



Seneca Falls Central School District Comprehensive Reopening Plan

*Frank Knight Elementary
Elizabeth Cady Stanton Elementary
Seneca Falls Middle School
Mynderse Academy*

* This document is subject to change.

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Introduction

This comprehensive plan details the redesign of the Seneca Falls CSD (SFCS D) environment to promote a safe return related to transportation, teaching and learning. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC) and NYS Department of Health (DOH) and the NYS Education Dept (NYSED). Updates may be made to this plan on a periodic basis based on information provided by the CDC, WHO, and applicable federal, state and local agencies.

Communication/Family & Community Engagement

The SFCS D worked with subcommittees to help design the reopening plans and ensure safety measures as outlined in this comprehensive document. Families were surveyed to gather data on reopening preferences and comfort level as a preliminary canvas. Subcommittees at each building level were formed ensuring teachers helped structure the three plans. Parents/guardians who volunteered to participate in three reopening plan conversations did so virtually on July 20, July 23 and July 29. These sessions framed the structure and purpose of each institutional model. Students in grades 6-12 were invited to a Zoom with administrators to get their feedback on reopening plans for the district. Association leadership met with the superintendent regularly to discuss the planning process and plans as they developed. The faculty/staff was surveyed to get their feedback regarding the opening of school for the 2020-21 school year. Questions and feedback were gathered by the administrative team and used to refine plans.

Communication regarding updates on health, safety and instructional models will be provided regularly through the district's notification system (email, phone, text, social media outlets and website).

Capacity Assessment

The top priority during the planning process was to maintain the health and safety of the entire school community. The development of the plan considered the number of students and staff allowed to return in person.

The following factors were considered by the District administration and building level subcommittees to determine the resumption of in-person instruction:

- 1) Ability to maintain appropriate social distance.
 - a. Square footage of current buildings and usable square footage of current classroom configuration was evaluated. While space is available, the human resource capacity and reassignment of staff properly certified to teach outside of their tenure area was considered.
- 2) PPE and cloth face mask availability- Determine that the district will provide 2 masks for each student and employee.
- 3) Availability of safe transportation – number of buses, drivers, monitors.
- 4) Ability to provide meals with appropriate social distancing guidelines adhered to.

Face Coverings

The District will adopt protocols and procedures consistent with public health guidance for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities.

Specifically, appropriate PPE means, at least, an acceptable face covering, which is required to be worn by all individuals at all times. However, if face coverings are to be worn by all individuals at all times, the faculty/staff will provide students opportunities to remove their face covering during meals, and instruction when permitted by the teacher/staff, for short breaks so long as they maintain appropriate social distance.

Any student or staff member who has difficulty breathing and the problem is compounded by wearing a face covering/mask, should see their physician and get a medical note to address the issue. Any student who is incapable of physically removing a face covering on his/her own will be discussed by parents and staff/administration and alternate methods of protection will be considered. Cloth masks should not be worn when students are engaging in physical activity. Students who refuse to comply with the safety protocols adopted for in-person learning will be assigned to remote/distance learning.

Health Screenings

NYSED guidance requires that school districts must implement mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus. Specifically, all individuals must have their temperature checked each day.

The District is evaluating third party application systems that allow parents/guardians, faculty and staff to perform the health screening checks prior to leaving for the bus stop or arriving at school. A Communication plan will be developed to provide parents and students training on the application.

Implement mandatory health screening assessment before employees/students begin each day, asking about:

- COVID-19 symptoms in past 14 days,
- Cough
- Shortness of breath or difficulty breathing
- Fever (100.0 F)
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell
- Positive COVID-19 test in past 14 days
- Close contact with confirmed or suspected COVID-19 cases in the past 14 days.

If the answer to any of these are YES, the employee/visitor/student should not enter a bus or school building and contact the appropriate person (Employees should contact their supervisor; Students should contact the nurse)

While it is the parent responsibility to perform temperature checks on their child before arriving at the bus stop, or at school, the District has purchased automated non-contact temporal scanners for

the main entryway of each school building. These scanners will operate throughout the day to scan not only visitors but also monitor passing staff and students that pass through the main entrance area. This system shall serve as an additional layer of screening above and beyond the health screening survey performed at home each morning.

The staff member monitoring the temperature check points shall be trained on how to respond to temperature readings at 100.0 degrees or above. Student and staff privacy is a required component of the training.

It will be each faculty and staff member's responsibility to administer their own daily temperature check before arriving at work. The entryway scans serve to further mitigate risk. All faculty and staff will be prompted to attest to the fact that they administered the check and temperature was less than 100.0 degrees.

