine for 14 days from their last exposure (i.e., close encounter with confirmed or probable COVID19- case)
  - If testing is not available, symptomatic close contacts should self-isolate and be managed as a probable COVID19- case.
  - If testing is not available, asymptomatic close contacts should self-quarantine and be monitored for 14 days after their last exposure, with linkage to clinical care for those who develop symptoms.
- 

**Surface transfer:** supplies and equipment will be evaluated for risk of transmission. The virus can live for several days on surfaces, according to the National Institute of Health. (<https://www.nih.gov/news-events/news-releases/new-coronavirus-stable-hours-surfaces>) Some surfaces are easier to disinfect, while others present a greater risk to health and safety.

- Prior to safe return, supplies, equipment and furniture should be inventoried and evaluated based on risk. High-risk objects should be removed or replaced, including:
  - Shared supplies or equipment (computer lab equipment, books, pencils, Chromebooks, etc.) should be assigned to a single user
  - “Soft” surfaces and furniture (stuffed animals, soft upholstered couches and chairs, rugs) should be removed and replaced with harder surfaces that are easier to disinfect
  - Instructors should consider limiting the use of paper handouts that could potentially carry the virus
  - Minimize the number of personal belongings (e.g., backpack, clothing, etc.) and, if brought, asking that belongings be labeled and kept in the child’s designated area.

## HVAC Heating, Ventilation, and Air Conditioning

(<https://portal.ct.gov/-/media/Coronavirus/-20200622DPH-Guidance-for-School-Systems-for-the-Operation-of-Central-and-nonCentral-Ventilation-Sys.pdf>)




# HEALTH AND SAFETY


Because the transmission of COVID19- through the air is likely, steps should be taken to control airborne exposure. Changes to building operations, including the operation of heating, ventilating and air-conditioning systems, can reduce airborne exposures.

- Ventilation and filtration provided by heating, ventilating and air-conditioning systems can reduce the airborne concentration of COVID19- virus and thus the risk of transmission through the air.
  - According to ASHRAE, Transmission of SARS-CoV2- through the air is sufficiently likely that airborne exposure to the virus should be controlled. Changes to building operations, including the operation of heating, ventilating, and air-conditioning systems, can reduce airborne exposures."
- Consider the health of individuals in unconditioned spaces. Resulting health impacts may be life threatening and reduce an individual's resistance to infection. ASHRAE (The American Society of Heating, Refrigerating and Air-Conditioning Engineers) does not recommend the disabling of heating, ventilating and air-conditioning systems.
- According to the CDC, districts and BOCES must ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. However, the CDC advises that windows and doors must not be open if doing so poses a health and safety risk (e.g. falling, triggering asthma).
- Consideration should be made to recirculation of infectious particles (< 5 microns) remaining airborne that could lead to the transmission of infection within building areas.
- Air handling units and recirculation sections equipped with return air filters (even HEPA) may not filter out virus size particles effectively.
- When the humidity is higher, the droplets become heavier and fall to the surface, where they are easier to control. Humidity comfort levels should be between %60-30 to avoid infection.
- The following steps should be taken prior to return to school in the Fall:





- 
- Operate for one week prior to school starting
  - Flush building two hours prior to occupancy at maximum possible rate (fully open outside air dampers if possible during flush)
  - Ventilate during all occupied hours
  - Program and lock ventilation fan schedule
  - If school hours are 8am – 3pm, provide ventilation from at least 6am-4-pm
  - Explain to teachers the importance of ventilation fan – it must run all day
  - Window fans and window air conditioning units: At a minimum, where temperature allows and no other means of ventilation is available, windows should be opened to allow for some minimum level of fresh air exchange into occupied spaces.
    - Window air conditioning units should be adjusted to maximize fresh air intake into the system.
    - Air conditioner blower fans should be set on low speed and pointed away from room occupants to the extent possible.
    - Ceiling fans should be adjusted so that fins are rotating in a direction that draws air up toward the ceiling rather than down onto occupants.
    - Window fans should be turned to exhaust air out of the window in the direction of the outdoors.
    - Ensure that fans are not blowing out of windows directly into walking paths or areas where individuals may congregate.
    - Window fans that blow air into a room or free-standing fans that only serve to circulate existing air around a room should not be used.
  - Standalone filtration systems:
    - Similar to building filtration, there is no direct clinical evidence of the benefit of portable air cleaners for reducing infectious disease risk, but some benefit can be reasonably inferred for portable HEPA filters, provided they are appropriately sized (i.e., their removal rate is appropriate for the size of the room), maintained, and operated.
  - As with building filtration, the details are important, such as the efficiency and air flow rate of the air cleaner, sizing and placement within the space, maintenance and filter change, and the nature of space that is being cleaned.
  - As with building filtration, they are only likely to be effective in concert with other measures.
  - 
  - Personal Protective Equipment (PPE) for Filter Changes:
    - Filters may be contaminated and result in risk to maintenance works. When servicing HVAC Systems and replacing filters, recommend:
      - Wearing mask (N95 if available)
      - Wearing gloves
      - Spraying filters with disinfectant before removal if feasible
      - Bagging filters and disposing in regular garbage
      - Washing hands, change clothes, shower after maintenance
  - Strive toward the following ventilation goals:
  - Increase outdoor air ventilation as much as possible by disabling demand-controlled ventilation systems and opening outdoor air dampers as indoor and outdoor conditions permit.
  - Disabling demand-based systems will allow fans to run continuously.
  - Tune ventilation systems to enable them to perform to the maximum capacity consistent with full occupancy conditions for the building.

- 
- Bypass energy recovery ventilation systems that leak or recirculate potentially contaminated exhaust air back into the outdoor air supply.
  - Once fans are running continuously, provide increased particle capture by increasing air filtering capacity through repair/upgrades to current system, where needed.
    - This includes filter frames, filter configuration, and filter rating (ASHRAE recommends striving for filters with a MERV13- rating where possible).

## **Animals**

The first confirmed cases of a COVID19- infection in house cats in New York was made on April 2020 ,22. In one case, the pet may have been exposed to the virus by a mildly ill, asymptomatic household member or an infected person outside its home. The other pet showed symptoms of disease after its owner tested positive for COVID19-. Until more is known, CDC recommends the following:

- Do not let pets interact with people or other animals outside the household.
- Keep animals indoors when possible to prevent them from interacting with other animals or people.
- Walk animals on a leash, maintaining at least 6 feet from other people and animals.
- Avoid public places where a large number of people and animals gather.
- In accordance with the Americans with Disabilities Act, service animals should be permitted to remain with their handlers.

## **Isolation Rooms:**

- The Edwards-Knox CSD has a designated isolation room (separate from the nurse or health office), which is separated from the rest of the building and has a single person bathroom without access to any other persons.
- This room should be used in the event that a person becomes ill or begins to display COVID19 symptoms during the school or work day.
- Whenever possible, the room should be located as close to an exit as possible, or have an outside exit within the room.
- Students should remain supervised in the isolation room. The individual supervising the room must be equipped with proper PPE.
- For the purposes of contact tracing, schools should log all persons who entered the room.



**TRANSPORTATION  
FACILITIES  
NUTRITION  
ATHLETICS**



## TRANSPORTATION

### **Strongly Recommended Before Schools Reopen for In-Person Instruction:**

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
  - » How many buses are or could be made available in the district?
  - » How much variation is there in the size and maximum capacity of buses in the district?
  - » How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?
  - » How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
  - » Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
  - » Inventory bus drivers to understand the extent of high-risk populations. Finalize bus procedures for bus drivers and students that are informed by public health protocols.
  - » Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly. Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction
  - » Utilize buses to provide food service and delivery of instructional materials where possible.

### **Safety Protocols:**

- Hand sanitizer will be prohibited on the bus due to combustibility.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

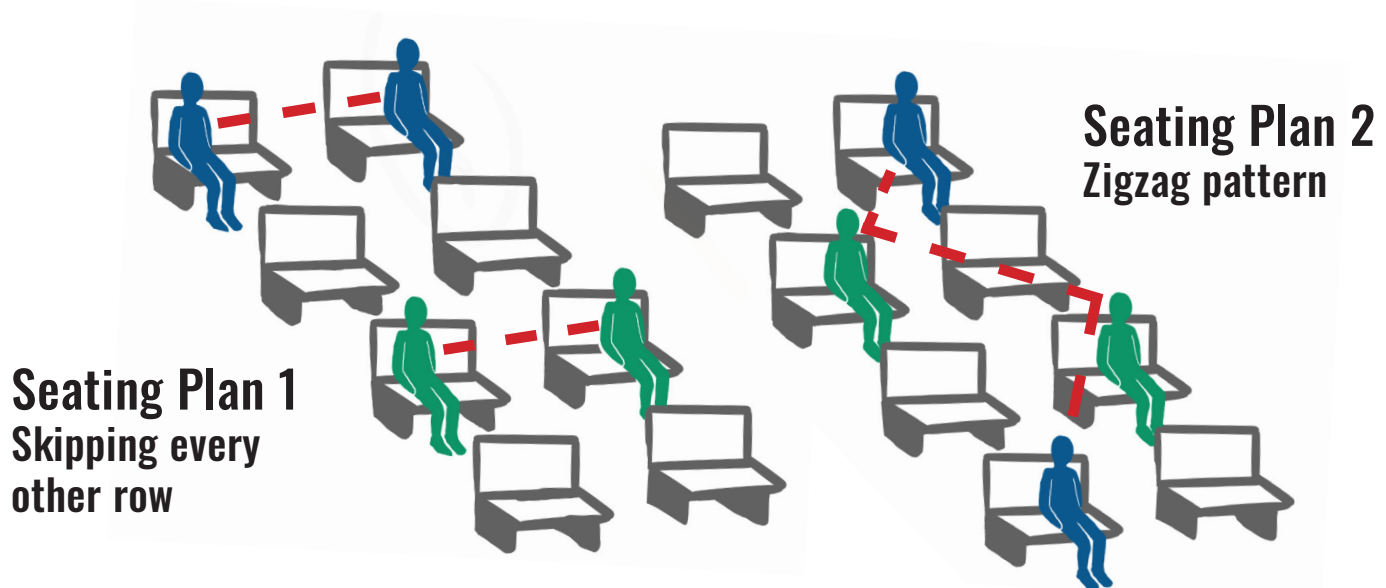
## Option 1: Social Distancing

Social distancing may be implemented on **buses** in the following ways:

- In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available for use.
- Create a plan for seating based on maximum capacity determined above.
  - » Sample options: Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
  - » Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
- Mark or block seats that must be left vacant.
- Assign a bus aide to ensure distancing.
- Ensure 6-foot distancing at bus stops and while loading and unloading.
- Prevent students from walking past each other by taking the following measures: Seat students from the rear of the bus forward.
- Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Require face coverings for students and staff at bus stops.

## Option 2: Mask Wearing

- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials and physician.
- If a medical exemption is provided by a licensed medical provider, staff or students that are unable to medically tolerate a facial covering must not wear one, but will be provided an alternative such as a face shield.
- Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Alternative transportation may be arranged.
- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.



## FEEDING IN SCHOOLS

This procedure is to establish guidelines for student behavior as well as modifications to serving methods while providing food service during stages of students returning to school from a public health emergency. This procedure applies to all Central School Food Management Programs.

### Responsibilities:

#### Food Service Directors

- Share this procedure and subsequent revisions with district food service staff
- Organize staff
- Coordinate with partners/administrators
- Order supplies
- Other operations

#### School District Administration

- Provide direction to food service on the lunchtimes, who and how many in each lunch period
- Provide funding in the event school meals programs do not permit it
- Facilitate/Coordinate staff to facilitate the process. Custodians, lunch monitors and/or teacher assistants shifting duties to help in the overall feeding process
- Allow time for modified lunch services to operate

### Implementation Timeline:

- Various depending on stage

### Procedure:

Adjust operations accordingly based on guidance from the district. Operations will be based on what Step you are guided to work within. Steps 1-4 are listed on the next page.

Supplies needed may vary depending on what Step you are operating in. Also, Additional supplies may need to be ordered to accommodate alternative services, needs and requests that come up based on the direction of the district.

NYSED Approval- Requests and waivers may be necessary to allow school feeding style service, grab and go service and various locations. A review of NYSED Child Nutrition guidelines and available waivers will be necessary.

A list of employees willing/able to work is identified. Have a list of the job tasks/duties they will need to do during their time at work. Have them go through the trainings offered by NYSED and any additional training deemed necessary.



# Level One

## Students are not attending school

- Feed students based on the feeding procedures/systems available Breakfast and Lunch will be provided one day per week in the front circle and will include 5 days of meals.
- If staggered attendance or high risk students are attending school in person, it may be necessary to provide meals in this manner while also providing one of the levels below, if NYSED permits.

# Level Two

**Classroom Dining** We do not anticipate the need for classroom dining, students will utilize the 2 cafeterias with no more than 50 students in each, overflow in the gymnasium or outside dining if weather permits.

- Students will dine in the classroom by picking up plated or limited touch items
- Efforts will be taken in the cafeteria serving line to significantly limit access to surfaces
- Pre-ordering would be strongly encouraged to limit the time needed for each group to go through the serving line
- No Cash exchange at the register. Highly encourage the use of the online school payment system. Cash or check can be sent down to the cafeteria by the students teacher

### ***District to provide in Level 2:***

- Masks worn by all staff
- Plexi- Glass ( or State approved product) installed at registers
- Tape marks on floor will be used throughout the lunch line from entrance to exit
- Communication posters will be placed in hallways that border the cafeteria serving lines. These posters will contain the most recent standards in regards to keeping everyone safe from COVID 19
- Hand Sanitizing stations will be in place at the entrances and exits of each lunch line and in the cafeterias

### ***Cafeteria Team to enact in Level 2:***

- Eliminate utensils for self-selection by portioning all fruits, vegetables and other foods as possible
- Limited food will be put out for each group (example if a classroom ordered 15 orders, only 15 fruits or etc would be put out)
- Limited Ala - Carte snacks will be put out to encourage students to only touch what they take
- No Pin Pad - as a CEP district, students names will be checked off a class roster
- Disposable trays and silverware
- All condiments will be PC's - Cashiers and or servers will place items on students trays to avoid touching
- Wipe down and sanitize frequently all touched services
- Wash hands and change gloves frequently

# Level Three

## Self Selection returns along with some cafeteria seating

### ***District to provide in Level 3:***

- Follow same procedure in Level 2

### ***Cafeteria Team to enact Level 3:***

- Self-selection and shared surface touching can return by limiting intervals
- Limited number of food sides and serve yourself entrees will be displayed on the line
- Self-serve utensils will be replaced after each serving period with freshly washed utensils
- As a CEP district, students names will be checked off a class roster

# Level Four

## Group dining can return with continued student behavior changes

### ***District to provide in Level 3:***

- Communication to students and staff on best practices to prevent the spread of COVID-19
- Hand Sanitizing stations at entrance and exits of each lunch line/ cafeteria
- Accommodations for at risk students

### ***Cafeteria Team to enact Level 3:***

- Self-selection and shared surface touching remains as stated in level 3
- Use reusable trays for students eating in the cafeteria
- Cash/Check may be provided at the cash register
- Normal food service sanitizing practices after each group goes through





## Athletics

### LOW

Sports that allow for social distancing or individual participation AND allow for equipment to be cleaned between uses.

- XC running
- Golf
- Throwing events
- Alpine Skiing
- Sideline Cheer
- Weightlifting
- Individual running, swimming, or sculling events

### MODERATE

Sports involving close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between uses.

- Basketball
- Volleyball
- Baseball
- Softball
- Soccer
- Tennis
- Pole Vault
- Jump events
- Water polo
- Swimming relays
- Girls Lacrosse
- Ice Hockey
- 7 on 7 football
- Field Hockey
- Crew w/ 2+ rowers in shell
- Gymnastics

\*\* If equipment can be sufficiently cleaned between competitors

### HIGH

Sports involving close, sustained contact, lack of significant protective barriers, and high probability of respiratory particles being transferred.

- Wrestling
- Football
- Boys Lacrosse
- Competitive Cheer
- Dance

It is anticipated that a decision regarding interscholastic athletics will be made prior to September 21st. School sponsored extracurricular activities will be allowed to resume on a case by case basis. These decisions will be based upon the ability of the activity to resume within the established guidelines of health and safety, as well as with direction from the Governor's Office and the NYSED, and/or NYSPHSAA.

Pending forthcoming guidance from the NYSDOH, the NYSPHSAA will provide member schools with a list of sports to be played at an appropriate time during the 2020-2021 school year taking into consideration sport risk assessment, social distancing protocols as well as CDC and NYSDOH guidance. The National Federation of State High School Associations' (NFHS) Sports Medicine Advisory Committee, in consultation with the United State Olympic and Paralympic Committee, has developed the following sport risk assessment based upon the potential of respiratory droplet spread:

**Higher Risk:** Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Examples: Wrestling, football, boys lacrosse, competitive cheer, dance.

**Moderate Risk:** Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants.

Examples: Basketball, volleyball\*, baseball\*, softball\*, soccer, gymnastics\* (if equipment can't be sufficiently cleaned between competitors), ice hockey, field hockey, tennis\*, swimming relays, pole vault\*, high jump\*, long jump\*, girls lacrosse.

\*Could potentially be considered "Lower Risk" with appropriate cleaning of equipment and use of masks by participants.

**Lower Risk:** Sports that can be done with social distancing or individually with

no sharing of equipment or the ability to clean the equipment between use by competitors.

Examples: Individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, alpine skiing, sideline cheer, cross country running (with staggered starts)

## **General Precautions That May Be Taken via NYSPHAA:**

- Physical Closeness
- focus on individual skill building versus competition
- limit the time players spend close to others by playing full contact only in game-time situations
- decrease the number of competitions during a season
- modify practices so players work on individual skills, rather than on competition
- Limit sharing of equipment and disinfect between uses.
- Encourage players to socially distance and work on individual skills when appropriate.
- Assess high-risk players through the health office.



## CLEANING/DISINFECTION GUIDELINES

Responsibility of Disinfection and cleaning will lie solely with custodial/maintenance/building and grounds staff.

- These workers will undergo specific training related to CDC approved methods of cleaning and handling of cleaning products
- Other non-custodial employees are prohibited from bringing their own cleaning products from home, including aerosols, wipes, or sprays
- Exceptions may be made in certain cases as determined by the Director of Facilities/
- Director of Buildings and Grounds

### Definitions:

- *Community facilities* such as schools, daycare centers, and businesses comprise most non-healthcare settings that are visited by the general public outside of a household.
- *Cleaning* refers to the removal of dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs. But by removing the germs, it decreases their number and therefore any risk of spreading infection.
- *Disinfecting* works by using chemicals, for example EPA-registered disinfectants, to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs. But killing germs remaining on a surface after cleaning further reduces any risk of spreading infection.

### Prescribed methods:

According to the CDC, (<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>) reducing the risk of exposure to COVID-19 by cleaning and disinfection is an important part of reopening public spaces that will require careful planning. The virus that causes COVID-19 can be killed if you use the right products. EPA has compiled a list of disinfectant products that can be used against COVID-19, including ready-to-use sprays, concentrates, and wipes. Each product has been shown to be effective against viruses that are harder to kill than viruses like the one that causes COVID-19. The following is from the CDC's guidance for reopening, which is based on the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using EPA-approved disinfectants against COVID-19 can also help reduce the risk. Frequent disinfection of surfaces and objects touched by multiple people is important.
- When EPA-approved disinfectants are not available, alternative disinfectants can be used
  - » For example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions.
  - » Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be very dangerous to breathe in. Bleach solutions will be effective for disinfection up to 24 hours. Keep all disinfectants out of the reach of children.

- » Read EPA's infographic on how to use these disinfectant products safely and effectively.

## **Hard (Non-porous) Surfaces**

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective.
  - Use EPA approved products
  - Follow the manufacturer's instructions for all cleaning and disinfection products for concentration, application method and contact time, etc.

## **Soft (Porous) Surfaces**

- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
  - If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
    - Otherwise, use products that are EPA-approved for use against the virus that causes COVID-19 and that are suitable for porous surfaces

## **Electronics**

- For electronics such as tablets, touch screens, keyboards, remote controls, remove visible contamination if present.
  - Follow the manufacturer's instructions for all cleaning and disinfection products.
  - Consider use of wipeable covers for electronics.
  - If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

## **Linens, Clothing, and Other Items That Go in the Laundry**

- In order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
- Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people's items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

## **Reducing the Risk of Exposure:**

From the CDC: (<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>)

- Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects.
- Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.
- Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection. EPA-approved disinfectants are an important

part of reducing the risk of exposure to COVID-19. If disinfectants on this list are in short supply, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Bleach solutions will be effective for disinfection up to 24 hours.

- Store and use disinfectants in a responsible and appropriate manner according to the label. Do not mix bleach or other cleaning and disinfection products together-this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of children.
- Do not overuse or stockpile disinfectants or other supplies. This can result in shortages of appropriate products for others to use in critical situations.
  - Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product. For more information, see CDC's website on Cleaning and Disinfection for Community Facilities.
  - Practice social distancing, wear facial coverings, and follow proper prevention hygiene, such as washing your hands frequently and using alcohol-based (at least 60% alcohol) hand sanitizer when soap and water are not available.

## **Custodial staff safety:**

Those charged with cleaning and disinfection duties are at increased risk of being exposed to the virus and to any toxic effects of the cleaning chemicals.

- These staff should wear appropriate PPE for cleaning and disinfecting. To protect staff and to ensure that the products are used effectively, staff should be instructed on how to apply the disinfectants according to the label (see training - 6).
  - For more information on concerns related to cleaning staff, visit the Occupational Safety and Health Administration's website on Control and Prevention.
- Cleaning staff and others should clean hands often, including immediately after removing gloves and after contact with an ill person, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water. Always read and follow the directions on the label to ensure safe and effective use.
  - » Wear skin protection and consider eye protection for potential splash hazards
  - » Ensure adequate ventilation
  - » Use no more than the amount recommended on the label
  - » Use water at room temperature for dilution (unless stated otherwise on the label)
  - » Avoid mixing chemical products
  - » Label diluted cleaning solutions
  - » Store and use chemicals out of the reach of children and pets
  - » You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use.

## **In the event of a positive case in the building:**

Timing and location of cleaning and disinfection of surfaces:

- At a school or central office:
  - » Close off areas visited by the ill persons. Open outside doors and windows and use



ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfection.

- » Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like tablets, touch screens, keyboards, remote controls) used by the ill persons, focusing especially on frequently touched surfaces.
- » If it has been more than 7 days since the person with suspected/confirmed COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.



## HVAC HEATING, VENTILATION, AND AIR CONDITIONING

Because the transmission of COVID-19 through the air is likely, steps should be taken to control airborne exposure. Changes to building operations, including the operation of heating, ventilating and air-conditioning systems, can reduce airborne exposures.

- Ventilation and filtration provided by heating, ventilating and air-conditioning systems can reduce the airborne concentration of COVID-19 virus and thus the risk of transmission through the air.
- According to ASHRAE, Transmission of SARS-CoV-2 through the air is sufficiently likely that airborne exposure to the virus should be controlled. Changes to building operations, including the operation of heating, ventilating, and air-conditioning systems, can reduce airborne exposures."
- Consider the health of individuals in unconditioned spaces. Resulting health impacts may be life threatening and reduce an individual's resistance to infection. ASHRAE (The American Society of Heating, Refrigerating and Air-Conditioning Engineers) does not recommend the disabling of heating, ventilating and air-conditioning systems.

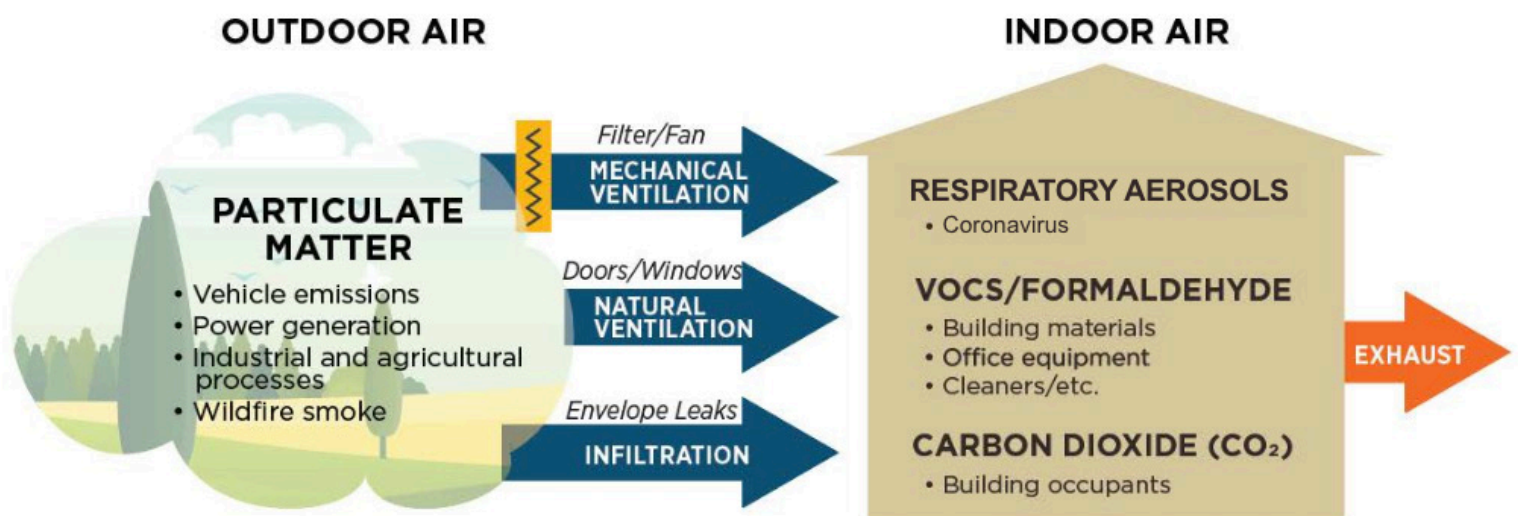
# TRANSPORTATION, FACILITIES, NUTRITION, ATHLETICS

According to the CDC, districts and BOCES must ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. **However, the CDC advises that windows and doors must not be open if doing so poses a health and safety risk (e.g. falling, triggering asthma).**

- Consideration should be made to recirculation of infectious particles (< 5 microns) remaining airborne that could lead to the transmission of infection within building areas
- Air handling units and recirculation sections equipped with return air filters (even HEPA) may not filter out virus size particles effectively.
- When the humidity is higher, the droplets become heavier and fall to the surface, where they are easier to control. Humidity comfort levels should be between 30-60% to avoid infection.

## The following steps should be taken prior to return to school in the Fall:

- Operate for one week prior to school starting
- Flush building two hours prior to occupancy at maximum possible rate (fully open outside air damperxs if possible during flush)
- Ventilate during all occupied hours
- Program and lock ventilation fan schedule
- If school hours are 8am – 3pm, provide ventilation from at least 6am-4pm
- Explain to teachers the importance of ventilation fan – it must run all day





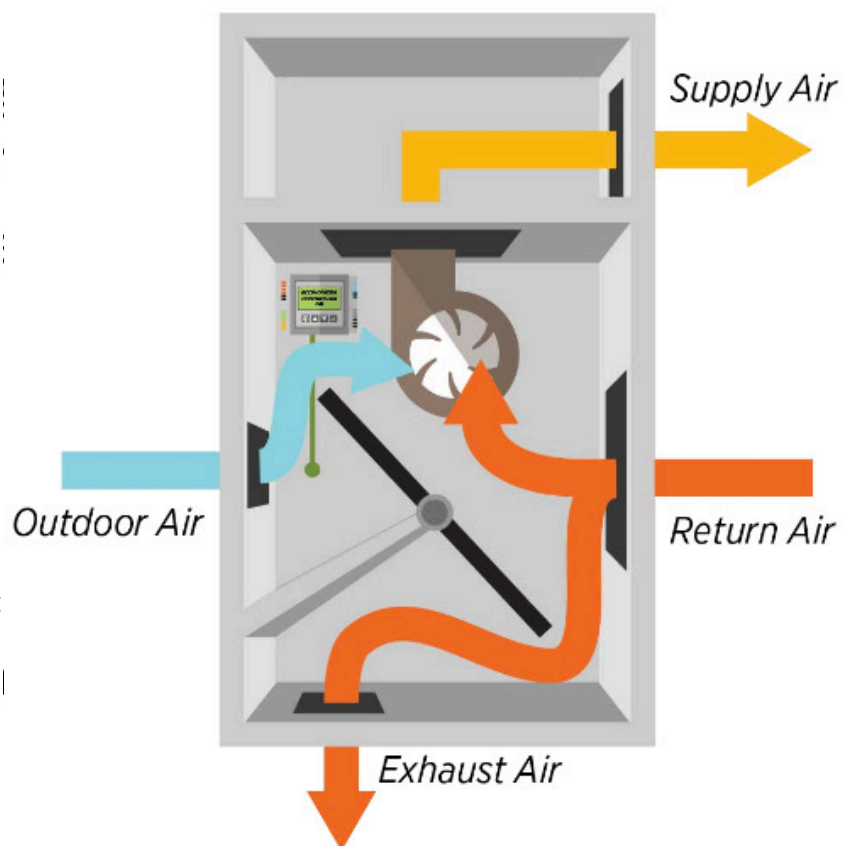
- If your school system does not already have one that it routinely works with, hire a mechanical engineering firm with a proven track record in evaluating, adjusting, and balancing ventilation systems, particularly ventilation systems in school buildings, to commission all of the buildings' mechanical systems for full occupancy. The school facilities manager should be part of the discussion team talking with the engineering firm and the commissioning agent.