A school designated compliance administrator will be responsible for reconciliation of surveys of students attending for in-person instruction. District Administration will develop procedures to ensure all faculty and staff complete the survey and required temperature checks.

Training videos will be assigned to each staff member from the SafeSchool online application that covers topics recommended by the CDC and DOH. When the District is notified of potential exposure by a parent or staff member, the COVID compliance officer shall be notified and follow the guidance set for by the Department of Health.

Each building will have health office space for non-sick students and a containment space for sick students. Containment spaces will be separated by floor to ceiling curtains. District will make the attempt to place Health Offices in each building towards the front exit for easy transition of sick students. Health Office spaces will have windows for additional ventilation.

Please refer to the [Health Management Plan for a Pandemic](#) available as a supplement to this plan for procedures for following items:

- Temperature Readings
- Close contact with an Infected Person
- When a person tests positive
- Contact Tracing and Disinfection of Contaminated Areas

Scheduling

The goal of the SFCSD is to instruct each student within the walls of the classroom each day, all day. We believe in educating the whole child and believe that having each student working with their teachers and peers provides the most effective, rigorous and meaningful education. With the District's focus on educating the whole child the goal is to provide the opportunity for In-Person instruction if numbers can accommodate this model. If numbers exceed the ability to accommodate an In Person model, the Hybrid model will be put into place. In the event of an executive order or full closure, the Distance Learning Plan will be employed. Each model is explained below.

In Person Model

The In Person Model reduces classroom capacity to meet safety guidelines. Students are cohorted as

much as possible to reduce transitions. Teachers will move to classrooms so that students stay in one space as much as possible. When students are transitioning spaces, they are wearing masks and socially distant. Administrators will assign cohorts to better account for tracking in the event of exposure, however, social distance will be planned for in every programmed educational space. The principals will make reasonable efforts to ensure that cohorts are fixed – contain the same students – for the duration of the COVID-19 public health emergency. At the 6-12 level students utilize a block schedule concept to achieve the details outlined. K-12 attendance will be taken through SchoolTool. In this model, students will be required to adhere to the following guidelines when learning in-person:

- Parent/Guardian will complete a health screening and temperature check before **each in-person school day**.
- Students will practice social distancing, when possible.
- Students will be required to wear a face covering when social distancing cannot be maintained.
- Students will always wear a face covering in common areas (hallways, bathrooms, etc.).
- Teachers will promote correct hand-hygiene and provide opportunities for frequent hand-washing/sanitizing.

Click the links below for building specific information on these models.

(These are 2020-2021 documents)

[Frank Knight In-Person Learning Model](#)

[Cady Stanton In Person Learning Model](#)

[Seneca Falls Middle School In-Person Learning Model](#)

[Mynderse Academy In-Person Learning Model](#)

Hybrid Model

In the Hybrid Model students attend school in-person for 2 days and will participate in distance learning for 3 days. The Hybrid Model reduces building population by approximately 50% and will be used when an executive order is issued or if the numbers exceed our In-Person Plan capacity. Attendance will be taken through SchoolTool. Students will be required to sign into a class to do work when at home through Google Classroom and Zoom.

In the Hybrid Model, students will be required to adhere to the following guidelines when learning in-person:

- Parent/Guardian will complete a health screening and temperature check before **each in-person school day**.
- Students will practice social distancing, when possible.
- Students will be required to wear a face covering when social distancing cannot be maintained.
- Students will always wear a face covering in common areas (hallways, bathrooms, etc.).
- Teachers will promote correct hand-hygiene and provide opportunities for frequent hand-washing/sanitizing.

The K-5 Hybrid Model weekly schedule is below.

Monday &	Wednesday	Thursday & Friday
Tuesday		
Group A: In-Person Learning	Group A & B: Distance Learning	Group A: Distance Learning
Group B: Distance Learning	Deep Cleaning of Classrooms	Group B: In-Person Learning

Students in grades 6-12 will remote into their classrooms on days in which they do not physically attend school. In this model their instruction continues at a distance, provided by the same teacher of record and at the same scheduled time as if they were in the school setting. Groups will be split A-L and M-Z as a general guideline.

An example of a schedule is below.