## Window fans and window air conditioning units:

- At a minimum, where temperature allows and no other means of ventilation is available, windows should be opened to allow for some minimum level of fresh air exchange into occupied spaces.
  - » Window air conditioning units should be adjusted to maximize fresh air intake into the system.
  - » Air conditioner blower fans should be set on low speed and pointed away from room occupants to the extent possible.
  - » Ceiling fans should be adjusted so that fins are rotating in a direction that draws air up toward the ceiling rather than down onto occupants.
  - » Window fans should be turned to exhaust air out of the window in the direction of the outdoors.
  - » Ensure that fans are not blowing out of windows directly into walking paths or areas where individuals may congregate.
  - » Window fans that blow air into a room or free-standing fans that only serve to circulate existing air around a room should not be used.

## Standalone filtration systems:

- Similar to building filtration, there is no direct clinical evidence of the benefit of portable air cleaners for reducing infectious disease risk, but some benefit can be reasonably inferred for portable HEPA filters, provided they are appropriately sized (i.e., their removal rate is appropriate for the size of the room), maintained, and operated.
- As with building filtration, the details are important, such as the efficiency and air flow rate of the air cleaner, sizing and placement within the space, maintenance and filter change, and the nature of space that is being cleaned.
- As with building filtration, they are only likely to be effective in concert with other measures.





# TEACHING AND LEARNING





# TEACHING AND LEARNING



## TEACHING AND LEARNING/SCHEDULING

The District's Continuity of Instruction Committees will need to consider multiple delivery models in preparation for changing conditions.

- a. Full in-class instruction with heightened health protocols
- b. Fully remote instruction
- c. Hybrid
- d. A combination of the above

### **Delivery Models:**

#### **Full in-class instruction with heightened health protocols.**

Instruction will commence in the traditional manner with students attending in person. The district will need to emphasize the Best Practices for Return (found below).

- Instructional Staff Should:
  - Reinforce social distancing protocol with students and co-teacher or support staff.
  - Limit group interactions to maintain safety.
  - Help students understand that changes in procedures are for safety.
  - Support school building safety logistics (entering, exiting, restrooms, etc.).
  - Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both in-class and remote settings in the event of a mandated change to remote.

#### **Fully remote learning with more standardization. This would also happen should additional closures occur.**

The district will have in place a leadership team to guide staff, students, and parents to success with remote learning. The team will review past remote learning protocols from the spring to ensure a successful learning experience for all students.

#### **Implementation Strategy**

- The district will assist parents in acquiring proper technology required for remote learning such as providing devices and internet accessibility.
- Teachers will agree on and utilize a common platform for remote instructional delivery. Staff will assist parents in learning and navigating this platform.
- High School students will follow their academic schedule for remote learning instruction. Elementary teachers will develop a schedule for parent/student accessibility.
- All Special Education teachers will provide programming and modifications as indicated in the child's IEP. These modifications include, but are not limited to; modified instruction, re-teaching of material, tests read, modified curriculum, checking for understanding. In addition, Special Education and related service providers will maintain regular contact with parents/students virtually to discuss progress.
- All independent work will be graded and shared with students via our learning management system in a timely fashion. Parents will be offered assistance in using the learning management platform and tracking students' progress.
- Report cards and AIS/ Special Ed. quarterly reports will be provided at the completion of each marking period.

# TEACHING AND LEARNING



- All UPK students will receive various activities designed to be completed with parents at home and shared with the classroom teacher via the learning management platform.
- Daily attendance will be taken via the student management platform and/or through a daily check-in.

## **Hybrid Delivery Model - Blends in-class with online learning based on an alternating schedule.**

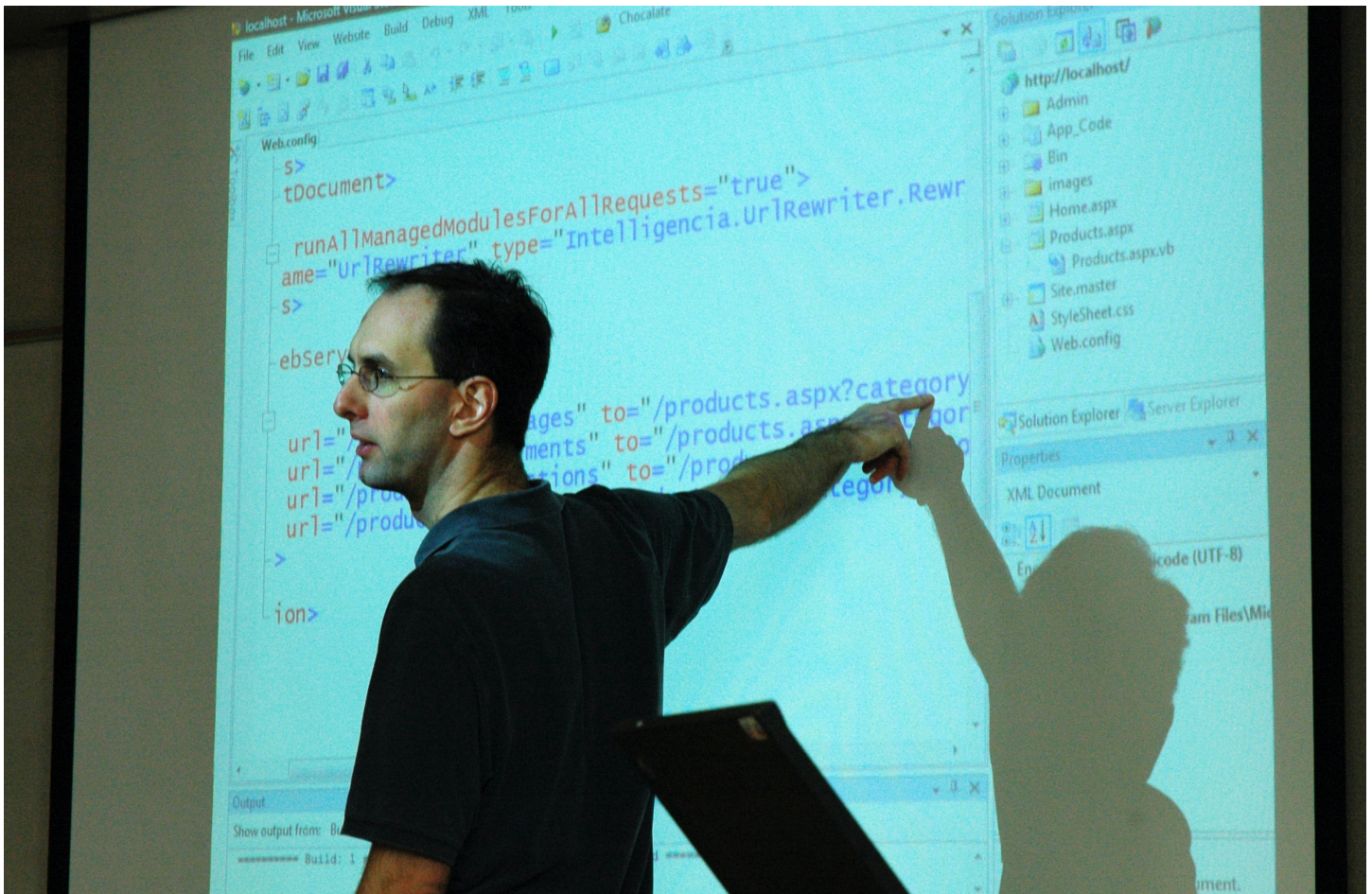
### Implementation Strategy

- **Communication:** Clear and consistent communications with stakeholders are vital to successful implementation. Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders. Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.
- **Attendance:** Consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings may be effective for some populations, provide opportunities for students to show attendance asynchronously.
- **Access to Technology:** Supplement gaps in student access to devices and internet connectivity. We should deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. Consider making tools and resources platform-agnostic to increase access to resources for students who may not have dedicated devices for virtual learning. We may also want to consider Single Sign-On (SSO), if applicable, for plug-ins and other software to assist in the ease of use and accessibility. If adopting a blended learning model, it is recommended to utilize a Learning Management System to ensure the seamless integration of synchronous online teaching and self-paced courses.
- **Professional Development:** Provide accelerated PD to educators focusing on pedagogical aspects of online learning and tailored to the educational technology employed by districts.
- **Feedback Loops:** Create mechanisms for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved.
- **Contingency Planning:** Consider the needs of medically vulnerable students and staff, and learners with special needs when developing plans for hybrid virtual and in person instruction. Test plans to pivot to completely virtual learning to ensure a smooth transition if necessary and ensure students and staff have everything they need to transition on short notice.
- **School Personnel:** Establish contingency plans and alternate schedules that address potential shortages in staff. Strategize around scheduling that would allow for educators to support their virtual and in-person student populations sustainably.
- **Access to Supports:** Establish contingency plans to enable school supports such as Nurses, Counselors, SEL, meals, etc.
- **Class Schedules:** Establish schedules for multiple scenarios of developmentally appropriate instruction per grade band considering alternating days and/or hours to create a hybrid of in person instruction which is ultimately concluded at home.
- **Accommodations (students and staff):** Leverage technology to provide flexibility and accommodations to address a variety of learning and health needs.
- **Learning Management Systems (LMS):** Edwards-Knox CSD will establish an LMS as the

# TEACHING AND LEARNING

school's operational hub to facilitate easy access to academic content, student performance data, and necessary information for administrators, teachers, students, and parents. Seesaw and Schoology will maximize flexibility to support remote instruction by relocating the traditional learning environment from within the walls of the school building to a flexible single point of access from anywhere on-demand. Screen time should be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content outside of the system, and then returning to demonstrate their progress.

- Procure any additional standards-aligned tools or materials to support differentiation, intervention, communication and remote learning, based on students' needs.
- Set expectations for our district and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning.





# TEACHING AND LEARNING

- Grade-level content is the academic priority. Run every idea through a simple test: Will this help every student get back to grade level? We don't mean ignoring social/emotional or other non-academic needs; addressing those are core to setting students up for success. But more than anything else, we should prioritize accelerating students' learning by accelerating their exposure to grade-appropriate content—so that every student can get back to grade level. It won't happen in a single year, but if we don't set the goal and build a strategy around it, it won't happen at all.
- Address inequities head-on. Losing so much of this school year has likely exacerbated existing inequities and opportunity gaps in our school. Communicate about that openly and ensure that our plan for restarting school accounts for the academic and social/emotional supports students will need.
- Support and assume the best of all our stakeholders. In this pandemic, everyone has done the best they know how to do in an unprecedented situation. Assume the best of our students, families, and staff in our decision making as we plan for reopening, and ensure that we have a strong plan to provide training and support for our staff.
- Communicate clearly. Our families and staff might still feel overwhelmed by at-home learning, so as we think about how to prepare for next year, make sure our decisions are as clear and simple as possible. We'll also want to share why and how decisions have been made and who was consulted in making those decisions.
- Prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level now.
- Diagnose students' unfinished learning for the prioritized prerequisite content knowledge and skills.
- Adapt scope and sequence/pacing guidance for teachers.
  - Adapt scope and sequence/pacing guidance for teachers.



## ASSESSMENTS

### MTSS/RTI

- MTSS/RTI frameworks include screening and progress monitoring, formative assessments to determine where students are relative to key skills at the beginning of the school year, and how they are responding to instruction and various interventions. A combination of screening, remote or in-person, at the beginning of the year with an individual student referral system active throughout the year, offers educators and families a mechanism to identify individual students who need extra support. In order to meet those needs, we may need to expand the array of academic and social emotional supports and interventions available within the school and the community.

### Diagnostic Assessment

- Train teachers and leadership team to diagnose students' unfinished learning and provide acceleration support.

### The role of mental health in assessment

- Students' physical, social, and emotional well-being, including their relationships with peers and trusted adults, are foundational to learning. Especially in this moment, the inequities and complexities faced by young people compel us to understand not only student performance but also the experiences that could impede their learning and development—such as hunger, homelessness, anxiety, or depression. Care should be taken to identify the reasons for learning struggles, not just the struggles themselves. The pandemic's uneven health and economic effects on individual children's experiences may include profound losses of family members and friends as well as housing, employment, and food insecurity. In addition, students of color in particular may have experienced heightened anxiety given the moment of racial reckoning happening in our country right now.

### Purpose-driven measures

- Schools and teachers this school year will be under enormous burdens at a time of dwindling budgetary resources. Now more than ever, any assessment must have a clear purpose linked to actions that will benefit students. This includes both traditional academic measures and measures of students' social-emotional well-being. The priority should be on assessments closest to classroom instruction that help teachers know what to do next. To the extent possible, systems should be using the assessments they already have. Teachers and students will need stability.

### Meet individual needs with high-quality curricula

- The best assessments will be useless without high-quality curricula that give all students access to rich, challenging, and engaging content. If the district purchases anything this fall it should be quality curricula and effective professional development to ensure that teachers can zero in on high-priority skills and content to meet individual student needs. Assessment results should never be used to track students into low-level coursework or to withhold access to grade-level content.

### Align to organizational strategy

- Assessment strategy must align with a broader organizational strategy. Assessment results this

fall are likely to uncover even wider disparities than in prior years among students in the same grade and subject. We must accelerate learning, both to address unfinished instruction and the natural “summer slide” many students experience. Rather than adhering to rigid classroom structures—one teacher, 20 students, one grade—teams of educators might choose to structure their work differently across grade levels, flexibly combine students across grades in a single subject, or provide a more intentional, robust mix of small-group and independent learning. We will need detailed information about student learning to pilot such innovations and to track their success.

## **Inform Responses**

- Good assessments can help prepare everyone for further disruptions and uncertainty. Remote learning—in some form—is likely to continue for many students and teachers until a vaccine is available. School buildings may need to re-close periodically throughout the year. No one knows for sure what the health, academic, mental health, and budget realities will be this fall, but it’s safe to assume that information about individual student needs and progressions throughout the year will be critical. Teachers will need accurate information to guide instruction and interventions, and parents will have to be treated as full partners.

## **First, ask why?**

- Defining a clear purpose of this fall’s assessments is paramount. There are many different types of assessments and no single test is useful for every purpose.

## **Who is making what diagnosis to inform which actions?**

- For example, teachers may need information on the skills of individual students to assign them particular activities in the coming week. Principals may need information about math skills in grade 4 classrooms to decide whether to schedule an extra period for math learning or to provide 1:1 tutoring for some students. District leaders may need information about the performance of SLC to allocate additional resources. State leaders may need information about student performance in the aggregate and for subgroups of students to argue for more education funding and to ensure equity.

## **Engage parents as partners**

- As part of the school re-entry process, we may solicit parents’ observations about their children’s strengths, areas for growth, and interests based on what they’ve observed over the past six months.
- District-level protocols will be shared such as the Student Handbook which includes expectations.
- Increase transparency. Ensure that parents have access to their children’s assessment information, including the results of interim and other assessments, along with guidance about how to interpret that information and access to resources and supports.
- Ensure that assessment reports are understandable and in parent-friendly language, as well as in the home language of the family.
- Support teachers so they can have clear and honest conversations with parents and other caregivers about their child’s progress.