<i>70 mins classes</i>	A-Day	B-Day	C-Day	D-Day	A-Day
7:35-8:45 Period 1	Spanish	Art	Spanish	Art	Spanish
8:49-9:59 Period 2	Science	Social Studies	Science	Social Studies	Science
10:03-11:13 Period 3	Science Lab	PE	Music	Supported Instruction	Science Lab
11:17-1:00 Period 4 & 30 minute lunch <i>11:17-11:47: lunch / class</i> <i>11:52-12:22 : class/lunch/class</i> <i>12:30-1:00 : class / lunch</i>	ELA	Math	ELA	Math	ELA
1:04-2:14 Period 5	Supported Instruction	Health	Supported Instruction	Health	Supported Instruction

Click the links below for building specific information on these models.

[Frank Knight Hybrid Model](#)

[Cady Stanton Hybrid Model](#)

[Seneca Falls Middle School Hybrid Model](#)

[Mynderse Academy Hybrid Model](#)

Distance Learning Model

In the Distance Learning Model all students will be issued a school chromebook for accessing learning. Distribution of classroom materials will be through Google Classroom (exception: Seesaw for Kindergarten students) and connecting virtually will occur through Zoom. Students at all levels will learn every day by

connecting to their teacher(s) utilizing a schedule created per building. These schedules align K-5 and

6-12. Teachers will take attendance using SchoolTool. A universal lunch break is provided K-12 for 30 minutes to all SFCSD students and teachers in this model. Roles and responsibilities of teachers, students, and families are clearly outlined in each model.

Click the links below for building specific information on these models.

[Frank Knight Distance Learning Model](#)

[Cady Stanton Distance Learning Model](#)

[Seneca Falls Middle School Distance Learning Model](#)

[Mynderse Academy Distance Learning Model](#)

Teaching and Learning

Curriculum is the foundation upon which an educational institution builds its instructional program. Embedded within the mission statement of Seneca Falls Central School District is to provide quality educational opportunities and experiences in a safe and positive environment that promotes academic excellence. A school district's curriculum is more than just a list of skills and concepts that students will acquire while attending a given class or grade level, but rather, it defines what the district believes are the essential components of the developmental cycle of the students in its charge. Never has the philosophy of educating the whole child been more important.

Whether our students are learning in face to face classrooms, remotely or in hybrid environments, we believe that our students deserve to be educated by highly trained staff, following a rigorous curriculum using researched based methodologies which are engaging and lead to a lifelong love of learning.

Plan for Reopening

We will:

- ✓ Identify and prioritize the learning standards for each course/subject in order to efficiently plan for instruction for the 2020-2021 school year. Yearlong plans have been developed in anticipation of a variable school year which may include in-person, remote or hybrid learning situations as well as intermittent switching between those scenarios.
- ✓ Ensure a continuity of learning expectations, regardless of the educational setting (i.e. in-person, remote, or hybrid). This continuity will be accomplished through the use of common units of study across a given grade or course, which have been developed and aligned to New York State Learning Standards for all subjects. All teachers will use these units and continue to collaborate on both the content and skills identified in each unit, and also on the assessments that will be used to measure student performance.
- ✓ Adapt units so that they can be taught in-person or virtually and identify preferred strategies which will engage students in the learning process. This will be done during summer professional growth opportunities as well as through our curriculum work days.
- ✓ Address the need for equity by adhering to the principles of rigorous learning for all students. Specific pedagogical practices that will be used in both face to face and virtual learning environments include the use of open ended, inquiry based learning experiences, promoting student engagement and empowerment strategies, and providing students with voice and choice. Transferring best virtual instructional practices will be carried over to in-person instruction and vice versa. This ensures a smooth transition between models when necessary.