## **Attendance & Chronic Absenteeism**

- Ensuring that we know if, how, and when students are engaging with remote learning is critical to providing adequate support for students in this new environment. Educators will moni-

# TEACHING AND LEARNING



tor student engagement with learning on a weekly basis.

- Students may demonstrate engagement in learning in a variety of ways, including:
  - Participating in online lessons
  - Participating in person
  - E-mail correspondence with teachers
  - Staff Check In
  - Completion of assigned learning.

## SCHOOL SCHEDULES

	Pre-K-6 Elementary	7-12 High School
Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.	<p><b>In Person Learning:</b>                      Grades PreK-6 will attend in person 4 days a week, with a full return September 21st to 5 days per week. During the initial two weeks of instruction, one day of each week will be a remote learning day. Teachers will maintain contact with students on a remote learning day and students will be required to complete remote learning activities and assignments. For all days, instruction will be standards based instructional activities and implementation of Seesaw as a communication and learning platform.</p> <p>For in-person learning, emphasis will be on students remaining in their classroom to minimize interactions with other student populations, but students may work in alternative locations with staff to minimize gathering sizes as appropriate. Special Area classes (ie. music and art) will rotate into the core classroom. Outdoor instruction will be encouraged when weather permits. Seesaw will be implemented for use during in-person instruction and remote learning. Emphasis will be placed on AIS, Special Education, and Supplemental Reading.</p> <p>Remote learning is an option for all students 5 days per week.</p>	<p>We will be implementing a full year semestering schedule for students in grades 7-12, which will limit the number of class changes during the day and allow students to focus on fewer subject areas at a time.</p> <p>Beginning of the year - September 8-21: We will divide students into grade levels groups (10-12 attend Thursday &amp; Friday with Monday-Wednesday as remote instruction days; 7-9 attend Monday-Wednesday with Thursday &amp; Friday as remote instruction days) until September 21st, then we will make a full return for all students 5 days per week.</p> <p>Our CTE students will attend Southwest Tech 5 days/week on their regular schedule. All Special Education students will attend in person instruction 5 days/week on their regular schedule.</p> <p>If possible, any students falling behind on remote day will attend more days.</p> <p>Remote learning is an option for all students 5 days per week.</p>

# TEACHING AND LEARNING

	Elementary	High
1. Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.	<p><b>In Person Learning/Hybrid Schedule PK - 6:</b>            Grades PreK-6 will attend in-person 4 days a week, and one day of each week a remote learning day. Teachers will maintain contact with students on the remote learning day and students will be required to complete remote learning activities and assignments. For all days, instruction will be standards based instructional activities and implementation of Seesaw as a communication and learning platform for use during in-person and remote learning. Emphasis will be placed on AIS, Special Education, and Supplemental Reading.</p> <p>All Special Education students will attend in person instruction 5 days/week on their regular schedule.</p> <p>It may be recommended that students that have not been successful or are not successfully engaged attend all 5 days.</p> <p>Remote learning is an option for students 5 days/week.</p> <p><b>Remote At-Home Learning</b></p> <p>Within this model, the school will employ multiple strategies to ensure a sound educational model.</p> <p>Students will access standards based lessons and assignments through the Seesaw platform with direct parent contact (to assist with student support, understanding of teacher expectations, and general communication). Grade level expectations will be determined by instructors and shared with families. Students will be required to complete remote learning activities and assignments.</p> <p>In addition, during full remote instruction, the following strategies will be utilized:</p> <ul style="list-style-type: none"> <li>☑ a daily check in with students (ie. through Seesaw) for attendance and SEL purposes.</li> <li>☑ AIS Intervention services and Special Education services maintained and supported through shared online instructional platforms.</li> <li>● Video conferencing or breakout sessions scheduled with individual students or small groups for AIS/Special Education or classroom specific concerns.</li> <li>● Home visits by counselor or staff as appropriate</li> <li>● Where deemed necessary, individuals with paper packets get weekly scheduled phone calls to review instructional material. A process for distributing and collecting packets will be implemented.</li> <li>● Possible in-person meetings at school with families/students</li> <li>● Internet hotspots around the community including the school district for accessibility.</li> <li>● Ongoing parental assistance</li> <li>● Technical support provided for devices</li> </ul>	<p><b>Hybrid Learning Schedule:</b>            Students in grades 10-12 will engage in in-person learning for two consecutive days (Thursday &amp; Friday) each week and in at-home remote learning the other three days (Monday-Wednesday). Students in grades 7-9 will engage in in-person learning for three consecutive days (Monday-Wednesday) each week and at-home remote learning for two days (Thursday &amp; Friday). This will result in only half of the students in the building at one time, allowing for social distancing in classrooms and hallways. In-person learning on Wednesday's may be shifted to the 10-12 grade students if we remain in a hybrid model for an extended time period.</p> <p>During at-home learning days, students will be required to participate in classroom work remotely and/or complete assignments. Student expectations on remote days will be determined by the teacher for what works best for the specific class and what is being learned. As an example, students in an English class may be assigned independent reading or writing, while students in a Math class may watch the day's lesson live from home.</p> <p>Students who attend half-day programs at SWT Center will participate in their program five days a week. These students may attend each day in person or attend remotely following the schedule of their grade level.</p> <p>All Special Education students will attend in person instruction 5 days/week on their regular schedule.</p> <p>All out-of-district students will follow the schedule of the providing district.</p> <p><i>*It may be recommended that students who are not being academically successful or who are not consistently engaged in online learning attend school, three, four, or five days a week so that additional academic support can be provided.</i></p> <p><b>Remote At-Home Learning Schedule:</b>            Students will access lessons and assignments through Google Classroom for all scheduled instructional days.</p> <p>Students will be expected to communicate with their course instructors on a regular basis and for scheduled virtual meetings.</p> <p>Student expectations will be determined by the course instructor and based on what will work best for the specific class and what is being learned.</p> <p>If there is a school closure due to COVID-19, school will resume with At-Home Learning for ALL students. The decision to close could be made on a regional basis using the metrics outlined by Governor Cuomo or be made by the SLC Department of Health for a district school closure based on positive case(s) and DOH protocols.</p>



# TEACHING AND LEARNING

<p>2. Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.</p>	<p>The district will continue to provide instruction that is aligned to the NYS Learning Standards, regardless of in- person or remote learning, through the following steps:</p> <ul style="list-style-type: none"> <li>● Prioritized standards</li> <li>● Curriculum mapping, scope and sequence, and pacing calendars</li> <li>● Individual units and lessons based on NYS Learning Standards</li> </ul>	<p>Prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level now.</p> <p>Diagnose students' unfinished learning for the prioritized prerequisite content knowledge and skills.</p> <p>Scope and sequencing pacing calendars will support instructional planning for teachers.</p>
<p>3. Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction</p>	<p>The school will communicate and interact with our students and/or parents on a daily basis through the use of Seesaw and/or any of the following methods:</p> <ul style="list-style-type: none"> <li>● Seesaw check-in</li> <li>● Video chat check in with students</li> <li>● Emotional check in- via phone call, virtual meeting, or morning Seesaw SEL activity</li> <li>● Postal Service Mail</li> <li>● E-mail, Google Classroom, or learning management tool</li> <li>● Office Hours- educational/check in for families to see and talk to the teacher</li> <li>● Google Meet</li> <li>● Zoom</li> <li>● Non contact morning check in- air hug, air high five, etc.</li> </ul>	<p><b>Hybrid Learning Schedule:</b> Students and teachers will meet in-person during scheduled days/class periods to assess learning and progress towards learning standards. While working remotely, students will have the ability to connect with teachers via a variety of mechanisms such as email, video-chat, phone calls, individual visits, etc.</p> <p><i>*It may be recommended that students who are not being academically successful or who are not consistently engaged in online learning attend school, three, four, or five days a week so that additional academic support can be provided.</i></p> <p><b>Remote At-Home Learning Schedule:</b> Regular, daily times based on the students' academic schedule will be established for students and teachers to connect as needed via mechanisms such as email, video-chat, etc. This will be delineated in the teachers' daily schedule and communicated as school opens to families.</p>

# TEACHING AND LEARNING

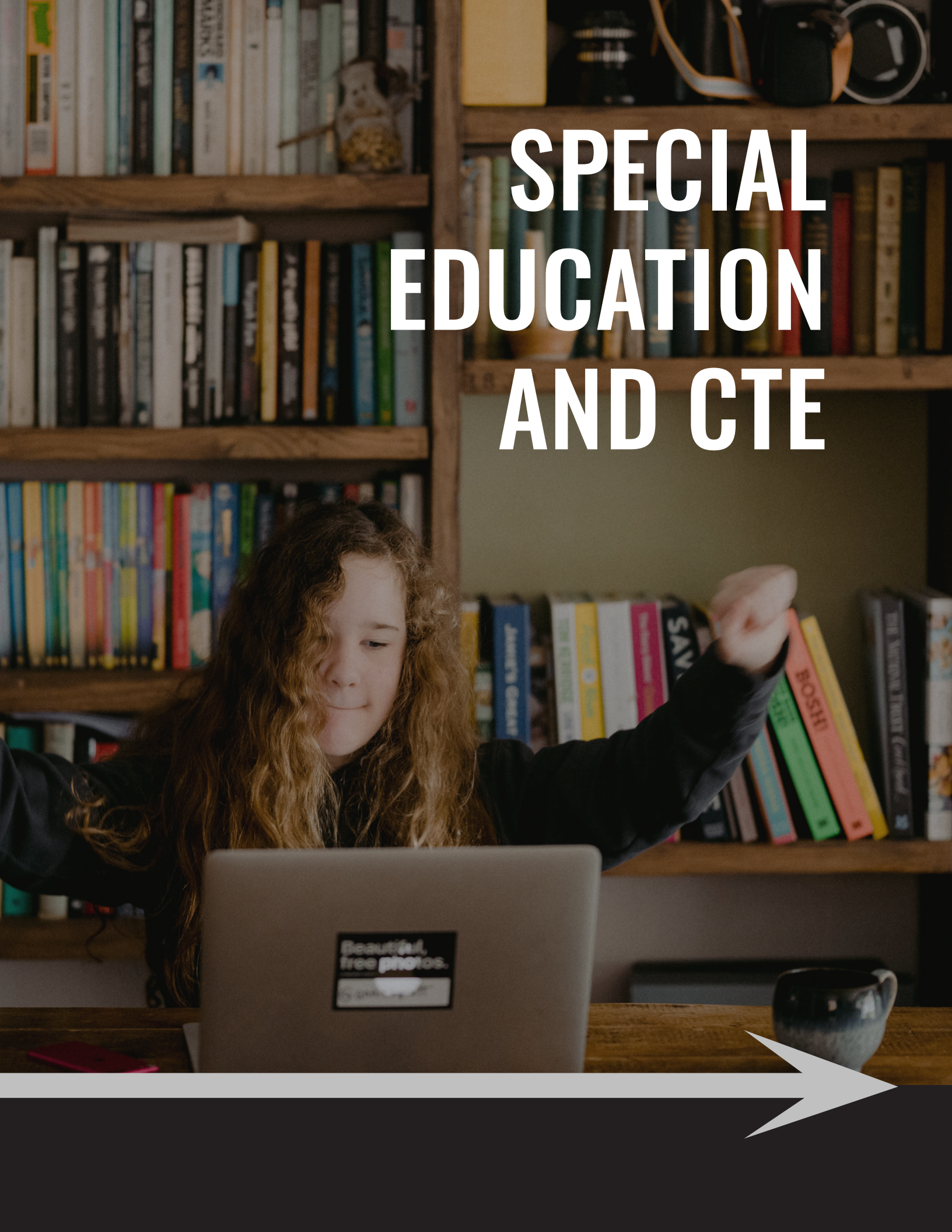
<p>4. Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./ Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.</p>	<p>All K-6 students will be provided a district-issued Chromebook, with Pre-K issued an iPad to use for instructional purposes, whether they be a student who attends in-person or remote.</p> <p>The instruction that will be provided will contain the same blended learning lessons that may be synchronous or asynchronous, depending on teacher decision &amp; student needs. Provided the ability for access, students may be provided with space to work on assignments where the internet is easily accessed.</p> <p>Office hours will be scheduled for communication with a teacher via email, phone, videoconferencing, etc.</p> <p><i>*See the Technology &amp; Connectivity section for more information.</i></p>	<p>All students are provided with a district-issued Chromebook to use for their instructional purposes, whether they be a student who attends in-person or remote.</p> <p>The instruction that will be provided will contain the same blended learning lessons that may be synchronous or asynchronous, depending on student needs.</p> <p>Specific times that a student may communicate with a teacher directly via either in-person, video-chat, or phone will be communicated upon school opening.</p> <p><i>See the Technology &amp; Connectivity section for more information.</i></p>
<p>5. Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).</p>	<p>All teachers in the Edwards-Knox Central School District will be utilizing the Seesaw for educators platform. All staff will be available via email, telephone and/or predetermined office hours. Special situations such as increased counseling needs, technology support or medical questions will be addressed as needed via helpline phone numbers that are communicated to families.</p> <p>Communication will be disseminated via a variety of means including but not limited to:</p> <ul style="list-style-type: none"> <li>-Seesaw</li> <li>-District Website</li> <li>-Facebook Page</li> <li>-OneCallNow</li> <li>-Student's Teacher/Support Staff/Principal</li> </ul>	<p>All 7-12 teachers will be utilizing the Schoology learning management platform which includes parent access and a communication tool through this platform. In addition, all parents in the 7-12 building have access to our student management system, Schooltool which allows the parent access to their child's information.. All staff will be available via email and telephone.</p> <p>Special situations such as increased counseling needs, technology support or medical questions will be addressed as needed through communication with the high school office.</p> <p>Communication will be disseminated through a variety of means including but not limited to:</p> <ul style="list-style-type: none"> <li>-District Website</li> <li>-Facebook Page</li> <li>-OneCallNow</li> <li>-Teacher/principal correspondence</li> <li>-Schoology</li> <li>-Schooltool</li> </ul>



6. Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.	N/A	N/A
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# SPECIAL EDUCATION AND CTE





# SPECIAL EDUCATION AND CTE

## SPECIAL EDUCATION

Edwards-Knox Central School will provide a free appropriate public education) FAPE (to all students whether services are provided in-person ,remote ,and/or through a hybrid model of blended learning .The provision of services will address the need to protect the health and safety of students with disabilities and those providing special education and services .The following will be monitored:

- Students 'IEPs ,IFSPs ,and 504 plans will be monitored and revised in coordination with general education teachers ,special education teachers ,and special education providers to reflect the child's evolving needs based on assessment data and parent feedback ,and design accommodations and match services accordingly.
- Intervention and support services will be continued .Plans will include all programs and learning environments ,especially special education and CTE .Services will be provided as listed on the IEP ,IFSP ,or 504 plan when learning is in person .When learning is remote or blended, services will continue to be implemented to the greatest extent possible.



- General and special education teachers will collaborate on delivery methods for assessments and instruction as outlined in IEPs .The students 'needs around accessibility will be considered and assistive technologies will be provided when needed.
- Intervention programs and services available to students on the district and school level will continue to be inventoried and maintained .Any gaps will be identified.



# SPECIAL EDUCATION AND CTE

- Based upon whether learning is in person ,remote ,or blended ,plans have been developed for continuation of related services for students needing either occupational ,physical ,and/ or speech and language therapy .This includes a continuum of plans for evaluations by school psychologists.

1. Full in-class instruction with heightened health protocols.

## Areas Identified Specific to Students with Disabilities) SWD(

- Health and Safety Personal Protective Equipment) PPE/(Essential Protective Gear) EPG(
  - Considerations will be given to the differing requirements of PPE/EPG for the differing populations of students with disabilities) i.e ,.for those requiring medical procedures, toileting ,lifting and mobility assistance.(
  - Considerations will be given to students with disabilities who refuse or are not able to wear masks.
- Planning for Students who are Medically Fragile and/or Immune Compromised
  - Special education providers will work with families and school nurses ,along with consulting with student's doctors to plan for students who are medically fragile and/or immune compromised.
- Clearly define how staff can honor physical distancing recommendations ,yet meet student medical ,personal ,or support needs.
  - Social distancing of 6 ft will be maintained while adequate space and facilities will be utilized to maintain health and safety of students and staff ,especially when tending to individual student medical or personal needs.
- Flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school will be built into the program .Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
  - Daily health screening and temperature checks
  - Restroom use as well as diapering and toileting
  - Paths of travel
  - Use of campuses for recess or recreational activities
  - Cleaning and disinfecting
- Communicate Openly and Often with Families
  1. Edwards-Knox Central School does not underestimate the need to initiate and have ongoing communication with families .Even for those families who switched apprehensively to distance learning ,re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support ,particularly for families who may be in crisis.
  2. Collaborative ,ongoing discussion about an appropriate path forward once school sites re-open for each student ,given each student's unique needs and circumstances ,is critical to ensuring equitable access and offering of FAPE for students with disabilities.
  3. We know every family situation and feeling about the current pandemic are as unique as the needs of the children .Honoring the fears ,challenges ,diversities ,and preferences of families

is critical to the success of students with disabilities in reopening our schools.

4. Fully remote learning with more standardization .This would also happen should additional closures occur.

Ensuring a Free Appropriate Public Education) FAPE (under the Individuals with Disabilities Education Act

- We will work with each family and student to determine what FAPE looks like for each student and family during COVID .19-It may be different than the individualized education program )IEP (developed preCOVID.19-
- Use the LEA model)s (for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required ,it is suggested LEAs include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

Utilizing the IEP and Consideration of Family Needs Utilize and Update Individualized Education Programs) IEPs(

- In the early stages of the COVID 19-pandemic ,the federal Office of Special Education Programs) OSEP (and CDE provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning.
- However ,the duration and overarching changes to education delivery in many cases will warrant changes to students 'IEPs.
- This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.
- In accordance with the Individuals with Disabilities Education Act) IDEA ,(each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education .The IEP is the roadmap for each student with a disability ,and in these challenging and evolving times including COVID 19-restrictions ,it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

Hybrid Delivery/Remote Model:Consider all of the above in addition to the following:

Data-driven delivery

- Blended education is quickly rising as the fastest growing ,effective program to address the learning challenges in students with special needs.
- By definition ,this model is a traditional face-to-face class where students complete a portion of their coursework on the computer and another part engaged with their face-to-face teacher or their classmates.

# SPECIAL EDUCATION AND CTE



- Integrating face-to-face classroom instruction with online activities so that learners can take the advantage of both e-learning and face-to-face instruction.
- Blended learning requires the student to take ownership of their learning through responsibility and self-motivation while providing avenues for exploration.
- Requiring full inclusion for special needs students ,blended learning provides general education teachers effective methods to integrate computer-based supplemental activities to enrich reading ,mathematics ,and language skills in their learning-disabled students.
- Therefore ,blended instruction has the potential to relieve the disparity existing between the living presence of the teacher and the benefits of online activities by increasing learning gains, student satisfaction ,and connectedness to the instructor
- The goal of blended instruction ,or sometimes referred to as hybrid education ,is creating an avenue to teach the student cognitive independence ,make education useful through modern technology ,and establish the sustainability of the classroom for the future.
- The benefits of blended learning are recognizable in student outcomes .The blended classroom provides students with special needs a personal encounter with both the teacher and the classmates ,while receiving individual assistance with online reinforcement within the classroom.
- In addition ,special needs students are encouraged to share their struggles with other learning disabled classmates increasing their sense of community :physically ,mentally ,and virtually. A blended environment provides opportunities for the students to engage in collaborative group assignments and open communication in both classroom formats.

## Communicate Openly and Often with Families

- Edwards-Knox Central School does not underestimate the need to initiate and have ongoing communication with families .Even for those families who switched apprehensively to distance learning ,re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support ,particularly for families who may be in crisis.
- Collaborative ,ongoing discussion about an appropriate path forward once school sites reopen for each student ,given each student's unique needs and circumstances ,is critical to ensuring equitable access and offering of FAPE for students with disabilities.
- We know every family situation and feeling about the current pandemic are as unique as the needs of the children .Honoring the fears ,challenges ,diversities ,and preferences of families is critical to the success of students with disabilities in reopening our schools.

# SPECIAL EDUCATION AND CTE



	Elementary	Middle	HS
Each school and/or district reopening plan ,whether services are provided in-person, remote ,and/or through a hybrid model ,addresses the provision of free appropriate public education) FAPE( consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.	Edwards Knox Central School will provide FAPE to all SWD by providing access to general education curriculum and standards at their instructional level ,including SWD in all offerings of school education models designed to meet their unique needs, customize educational opportunities and provide services/supports dedicated by their IEP .Edwards-Knox Central School will follow the guidelines of IDEA along with the guidelines of CDC and Department of Health to protect the health and safety of our staff and students.		



<p>Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.</p>	<p>The special education teachers and related service providers will maintain a log on each student regarding the services that were delivered and offered to students .These logs may be in the form of Google docs which will allow the staff and service providers that work with the same child to collaborate.</p> <p>The district uses Cleartrack to document student progress towards IEP goals .IEP progress notes are sent to parents on a quarterly basis.</p>
<p>Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.</p>	<p>*Special education teachers and related service providers will use a variety of ways to communicate and collaborate with parents.</p> <p>Teachers and related service providers may use email ,phone calls ,text messages ,Seesaw or Schoology ,and virtual conferencing to discuss their child's progress ,monitor social/emotional health of students ,and offer resources to families who may be in crisis to keep parents informed and connected to the school community.</p>



<p>Each school and/or district reopening plan addresses collaboration between the committees on preschool special education) CPSE (and committees on special education) CSE (and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/ individualized education programs)/IEPs,( plans for monitoring and communicating student progress ,and commitment to sharing resources.</p>	<ul style="list-style-type: none"> <li>*The CSE/CPSE Chairperson will have access to teachers 'and service providers 'student logs.</li> <li>*Special education department meetings ,grade level team meetings and 1:1 teacher/administrator meetings give special education staff members the opportunity to meet with the CSE/ CPSE Chairperson and/or Principal's to discuss and communicate student progress ,share resources and collaborate to ensure provision of services are consistent with student IEPs.</li> <li>*Special education teachers and related service providers will use data collected during class and therapy sessions to monitor students 'progress towards meeting IEP goals.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>*running records</li> <li>*class observations</li> <li>*tally sheets</li> <li>*checklists</li> <li>*test and quiz grades</li> <li>*homework completion/grades</li> <li>*Iready progress monitoring and benchmark scores</li> </ul> <p>*Teachers and related service providers will complete IEP progress notes every 10 weeks.</p>
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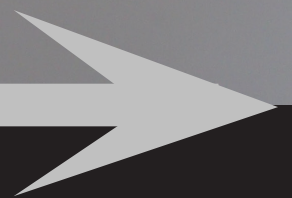
# SPECIAL EDUCATION AND CTE



<p>Each school and/or district reopening plan must ensure access to the necessary accommodations ,modifications ,supplementary aids and services ,and technology) including assistive technology( to meet the unique disability related needs of students.</p>	<p>Special education teachers and related service providers will review IEPs and collaborate with general education staff to create a schedule that will provide SWD the appropriate services. Together ,the teachers and staff will create plans and develop curriculum that will allow for modifications ,supplementary resources such as technology in order to support each student's unique needs.</p> <p>Students who receive core instruction in a self contained classroom will have access to a curriculum that supports the learning standards at their level .Their learning environment will have a flexible schedule ,modified curriculum ,and supplemental resources including technology to support their unique needs.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>1:1*Chromebook access</li><li>*speech to text accommodations</li><li>*text to speech accommodations</li><li>*differentiated instruction and pacing</li><li>*adaptive equipment</li><li>*parent communication</li></ul>
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# SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH





# SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH



## MENTAL HEALTH FOR STUDENTS

In recent months we understand that our Edwards-Knox School community and families have experienced trauma/adverse experiences associated with the COVID-19 pandemic. As a result, we have developed a responsive plan to address the needs of our students, staff, and families.

Our Mental Health Team understands that isolation brought about by social distancing can exacerbate children's depression and anxiety. As students return, we will have counseling support to address the numerous causes of trauma that may be a result of the COVID-19 pandemic.

### **Mental Health/ Trauma-informed Practices**

- Our goal is to be proactive in preparing access to mental health and trauma support for adults and students, we will work closely with outside agencies that can provide additional support. Mental health resources are listed on the school website and can be requested by talking with the school counselors.
- We are developing a Comprehensive School Counseling Plan which serves students Prekin-dergarten through 12th grade. This plan reflects how we plan to support students and the services we will provide. Counselors may develop resources for both students and parents via various platforms including Seesaw and Schoology to be able to serve students in the virtual setting as well as at school.
- Our teachers will work in conjunction with the School Counseling staff to screen all students for signs of stress, depression, anxiety, and other mental health issues that can be supported through counseling and social emotional learning.
- Our school counselors use a referral form that is easily accessible to staff members to be able to refer students, and meet frequently with all teachers to check in on behavioral and emotional needs of our students.
- Edwards-Knox Central School has a comprehensive crisis management plan which can be activated efficiently in case of emergency.
- In conjunction with the School Nurse, our counselors may regularly update comprehensive lists of wellness resources available to staff, students, and the community.
- Our Counselors and Community Site Coordinator will work with local public health agencies, and community partners to be sure we are bringing our community the best support possible during this time.
- Should someone have a concern, our Counselors, School Psychologist and School Nurse are available to staff, students, and families.
- As a staff we will help to support families with the following return to school transition information including:
  - Destigmatization of COVID-19;
  - Understanding normal behavioral response to crises;
  - General best practices of talking through trauma with children; and
  - Positive self-care strategies that promote health and wellness.

### **Staff Mental Health**

- At Edwards-Knox Central School we value our staff and understand that staff mental health is very important. We understand that we first need to take care of ourselves before we can take care of others. Staff self care is a topic that is stressed here at Edwards-Knox.

# SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH



- As we develop our reopening plan we are talking with our staff about their thoughts and feelings surrounding reopening during the current pandemic.
- As we begin to work together and plan for the 2020-2021 school year we will:
  - Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
  - Prioritize educator self-care and wellness through the summer and at the start of the school year.
  - Support educators' access to mental and behavioral resources and encourage them to utilize these services.
  - Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

## **Social-Emotional Learning**

- Elementary students at Edwards-Knox Central School will continue to receive lessons through Second Step and P2 that support their healthy development in the areas of social and emotional growth.
- Our School Counselors will work closely with all stakeholders to identify those for whom this transition might be exceptionally challenging. We understand the following scenarios may have occurred. Students who lost family members or friends will still be grieving. Asian-American students in particular may have experienced racist physical or verbal attacks while school was closed, given the misconceptions associated with COVID-19. Students with disabilities who rely on structures and routine, and students who have lost housing or economic security during this transition, might particularly struggle to return to school.
- The Edwards-Knox Counselors will support the mental health needs of our students in Pre-K and younger elementary students that find it difficult to be separated from their parents or siblings after being at home for an extended period of time.
- Stakeholders will meet to discuss transitioning back to school for our students.
- Returning to school after a longer-than-normal break will be challenging. We can anticipate many of the same social and emotional challenges from students that come with restarting school after the typical summer break, but in this case the break will be longer. This may mean that we should expect longer timelines to get students reacclimated to the rhythms of the school day and the expectations of being a student at school.
- General anxiety from the end of social distancing. Students will be returning to school following an extended period of social distancing. There is variability in how students are experiencing social distancing and in the explanations for why social distancing is important.
- We will spend additional time to transition as students reacclimate to entering a classroom together.
- We understand that the sudden end to the school year last year was upsetting for both our students and staff members. Students did not have the opportunity to participate in the normal events and milestones that mark the end of an academic year. Many didn't realize when they said goodbye to teachers and classmates at the end of the day that they wouldn't be returning the next. While some students may be able to reconnect in virtual learning environments with their teachers and classmates, the sudden and abrupt way that schools closed may make restarting school more challenging than usual, especially for younger children. The start of the 2020-2021 school year will allow for those students to have closure and say goodbye to their previous teachers and classmates.
- We understand that additional support may be needed for adolescents who developmentally rely more heavily on peer relationships during stressful times. These students may return



to school feeling more disconnected or isolated from peers and potentially depressed.

- Our Edwards Knox Food Pantry, Community Schools Coordinator, and School Counseling Team can help support families who may be experiencing a food shortage during this time.
- Students may come to school with family worries of financial and housing insecurity, the Community Schools Coordinator, and School Counseling Team will support families with connecting to community resources and supporting the children through their worry.
- We are working hard to combat racism and teach our students about the importance of diversity.
- Some of our students may be feeling anxiety about the safety of caregivers who are essential workers. Students may enter the school year with caregivers or family members who spent the last six months putting themselves and their family at risk because they needed to work on the front lines as essential employees. Students could likely experience emotional trauma and stress that could manifest itself in different ways in the classroom. Our School Counselors will support both teachers and students as to how to recognize signs of stress, anxiety and emotional issues.
- Our teaching staff will work with the school counselors to develop time and space to get to know each other and get acclimated to their school community, even if they were members of it before the pandemic.
- Our team of teaching staff will be aware that even when it is safe to go back to school the traditional way students will need additional support in being in larger groups therefore we will gradually introduce larger groups as well as teach and reteach social skills.
- Teachers and Counselors will work together to talk with students about the possibility of another school closure. The Edwards Knox staff will prepare students in the event that schools must close again due to a second wave of infections.

## **School Safety:**

- Edwards Knox Central School branding is “Cougar Pride: Inspiring a Community of Caring and Contributing Citizens”. Upon reopening we will operate as a unit that ensures safety and cohesion for both our students and staff. All efforts to facilitate positive student engagement will be made.

## **Family Engagement**

Throughout the reopening planning process Edwards-Knox Central School has included families and students in the decision-making process. Our school understands a key component of successfully reopening schools is meaningful family engagement. Our Family Engagement Plan here at Edwards-Knox Central School will work to include:

- Surveys have been used to gather parent feedback on both in-school and at-home learning.
- Connecting students and families to wraparound services such as health care, mental health supports, child care, after-school enrichment programs, and other services to meet day-to-day needs.
- Surveying parents to assess needs of families during the reopening phase..
- Involving parents/guardians in district- and school- level planning teams. Communicate plans in writing and use multiple platforms to disseminate this information.
- Establishing, strengthening, or continuing valuable partnerships with local community service organizations.
- Utilizing county-based resources such as the Childcare Council to assist in making connections to organizations serving the local community.

## ELL/ESL/Bilingual Education

### Summary

When it comes to slowed academic progress ,multilingual learners) MLLs/(English language learners )ELLs (are among the most vulnerable of our students during this critical time .Supporting our MLLs/ ELLs requires that we consider their unique challenges to accessing distance learning ,both in the technological and comprehensible sense .For MLLs/ELLs ,especially those who are at the beginning proficiency levels ,it is crucial that they have continued access to materials in their home language)s( to continue their literacy and language development.

### General Guidance for distance learning and MLLs/ELLs

- LEAs have a legal obligation to provide MLLs/ELLs with language development instruction and access to grade-level instruction and assignments .LEAs also have a legal obligation to provide information to parents/guardians in a language they can understand.
- Consider a hybrid model for at-home learning to ensure equity of access) virtual learning and/ or assignment packets .(Ideally ,teachers can teach virtually or create pre-recorded lessons AND students have internet access on a smartphone or computer.
- Identify current materials) sets of student texts ,workbooks ,etc (.to send home .Determine if your current curriculum has a digital integrated or designated ELD/ESL component and prioritize continuing with this curriculum .The same goes for expectations around independent reading ,strategies for annotating ,etc .Keep in mind subscriptions your district may already have.
- Allow parents to pick up books or send some home with students.
- Make staying connected with your students a priority .Regardless of the continuing at-home learning scenario ,make it a priority to connect via phone ,text ,or live video with your students on a routine basis to check in and provide an outlet for support or discussion.
- Set reasonable expectations for home literacy and language learning .Students and families will be juggling a new reality and priorities at home ,so it is not reasonable to expect that an adult) English speaking or otherwise (is consistently available to provide academic support.
- Reassure parents that continuing to read ,discuss texts ,and teach their child in their home language is acceptable and preferred.
- Consider what students can do independently and what requires a teacher or other adult. When possible ,prioritize guidance and activities that children can work on relatively independently while providing parent-friendly guidance for how to best support students diverse learning needs that impact their reading and writing skills.
- Draw on the expertise of colleagues .Consider how you can partner with families during this time by drawing upon the expertise of other ELD/ESL educators ,family and community liaisons ,translation supports ,or other community partners who work closely with these student populations and their communities .Use these partners to assess families 'technology needs and how the district can support

### Federal Regulations and Guidance:

#### Assessment

- On March ,2020 ,20 the Secretary of Education invited requests for waivers of assessment, accountability ,and related reporting requirements in the ESEA for the 2019-2020 school year.
- With respect to assessments specifically ,the Secretary invited requests to waive the requirements in Section)1111 b (2)(of ESEA ,including the requirement in Section)1111 b)(2)(G (of ESEA to administer an ELP assessment in the school year.2019-2020

- All State educational agencies) SEA (have requested and been granted this waiver for the 2019-2020 school year .Some SEAs have already administered some of their assessments to some of their students ,and an SEA may elect to continue administering some portion of their State assessments.
- Under the waiver discussed above ,an SEA that was unable to complete assessments for all English Learners) EL (in the school year 2019-2020 does not need to administer ELP assessments to the remaining ELs who were not assessed this year.
- If an SEA was unable to complete assessing all ELs in the school year ,2019-2020 the SEA has the option to administer the ELP test in the fall of ,2020 where possible ,consistent with the State's ELP exit procedures

## Screening:

- If a Local Education Agencies) LEA (schools are physically closed and it is not providing any educational services to students ,there is no obligation to screen new students for EL status. However ,if the LEA is operating via remote learning ,the LEA must screen new students to determine EL status to the extent possible .Sections)1112 e (3)(and)3113 b (2)(of ESEA require that students be identified for EL status within 30 days of enrollment in a school in a State ;for students who enroll after the beginning of the school year ,the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program) LIEP.(
- However ,the Department recognizes that ,during the COVID 19-national emergency ,many facilities are physically closed ,including those normally used for registration and screening.
- An LEA that is continuing to enroll new students during the COVID 19-national emergency should attempt to identify ELs remotely to the greatest extent possible .For example ,the LEA's online registration process could include a home language survey for parents ,and the LEA may be able to conduct a version of its screening assessment online.
- Funds received under the Elementary and Secondary School Emergency Relief Fund) ES-SERF (or the Governor's Emergency Education Relief Fund) GEERF (of the Coronavirus Aid, Relief ,and Economic Security Act) CARES Act , (enacted on March ,2020 ,27 can generally be used for these purposes.
- An LEA may also communicate with parents by telephone ,with interpreters as needed ,to conduct an oral home language survey in the parent's native language to identify potential ELs and may explain to parents orally the information required by Section)1112 e (3)(of ESEA to be included in the parent notice in order to start providing EL services remotely to those students.
- When the school physically reopens ,the LEA would complete the full identification procedures to promptly ensure proper identification and placement for new ELs.

## Remote Instruction:

- If an LEA is providing remote learning for its students ,the LEA must provide language instruction services to ELs .However ,during the COVID 19-national emergency ,the Department recognizes that physical school closures may affect how services are provided to ELs .EL services may be provided virtually ,online ,or via telephone.
- During this national emergency ,schools may not be able to provide all services in the same manner they are typically provided .The Department recommends that during remote learning, EL teachers continue to provide instruction to students who were previously in self-contained EL classrooms or in pull-out models.
- For classes in which ELs participated in mainstream classrooms with both a content teacher and an EL teacher ,the EL teacher should continue to collaborate with the content teacher to ensure that the appropriate supports and accommodations are provided to the ELs in that

class through remote learning.

- Additionally ,during remote learning ,teachers should continue to provide appropriate supports and accommodations to EL students who were previously in mainstream classrooms with only a content teacher to the greatest extent possible.
- Parents ,educators ,and administrators must collaborate creatively to continue to meet the needs of ELs .Consider practices such as remote instruction ,telephone calls ,meetings held on digital platforms ,online options for data tracking ,and documentation of services ,supports, and accommodations provided.
- In addition ,an LEA might consider non technology-based strategies ,such as providing instructional packets or assigning projects and written assignments to EL students.
- In each instance ,the Department recommends continuity in providing language services to ELs to the greatest extent possible under the current circumstances.

## **Evaluating Progress and Regression**

- During the COVID19 closure ,English learners 'progress may have stalled .Schools should be on the lookout for students whose English language proficiency decreased because they may have experienced limited instruction for an extended time during the school closures.
- Students who were close to being classified as proficient may now need more support ,and students who already took the proficiency assessment and were set to stop receiving English services in the coming school year should be closely monitored in case they need additional help or need to be re-classified as English learners.



# DIGITAL EQUITY AND ACCESS



# TECHNOLOGY AND CONNECTIVITY



## **Devices**

- The district will provide all students PreKindergarten-Grade 12 with a Chromebook for remote learning. Students who are engaging in hybrid learning will transport their Chromebook home for use when they are not in school.
- The Edwards-Knox Central School District will survey all families to determine if students have access to high-speed internet in the home. Parents who do not complete the survey will be called directly to ascertain this information.
- The district has developed a technology support plan for families that includes options for families without internet access. Administrators will work directly with each family who does not have access to high speed internet to determine the best solution.

## **Instructional Technology**

- Following the period of remote learning in the Spring of 2020, parents and students were surveyed about their experience. Both groups were given opportunities to give feedback on remote learning instruction and materials.
- Professional development was provided during July and August to help strengthen the remote learning program.

## **Technology Support**

- A virtual help desk was created to allow parents and students to submit tickets for assistance.
- Tutorials and virtual training sessions will be provided for families leading up to the start of the school year. A website has been created to house these resources: <https://sites.google.com/sllboces.org/learning-from-a-distance/home>





# BUDGET AND FISCAL



# BUDGET AND FISCAL

## PROCUREMENT/ORDERING OF SUPPLIES

Ordering of Supplies will be an essential part of safe reopening due to new requirements for PPE and additional disinfection and cleaning products.

- It is recommended that each EKCS D designate a single point of contact for ordering of supplies and maintaining an inventory throughout the school year to ensure adequate PPE and cleaning supplies are available at all times.
- Districts must follow proper procurement procedures to order these supplies .The Office of General Services) OGS (outlines the procedures at the link below:
  - Procurement for School Districts :<https://ogs.ny.gov/procurement/procurement-school-districts>
  - Preferred Sources:<https://ogs.ny.gov/procurement/preferred-sources>
- It may be beneficial for districts/BOCES to utilize existing BOCES bids through the Cooperative Purchasing service .Although bids for custodial supplies and health supplies are bid once per year) February/March ,(orders can be placed until September30 th .Relevant bids are listed below.
  - BOCES Bid for Medical/Health Supplies:

[https.4//:files.edl.io/4/e99/04/16/20/115441-57503bb1-2dd5-4a67-91b3-641f51d04fa8.pdf](https://files.edl.io/4/e99/04/16/20/115441-57503bb1-2dd5-4a67-91b3-641f51d04fa8.pdf)

- BOCES Bid for Custodial Supplies:

[https.4//:files.edl.io/fd6e-03/26/20/115701/a997db23-c8d9-478d-b898-6f163cd6bed2.pdf](https://files.edl.io/fd6e-03/26/20/115701/a997db23-c8d9-478d-b898-6f163cd6bed2.pdf)

- The following is contact information for the BOCES cooperative purchasing office:
- Contact

St .Lawrence-Lewis BOCES  
Cooperative Purchasing  
20104 State Rt3 .  
Watertown ,NY13601  
Amy Pastuf  
315-779-7390  
[amy.pastuf@sllboces.org](mailto:amy.pastuf@sllboces.org)

Leanne Lawrence  
[leanne.lawrence@sllboces.org](mailto:leanne.lawrence@sllboces.org)

- Districts/BOCES may also piggyback off of other bids including a few national purchasing cooperatives) linked below .(It is easier for districts/BOCES to use bids on State contract) linked below(
- This link brings you to the Industrial & Commercial Supplies and Equipment bid at the state. They list the awarded vendors on pages 3 & 2 of the document .i<https://online.ogs.ny.gov/purchase/spg/pdfdocs3900022918/ra.pdf>

State Contracts

Medical and Laboratory Supplies and Equipment  
<https://online.ogs.ny.gov/purchase/spg/awards1200023154/CAN.HTM>

Walk-In Building Supplies  
<https://online.ogs.ny.gov/purchase/spg/awards3180023084/CAN.HTM>

Green Cleaning Products:



# BUDGET AND FISCAL

<https://greencleaning.ny.gov/Entry.asp>

Estimated quantities for PPE supplies) :link to original source :<https://boston.cbslocal.com/wp-content/uploads/sites/3859903/2020/06/Guidance-on-Required-Safety-Supplies-for-Re-Opening-Schools.p>

Estimated quantities for PPE supplies: (link to original source: <https://boston.cbslocal.com/wp-content/uploads/sites/3859903/2020/06/Guidance-on-Required-Safety-Supplies-for-Re-Opening-Schools>).

## DISPOSABLE MASKS

	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
Students	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
School nurses and health providers	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.

## MATERIALS FOR STAFF MEMBERS WHO MAY BE IN HIGH-INTENSITY CONTACT WITH STUDENTS OR HANDLING WASTE MATERIALS

	1-week. Supply for 1 Staff	12-week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 disposable nitrile gloves (pair) per week, per staff.
Disposable Gowns	10	120	10 disposable gowns per week, per staff.
Eye Protection	2	n/a	2 re-usable eye protection per staff total.
Face Shields	2	n/a	2 reusable face shields per staff total.
Waste Disposal Medium	1	n/a	1 unit per staff total.
N-95 Ventilating Masks* <small>Note: N-95 masks are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures</small>	10	120	10 N-95 masks per week, per staff.

# BUDGET AND FISCAL

## BUILDING SUPPLIES

	1-week Supply for one building	12-week. Supply at 100% Attendance	12-week Supply at 50% Attendance	Assumptions
<b>Hand Sanitizer</b>	1/3 gallon/classroom	4 gallons/classroom	2 gallons/classroom	1/3 gallon of hand sanitizer per classroom, per week at 100% attendance.
<b>Disposable Nitrile Gloves</b>	20	240	240	20 disposable nitrile gloves (pair) per week, per custodial staff member at 100% attendance.
<b>Waste Disposal Medium</b>	1	n/a	n/a	1 disposal medium per school building.

## ADDITIONAL BUDGETARY CONCERNS

- All schools and school districts must continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.
- In the wake of the COVID 19-Pandemic, the Edwards-Knox Central School District faces many uncertainties pertaining to school budgets.
- The Edwards-Knox Central School District scrambled to fulfill new roles and responsibilities during the Spring closure, such as providing meals to all families, purchasing PPE for staff, printing and mailing thousands of absentee ballots for the budget vote and BOE elections, purchasing and deploying new devices for remote learning, covering costs associated with providing internet access, and many more,
- Our District should prepare for inevitable budgetary restraints as the public health situation remains uncertain and ever-changing.
- Our District should expect additional unfunded mandates from the State, which will affect budgets throughout the 2020-2021 academic year.
- We should account for additional costs associated with remote learning, PPE, additional cleaning products, large increases in transportation costs, and many more new costs.

# **HUMAN RESOURCES STAFFING LABOR RELATIONS**





## Labor Relations/HR:

As the Edwards-Knox CSD plans for reopening, there will be several considerations regarding labor relations and human resources.

- Employers should work with their local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, are followed, including for identification of new potential cases of COVID-19.
- As a general rule, what was true for labor and employment law before the pandemic continues to be true.

## ADA:

Compliance with the Americans with Disabilities Act ([link](#)) and providing reasonable accommodations has been and continues to be applicable.

- o The process for reasonable accommodations remains the same.
- o The legal standards for reasonable accommodations remains the same.
- o The government-funded Job Accommodation Network (JAN) is a free service that offers employers and individuals ideas about effective accommodations. JAN can be reached at 1-800-526-7234 (voice or TDD); or at [www.jan.wvu.edu/soar](http://www.jan.wvu.edu/soar).

## Collective bargaining:

Collective bargaining laws continue as they did prior to the pandemic.

- o As a best practice, communication between employers and employees is vital to address the ever changing landscape of State and Federal directives related to COVID19-.

## New or Modified Laws:

- o Signage must be posted in visible spaces informing employees about new leave laws.  
New Law: Families First Coronavirus Response Act provides paid sick leave to employees and expands FMLA under specific conditions.
  - <https://www.dol.gov/agencies/whd/pandemic/ffcra-employee-paid-leave>
  - Q & A: <https://www.dol.gov/agencies/whd/pandemic/ffcra-questions>
  - Schools should post the employee rights: [https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA\\_Poster\\_WH1422\\_Non-Federal.pdf](https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf)

## Interplay Between Key Provisions of FFCRA and NYS Sick Leave Law

### Executive Orders by the Governor of the State of New York

- Schools should remain flexible and be ready to adapt to Executive Orders, which, may be issued at any time.
- Reopening plans and procedures are highly dependent upon the ever changing landscape of the Executive Orders.



Topic	FFCRA Sick Leave Act	NYS Sick Leave Law
<b>Effective Date</b>	April 1 through December 31, 2020	March 18, 2020
<b>Employers Covered</b>	Private employers with fewer than 500 employees and public sector employers with at least 1 employee.	All New York State employers, except those that ceased operations for safety concerns due to COVID-19.
<b>Employees Covered</b>	<p>Employees who are unable to work because the employee:</p> <ul style="list-style-type: none"> <li>Is subject to a federal, state or local quarantine or isolation order related to COVID-19;</li> <li>Has been advised by a health care provider to self-quarantine due to COVID-19 concerns;</li> <li>Is experiencing symptoms of COVID-19 and is seeking a medical diagnosis;</li> <li>Is caring for an individual who is subject to an isolation or quarantine order or because the individual has been advised by a health care provider to self-quarantine due to COVID-19 concerns;</li> <li>Is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or</li> <li>Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.</li> </ul>	<p>Employees subject to a "mandatory or precautionary order of quarantine or isolation" issued by the "state of New York, the department of health, local board of health, or any government entity duly authorized to issue such order due to COVID-19."</p> <p>Employees are not covered if they:</p> <ul style="list-style-type: none"> <li>Are asymptomatic or have not been medically diagnosed and who are able to work remotely; or</li> <li>Traveled for non-business reasons to a country for which the Centers for Disease Control and Prevention issued a Level 2 or 3 health notice, despite being notified of the health notice prior to travel.</li> </ul>
<b>Amount of Leave Required</b>	<p>10 days of paid leave (80 hours) for full-time employees; pro-rated amount of paid leave for part-time employees.</p> <p>(This does not include leave provided under the FFCRA's Emergency Family and Medical Leave Act.)</p>	<p>10 or fewer employees as of January 1, 2020 and not more than \$1 million net income: Unpaid sick leave until the end of the quarantine or isolation order.</p> <p>10 or fewer employees with a net income of greater than \$1 million OR between 11 and 99 employees as of January 1, 2020:</p> <p>5 days of paid sick leave and unpaid leave until the end of the quarantine or isolation order.</p> <p>100 or more employees as of January 1, 2020: 14 days of paid sick leave during the quarantine or isolation order.</p>
<b>Interaction with Employer's Leave Policy</b>	Sick leave benefits under an existing employer-provided policy are not diminished.	Sick leave must be provided in addition to any other employer-provided sick leave, including any leave required by the New York City or Westchester paid sick leave laws.
<b>Interaction with Other Sick Leave Laws</b>	State or local sick leave laws are not preempted.	If New York provides benefits in excess of the federal benefits, then the employee may receive the federal leave benefits plus the New York leave benefits in an amount equal to the difference between the state and federal benefits.

## Staffing:

- Districts/BOCES should develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return)
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID19- related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID19- and how new or additional responsibilities will be accounted for.
- Recruit, interview and hire new staff using recommendations and guidelines from Public Health
- Consider redeploying underutilized staff to serve core needs.
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. Inventory how many substitute teachers are available.

## Training

### Custodial Training:

- Employees should complete mandatory training in SafeSchools including:
  - COVID19- Guidelines for 12 Month Staff
  - COVID Return to Workplace Acknowledgement
- Employees should watch recorded video from Health Safety Risk Management:
  - [https://drive.google.com/file/d/1MJ\\_NGh-gYxbWFBbxEUuOGsrN2TGvTCVd/view?ts=5ebc0efb](https://drive.google.com/file/d/1MJ_NGh-gYxbWFBbxEUuOGsrN2TGvTCVd/view?ts=5ebc0efb)
- Employers should educate staff and workers performing cleaning, laundry, and trash pick-up activities to recognize the symptoms of COVID19- and provide instructions on what to do if they develop symptoms within 14 days after their last possible exposure to the virus. At a minimum, any staff should immediately notify their supervisor and the local health department if they develop symptoms of COVID19-. The health department will provide guidance on what actions need to be taken.
- Employers should develop policies for worker protection and provide training to all cleaning staff on site prior to providing cleaning tasks. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- Employers must ensure workers are trained on the hazards of the cleaning chemicals used in the workplace.

## Food Service Worker Training

- Food service workers must undergo specific training related to new requirements for health and safety. Including but not limited to:
  - Safe serving practices
  - Proper use and donning/doffing of PPE
  - Social distancing requirements
  - Safe packaging of food products
  - Safe delivery of food products to families
- Training should take place in person in small groups at each food service site.

## Clerical/Support Staff Training:

- Employees should complete mandatory training in SafeSchools including:
  - COVID19- Guidelines for 12 Month Staff
  - COVID Return to Workplace Acknowledgement
- BOCES/district guidelines as well as training provided by Utica National.
- Signage must be visible through the buildings outlining expectations and procedures, including personal hygiene.

## Administrator/Supervisor Training:

- Employees should complete mandatory training in SafeSchools including:
  - COVID19- Guidelines for 12 Month Staff
  - COVID Return to Workplace Acknowledgement
- This group should familiarize themselves with all guidelines and protocols contained within this document in order to effectively answer questions from staff.
- Specific training for supervisors should be offered regarding identifying mental health concerns among staff members.

## Bus Driver Training

- Employees should complete mandatory training in SafeSchools including:
  - COVID19- Guidelines for 12 Month Staff
  - COVID Return to Workplace Acknowledgement
- NAPT Webinars
  - How to Protect Students and Drivers from Infectious Disease Outbreaks on Buses
    - PowerPoint Presentation
  - Dealing with COVID19- Stressors in the Current Information Environment While Working and at Home - sponsored by Worldwide Assurance for Employees of Public Agencies (WAEPA)
    - COVID19-: Simple Answers to Top Questions handout
  - Going Back to School Before the Kids: Part 1
    - Webinar Q&A
  - Going Back to School Before the Kids: Part 2
  - Going Back to School Before the Kids: A Return to School Roadmap Part I

- Return to School Roadmap
- Going Back to School Before the Kids: A Return to School Roadmap Part II
  - Session Q&A
- Transportation's Role in Recovery Planning for Students with Special Needs
  - PowerPoint Presentation
  - Considerations for Transportation Needs for Students with Disabilities during School Recovery Planning flowchart
- School Bus OEMs Preparing for Back-to-School - What You Need to Know
  - PowerPoint Presentation
- Keeping Your Fleet Healthy

## PD Plan for Instructional Staff

- The existing district PD plan must be revised to include remote offerings in lieu of large group trainings, and to focus on remote learning, mental health, SEL, and RTI strategies.
- Provide adequate time for schools and educators to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2021-2020 school year;
  - Identify students who potentially need additional support; and
  - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.
- A new digital guidebook for regional PD offerings will be released by the SLL BOCES Instructional Resources team, and offerings will be updated on My Learning Plan for the Fall semester.
- Staff should utilize the Educating at a Distance website (<https://sites.google.com/sllboces.org/educating-at-a-distance/home?authuser=0>) provided by SLL BOCES for tips, tools, and other resources.
- Provide all staff with timely, responsive, and ongoing training/PD as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care



to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

## Substitutes

- The Edwards-Knox CS District Secretary inventory how many substitute teachers are available and contact all current Board approved substitutes to gauge interest in returning in the COVID19- environment.
- Efforts should be made to recruit more substitutes to account for gaps in staffing due to illness, family illness, increased leaves of absence or resignations
- The Edwards-Knox CSD should communicate with substitutes via email, phone, or mail regarding new protocols and procedures.
- Substitutes will be required to submit a screening questionnaire each time they enter the school building.
- Substitutes are encouraged to keep track of contacts in other districts to enhance contact tracing.
- Substitutes may be required to undergo periodic COVID19- testing.

## Remote Recruiting and Hiring

- As schools move to online learning and remote working to prevent the spread of COVID19-, many school systems are grappling with how to prepare for next year's talent needs in a virtual environment.
- Job fairs and other events are cancelled, in-person interviews aren't possible, and staffing teams are adjusting to remote working.
- Recruitment: Take advantage of social media. Even without regular opportunities to connect in person, you can still connect with candidates through Instagram, Facebook, Twitter, and LinkedIn and ask them to do things like schedule a phone interview or share why they are excited to join your district.
- Post frequently, and work with your communications point person to plan and schedule posts in advance. Make sure your posts regularly ask candidates to share their contact information through an online form so you can contact candidates via email.
- Use email to keep in frequent touch with candidates. Consistent email newsletters and updates can help keep candidates engaged and aware of opportunities at your school(s).
- If you haven't already, email candidates to let them know you're still hiring and to share any changes to timelines or events. Emails should include clear, prominent calls to action, like Apply (linking to the application) or Attend a Virtual Information Session (linking to a sign-up page), and an unsubscribe option for candidates who are no longer interested.
- Host virtual information sessions. Virtual events are a great way to continue cultivating a strong, diverse candidate pool. Use platforms like Zoom, which is temporarily offering free unlimited use to K12- schools (be sure to see their security guidance), and Google Hangouts.
- To make sure your event is as effective as possible, follow these tips:
  - Have attendees sign up in advance so that you can easily monitor attendance and follow up afterwards. Depending on the goals of your session, you may want to cap the

number of individuals who can attend.

- Give attendees opportunities to interact throughout the session. You can start with a discussion question or fun icebreaker, have participants engage via polls or games (like Kahoot), and invite questions. Solicit interaction but also provide alternative ways to engage, like submitting questions or comments via chat, sharing anonymously via a tool like Padlet, and/or submitting questions in advance on the session sign-up page.
- At the beginning of the session, share an agenda, session objectives, timeline, and norms for engaging.
- To encourage personal connection, have recruitment staff join via video and ask participants to do the same.
- Ensure equitable access to the information sessions. For instance, provide a join-by-phone call option, share the presentation afterwards, and have an extra team member available to help with technical difficulties.
- Give candidates a sense of your school culture and community. You could invite students, family members, teachers, and/or school leaders to join or share photos and videos from schools or community events.
- Ensure your recruitment staff have remote access to the systems and resources they'll need to continue work. Confirm with your staff that they can access the necessary tools, systems, and platforms remotely. Regular check-ins via conference or video lines can help ensure your team has the time they need together to monitor progress and workshop challenges.
- We also recommend ensuring all staff can continue referring candidates. For example, set up a Google Form to collect staff referrals and give staff email and social media post templates to use with their networks.
- Use internet tools to conduct selection online. Like recruitment, selection events can happen online using tools like Zoom, Google Hangouts, or others. Individual interviews often translate easily, but you might need to adapt group interviews or activities to a virtual environment.
- For example, you can use a video conferencing platform to have candidates do a problem-solving activity together or to do a panel interview with teacher, family, and student participants. Just be sure to give clear instructions (how to sign on, what to do if you experience technical issues, etc.).
- Record video interviews and activities to share with hiring managers who can't join live interviews (just make sure to notify candidates in advance).
- Make sure your virtual selection process is an equitable one. In addition to standard norming and anti-bias procedures, take these steps to create equitable virtual opportunities for all candidates:
  - Set and communicate clear expectations for virtual interviews. Let candidates know what they can expect and how they can prepare, even if it's similar to what they would experience in a school-based interview. Share guidance on professional dress, suitable settings for video interviews (e.g. minimal background noise), and technical requirements, like a webcam and a stable internet connection. Allow candidates to test technology in advance.
  - Let candidates—and interviewers—know that it is okay if unplanned interruptions happen because they are interviewing while children and other family members are home. Candidates without access to ideal interview environments shouldn't feel discouraged from interviewing.
  - Give candidates a way to indicate if they cannot interview via video conference and offer them an equitable alternative. For instance, candidates could interview over the

phone. For any alternate activity, make sure that the evidence gathered aligns with the evidence gathered and rating rubrics used in video conference interviews.

- Provide specific anti-bias training for video interviews to selectors. See below for sample guidance. You might also norm staff on a few sample videos and conduct the initial round of interviews in teams to build consistency.
- Look out for potential bias triggers in video interviews like non-standard English, a candidate's surroundings (background, lighting), their dress, or background noise. (Keep in mind that positive bias—like recognizing the school a candidate references—can also interfere with your objectivity).
- Remember that everybody has biases, some explicit, others unconscious. As screeners, it is crucial to ensure those biases do not influence selection decisions, either positively or negatively.
- During video interviews, stay conscious of triggers, take low-inference notes, be objective, and flag if you are not sure you can be completely objective.
- Be flexible. The COVID19- response and its implications are rapidly changing, so provide candidates with additional flexibility for scheduling interviews and completing hiring activities. Continue to provide strong, personalized customer service to track and follow up with candidates as needed.
- Early hiring correlates with stronger hiring and motivates districts to make offers to candidates after virtual interviews. Because it's unclear how long school closures will last, it's especially important to work now to ensure that when schools reopen they are fully staffed with strong, diverse teachers and leaders.
- Just note that Legal and Human Resources leadership should review collective bargaining agreements and/or district/network policies to ensure there's nothing precluding virtual hiring.
- Develop and make offer template resources accessible online. Continue setting clear, consistent expectations with teachers who receive offers. For consistency, we recommend creating template talking points and other materials that staff can use to make offers and communicate any key messages from the district.
- Use a file-sharing platform like Google Docs to house all templates in one easily accessible place. Make sure staff know they should always make offers using the centrally housed materials as the starting point (instead of saving files to their own computers), so that if you have to adjust the templates, everyone has the latest version.
- Offer letters should include language that makes positions contingent upon budget and staff openings. Confirm hires with e-signed offer letters. Formalize hires using services like Adobe E-Sign so candidates can sign offer letters and other paperwork virtually. Implement a clear, organized system for tracking all hiring paperwork, including any forms that must be completed in-person, like the I9-, to ensure those are completed eventually.
- Establish systems for consistent staff and candidate communication. In transitioning to remote work, it's important to proactively set up standard systems that will help staff communicate and coordinate. Look at how staff currently communicate, collaborate, and share updates to identify the virtual touchpoints your team needs. You may ask your staff to update shared trackers and workplans by a certain time each weekday or use video conference calls to regularly collaborate and check in (here are a few tips on holding effective virtual meetings).
- Communicate these procedures and expectations clearly to all staff and solicit team feedback as you create and improve these systems. We also recommend paying special attention to candidate communications to make sure they receive clear, consistent updates even when circumstances change. You might want to map out all touchpoints with candidates, including the owner on your team, what triggers the communication, and the content of the message (and procedures for updating as needed).



# COMMUNICATIONS PLANS





# COMMUNICATIONS PLANS



As a rule, it is impossible to over communicate during the COVID-19 crisis. Parents, students, staff, and other stakeholders need to be informed about processes, procedures, and directives quickly and effectively. The Edwards-Knox CSD and BOCES should establish a single point of contact, or a team of contacts to respond to questions and concerns related to new protocols and procedures. All messaging related to COVID-19, plans, new protocols and expectations and future closures should come from a single point of contact, which in most cases will be the Superintendent of Schools. Districts should consult with the BOCES communications office whenever possible to ensure consistent messaging regionally.

## 1. Planning process (March- August)

- ❑ As the Edwards-Knox CSD and BOCES engage in the planning process for a safe return to school, efforts should be made to communicate this planning process.
  - We will partner with BOCES communications office to issue a press release describing the planning process, including timelines, expectations, and stakeholder involvement.
  - The Edwards-Knox CSD and BOCES should post regular updates on social media channels, including posts about new directives and laws at the state level and how they will affect the school community.
  - The Edwards-Knox CSD and BOCES should leverage internal communications tools including but not limited to internal email listservs and employee intranets to inform school employees about the planning process, updates about committee work, surveys, and phased reentry for staff.
  - The Edwards-Knox CSD and BOCES may share the Reopening process PowerPoint presentation on their websites, social media, via internal staff communication tools, and with their Boards of Education.
  - The Edwards-Knox CSD and BOCES should share the link to the regional ThoughtExchange on district websites, social media, student and staff listservs, One Call Now, and other existing communications platforms to garner as much participation and input as possible.
    - Reminders should also be shared with the link to encourage participants to “rate” others thoughts.

## 2. Pre-entry (July-September)

During the window of time after a return to school plan is in place but before the first day of school, districts and BOCES should use all tools at their disposal to communicate with stakeholders about new protocols, schedules, and expectations for the school year.

- This document in its “final” form (after guidance from the State is received) should be posted on all BOCES and districts’ websites, with links posted to social media. Links may also be shared via email listservs, One Call Now, and other existing platforms.
  - School administrators should be available to answer questions or clarify the process for parents, students, and staff.
- Pre-screening forms should be delivered electronically to all staff and families.
- Expectations for employees should be delivered via email, and shared with labor representatives.
- Informational packets should be mailed home to families of students outlining schedules, expectations and safety protocols.
- The Edwards-Knox CSD should share pertinent information in a back-to-school e-newsletter to the school community.

# COMMUNICATIONS PLANS



- An internet access survey should be shared with all families in a non-electronic format to gauge how many households are without internet access for the Fall semester. NOTE, even if a similar survey was conducted in the Spring, there may be changes in circumstances for households within the district.
- The Edwards-Knox CSD should hold virtual town hall meetings via Zoom or other video conferencing platform to allow for stakeholders to ask questions. Districts should gather questions in advance via a Google form or other survey tool so that they can effectively address as many questions as possible.
- The Edwards-Knox CSD and BOCES should share a series of short informational videos via social media to instruct parents and students about new protocols such as mask wearing, social distancing, hygiene, etc.
- The Edwards-Knox CSD and BOCES should update COVID-19 resource pages on their websites with new, relevant information for the public.
- Signage should be displayed throughout each building to remind students and staff of COVID-19 guidelines, including hygiene, mask-wearing, social distancing, and health screening. Signage should be clearly displayed at all points of entry listing health screening metrics and directing visitors to sign in.

### 3. Re-entry (September-January)

During the first weeks and months of school, the Edwards-Knox CSD and BOCES should continue to communicate with stakeholders via existing platforms about any changes in the plan, new directives and expectations, and any incidences of positive cases.

- We should share weekly or bi-weekly e-newsletters with the school community with updates and information and links to additional resources.
- We should share updates at least 2-3 times per week via social media about ongoing efforts including school food distribution, remote learning, reminders about hygiene, mask wearing, and social distancing.
- Superintendents should share periodic updates with the school community via email, One Call Now, and other existing platforms. Updates should be posted to the district website.
- Teachers and school counselors should make efforts to contact families weekly via existing communications platforms such as SeeSaw, Schoology, and others.
- Weekly reminders using One Call Now should be sent to parents regarding health screening as well as health and safety protocols.
- The Edwards-Knox CSD and BOCES should update COVID-19 resource pages on their websites with new, relevant information for the public.
- Additional signage may be needed throughout each building to remind students and staff of COVID-19 guidelines, including hygiene, mask-wearing, social distancing, and health screening. Signage should be clearly displayed at all points of entry listing health screening metrics and directing visitors to sign in.

### Additional Closures/Positive Case

In the event of a positive case within the school community, all stakeholders must be notified immediately using all existing communications platforms, including website pop-up alerts, social media, parent communication apps and software, and email. Information regarding duration of existing closures, nature of precipitating events, and plans for re-entry must be shared immediately and widely.

- Notify local health officials, staff, and students immediately of any possible case of COVID-19

# COMMUNICATIONS PLANS



while maintaining confidentiality consistent with applicable federal and state privacy laws.

- Schools can help the local health department by collecting data and contact information of those exposed. Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must maintain confidentiality and not participate in discussions or acknowledge a positive test).
- In the event of a positive case in the school community, the Edwards-Knox CSD or BOCES must follow all directives from St. Lawrence County Public Health.
- The district must protect private information of staff and students while assisting and cooperating with any contact tracing efforts.
- The district must release specific information via an official statement to be shared on the district's website, social media, email listserv to staff and parents, One Call Now, etc.

# RESOURCES A-Z



## A

### AASA

[GUIDELINES FOR REOPENING SCHOOLS From The AASA COVID-19 Recovery Task Force](#)

### American Academy of Pediatrics

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

<https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>

<https://pediatrics.aappublications.org/content/early/2020/07/08/peds.2020-004879>

### AEI

[https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/?gclid=Cj0KCQjw6ar4BRDnARIsAITGzlBfn2YYq6i2NhK\\_G-TbzwZ7zop6MUczBd8pa0Bvu0DIpsrhRqPMoOUaAiv7EALw\\_wcB](https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/?gclid=Cj0KCQjw6ar4BRDnARIsAITGzlBfn2YYq6i2NhK_G-TbzwZ7zop6MUczBd8pa0Bvu0DIpsrhRqPMoOUaAiv7EALw_wcB)

AIHA Coronavirus Outbreak Resource Center: [https://www.aiha.org/public-resources/consumer-resources/coronavirus\\_outbreak\\_resources](https://www.aiha.org/public-resources/consumer-resources/coronavirus_outbreak_resources)

### American School Counselor Association

<https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources>

### ASCD

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf>

### ASHRAE

Standard 62.1-2019, Ventilation for Acceptable Indoor Air Quality:

<https://www.ashrae.org/technical-resources/standards-and-guidelines/read-only-versions-of-ashrae-standards>

ASHRAE Epidemic Task Force, Schools and Universities:

<https://www.ashrae.org/file%20library/technical%20resources/covid-19/ashrae-reopening-schools.pdf>

## B C

### California Department of Education

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

### CDC

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

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

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>



# RESOURCES A-Z



CDC Home Care Guidance

CDC COVID-19 Environmental Cleaning and Disinfection Guidance for Households

CDC Home Care Guidance for People with Pets

Find Answers to Common Cleaning and Disinfection Questions

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

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

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

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/burn-calculator.html>

Center on Reinventing Public Education

[https://www.crpe.org/sites/default/files/final\\_diagnostics\\_brief\\_2020.pdf](https://www.crpe.org/sites/default/files/final_diagnostics_brief_2020.pdf)

Center to Improve SEL and School Safety

[https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/SEL\\_Center\\_Strategies\\_for\\_Trauma\\_Informed\\_Distance\\_Learning\\_Brief.pdf](https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/SEL_Center_Strategies_for_Trauma_Informed_Distance_Learning_Brief.pdf)

Chalkbeat

<https://www.chalkbeat.org/2020/5/19/21264344/english-learners-guidance-pandemic-federal-ed-department>

Consortium for School Networking

<https://covid19edtechguidance.com/>

Connecticut.gov

<https://portal.ct.gov/-/media/Coronavirus/20200622-DPH-Guidance-for-School-Systems-for-the-Operation-of-Central-and-nonCentral-Ventilation-Sys.pdf>

<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>

Council of Chief State School Officers

[https://ccsso.org/sites/default/files/2017-12/Formative\\_Assessment\\_for\\_Students\\_with\\_Disabilities.pdf](https://ccsso.org/sites/default/files/2017-12/Formative_Assessment_for_Students_with_Disabilities.pdf)

## D

District Administrator

<https://districtadministration.com/reopening-schools-summer-school-equity-instruction-health-safety-florida-virginia-oregon/?eml=20200612>

## E

EdSurge

<https://www.edsurge.com/news/2020-03-20-here-s-what-schools-can-do-for-the-millions-of-students-without-internet-access>

EPA

# RESOURCES A-Z



EPA's 6 Steps for Safe and Effective Disinfectant Use

## **F**

FDA

<https://www.fda.gov/media/137079/download>

## **G** **H**

HEALTH AND SAFETY PROGRAM (SAFETY RISK MANAGEMENT)

[https://drive.google.com/file/d/1MJ\\_NGh-gYxbWFBBxEUuOGsrN2TGvTCVd/view?ts=5ebc0efb](https://drive.google.com/file/d/1MJ_NGh-gYxbWFBBxEUuOGsrN2TGvTCVd/view?ts=5ebc0efb)

## **I** **J**

Journal of Education and Training Studies

<https://files.eric.ed.gov/fulltext/EJ1125804.pdf>

## **K**

Kajeet

<https://www.kajeet.net/>

## **L** **M**

Maryland Department of Education

<http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf>

Massachusetts Department of Education

<https://d279m997dpfwgl.cloudfront.net/wp/2020/06/DESE-Initial-Fall-Reopening-Guidance-vFF.pdf>

<http://www.doe.mass.edu/covid19/on-desktop.html>

Michigan Department of Education

[https://www.michigan.gov/documents/whitmer/MI\\_Safe\\_Schools\\_Roadmap\\_FINAL\\_695392\\_7.pdf](https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_FINAL_695392_7.pdf)

## **N**

National Association for Pupil Transportation

<https://www.napt.org/content.asp?contentid=275>

National Institute of Health

<https://www.nih.gov/news-events/news-releases/new-coronavirus-stable-hours-surfaces>

NERIC

[https://neric.org/services/#business\\_services](https://neric.org/services/#business_services)

New Jersey Department of Education

# RESOURCES A-Z



<https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf>

Next Gen

<https://www.nextgenlearning.org/articles/educating-all-learners-to-thrive-during-school-closure>

NY DOH

[https://coronavirus.health.ny.gov/find-test-site-near-you?gclid=Cj0KCQjw6ar4BRDnARIsAITGzICL4CfBOxhERvG8PiNQYK-RmRjMXGBET1b\\_PzXs6y8svEHaE5LEsPkaApGXEALw\\_wcB](https://coronavirus.health.ny.gov/find-test-site-near-you?gclid=Cj0KCQjw6ar4BRDnARIsAITGzICL4CfBOxhERvG8PiNQYK-RmRjMXGBET1b_PzXs6y8svEHaE5LEsPkaApGXEALw_wcB)

NYSED

[http://www.p12.nysed.gov/facplan/Laws\\_Regs/8NYCRR155.htm#\\_155\\_7\\_Health\\_and\\_Safety\\_In\\_Exist\\_Ed\\_Facilities](http://www.p12.nysed.gov/facplan/Laws_Regs/8NYCRR155.htm#_155_7_Health_and_Safety_In_Exist_Ed_Facilities)

NYSSB

<http://www.nysed.gov/common/nysed/files/programs/world-languages/faq-guidance-for-implementing-the-nyssb-during-covid-19-school-closures.pdf>

NYSSMA

<https://www.nyssma.org/advocacy/nyssma-covid-19-guidance/the-future-of-ensembles-committee/>

New York Times

<https://www.nytimes.com/2020/06/30/us/coronavirus-schools-reopening-guidelines-aap.html>

<https://www.nytimes.com/2020/07/11/us/virus-teachers-classrooms.html?smtyp=cur&smid=fb-nytimes>

<https://www.nytimes.com/2020/06/26/us/coronavirus-schools-reopen-fall.html>

<https://www.nytimes.com/2020/06/30/us/coronavirus-schools-reopening-guidelines-aap.html>

## O

Ohio Department of Education

<http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US>

Online Learning Consortium

<https://onlinelearningconsortium.org/>

Ontario Canada

<https://www.ontario.ca/page/approach-reopening-schools-2020-2021-school-year>

OSHA

<https://www.osha.gov/Publications/OSHA3990.pdf>

OSHA COVID-19 Website

## P

Pennsylvania Department of Education

# RESOURCES A-Z

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/Pages/InstructionalHours.aspx>

## Q R S

Secret Service

[https://www.secretservice.gov/data/protection/ntac/ssi\\_guide.pdf](https://www.secretservice.gov/data/protection/ntac/ssi_guide.pdf)

Sports and Recreation

<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/SportsAndRecreationMasterGuidance.pdf>

State of Connecticut

<https://portal.ct.gov/-/media/Coronavirus/20200622-DPH-Guidance-for-School-Systems-for-the-Operation-of-Central-and-nonCentral-Ventilation-Sys.pdf>

## T

TNTP

[https://tntp.org/assets/documents/Virtual\\_Talent\\_Guide-TNTP.pdf](https://tntp.org/assets/documents/Virtual_Talent_Guide-TNTP.pdf)

## U

UC Davis

<https://ucdavis.app.box.com/s/xouzsdn6jgqx71ulbzou1g8lhqggdi3i>

University of Toronto

<https://news.engineering.utoronto.ca/air-filtration-and-covid-19-indoor-air-quality-expert-explains-how-to-keep-you-and-your-building-safe/>

<https://www.dlsph.utoronto.ca/2020/04/covid-19-is-a-deadly-threat-to-children/>

US Department of Education

<https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>

## V W

Washington Post

<https://www.washingtonpost.com/education/2020/07/10/case-against-reopening-schools-during-pandemic-by-fifth-grade-teacher/>

<https://www.washingtonpost.com/education/2020/07/06/why-schools-must-find-safe-way-reopen-most-vulnerable-students-by-veteran-educator/>

## X Y Z