- ✓ Ensure that teachers use regular feedback cycles with students to communicate about their learning. In addition, students will also be afforded with routine opportunities to interact with one another as well as their teacher(s). In in-person and hybrid situations, this will be accomplished through classroom discussions, individual meetings with teachers and through ongoing, routine formative and summative feedback cycles. In a virtual setting, this will be accomplished through synchronous communication opportunities that will be regularly used to connect students with teachers and with each other. The parent portal as well as the grading and feedback tools such as GoogleClassroom, SchoolTool and SeeSaw will be used to support regular communication about student progress.
- ✓ Utilize a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. Virtual orientation sessions will be held for parents when needed.
- ✓ Diagnostic assessment and progress monitoring: For students in grades K-8, locally developed as well as standardized measures will be used to determine learning gaps. These include iReady as well as results of local unit and lesson assessments. For students in grades 9-12, locally developed measures will be used to determine gaps which may include unit and lesson assessments and common formative assessments that have been developed in conjunction with common units of study.
- ✓ Supporting students in learning loss: We will use a multitiered system (MTSS) to address the learning gaps of our students resulting from the spring 2020 closure. At the Tier 1 level, teachers have adjusted their curriculum to include those concepts and skills which were to be taught during the spring but may not have been learned by students. If necessary, students will be provided with academic intervention services if it is determined that learning gaps cannot be addressed in the general education classroom. These services can be provided in both in-person as well as remote situations.
- ✓ During the summer of 2020, when appropriate, teams of teachers are meeting to plan for fall instruction. This planning includes identifying individual student needs based on spring progress. Professional development is being offered which will increase a teacher's ability to instruct in remote and hybrid situations.
- ✓ Grading practices have been developed by each school building and will continue to be reviewed throughout the 2020-2021 school year. Grading practices will be consistent across learning situations (i.e. in-person, remote or hybrid). Grading systems will align to the district grading philosophy and will provide students and their parents with a measure of student progress toward meeting the academic goals defined by the NYS learning standards. Wherever possible, grading systems will differentiate those grades of academic performance and nonacademic performance.
- ✓ The district will continue to partner with our Board of Cooperative Educational Services (BOCES) in order to provide students with Career and Technical Education (CTE) Programs.
- ✓ Student teaching placements for the 2020-2021 school year will be offered as planned. Student teachers will follow the health and safety guidelines set by the district and work under the supervision of a certified teacher within the learning model set by the district.

Special Programs

The SFCS is committed to providing a Free and Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities with the need to provide students with special programs and services. Regardless of the instructional model, equity and access is a priority for all of our students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

Special Education

To the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that are mandated to be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically delivered. In order to ensure continuous progress towards students' goals, the CPSE/CSE will direct the development of contingency plans for all students with an Individualized Education Program (IEP).

Contingency Plans

Contingency plans will be created in collaboration with the student's family and education team. This process will be facilitated by the student's case manager. The planning process will include discussion of necessary programs, services, accommodations, modifications, supplementary aids, and technology (including assistive technology) on the student's IEP and those necessary to support all learning models.

Additionally, this plan will address the family's communication preferences. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child's learning or the technology use. Plans will be communicated with building level teams to ensure that students have access to differentiated and appropriate materials in any learning model.

The following is a framework of the contingency plan:

- A. Description of student disability:
 - a. Disability category
 - b. Areas of impact
 - c. Describe how the disability will impact the student's learning in core areas
 - d. Describe how the disability will impact learning in a distance learning format
- B. Ability to access distance learning including preferred types of activities and mode of access
- C. Detail accommodations and other supports that are necessary to access the academic materials being made available in each model
- D. Schedule of special educator/related service provider direct/indirect instruction
- E. Schedule of teacher-parent consultation and/or weekly communication
- F. Description of how progress toward goals will be tracked
- G. List of other supports/activities necessary for students to access the learning environment/instruction

Documentation and Reporting

Teachers and service providers will continue to collect data in all instructional models. As students return, teachers and providers will be gathering present levels of progress and communicating to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services. In addition, these data will be used to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Progress reports will be provided via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts. These communications will be provided in the preferred language or mode of communication as indicated on the student's contingency plan.

Partnerships

The district will continue to partner with Board of Cooperative Educational Services (BOCES) programs,

independent or religious schools, and approved school-age programs serving students with disabilities and approved preschool special education providers contracted by the county. If health and safety requirements restrict the ability to provide all services in the same mode and/or manner on the student's IEP, the district will direct the development of contingency plans. The district will maintain ongoing communication with all directors, principals, staff, and service providers who provide instruction to our students in other settings in order to continuously review service delivery and student progress monitoring. The district will continue to communicate with community and regional agencies to inform support and programing. For students with serious medical and health conditions, parents and guardians are encouraged to work with their child's healthcare providers and this district to determine how best to meet the child's needs at school while protecting their health and safety.

Related Service

As a means to ensure access to quality of services and safety of students, contingency plans will consider service delivery spaces that mitigate travel in building, access larger spaces for physical distancing and consider the frequency at which a service is provided. The planning team will also discuss the mode and/or manner of service. Options such as teleservice, will be considered for service delivery for all models. Student groupings should also be examined to consider existing cohorts of students and reduction of group ratios to fewer or individual students.

IDEA Requirements

The district will continue to comply with IDEA requirements:

- Child Find-School districts maintain the responsibility of locating and evaluating all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.
- Referrals- School districts must refer student who are suspected of having a disability for initial special education evaluation and obtain parent consent for the evaluation
- Initial Evaluation/Reevaluation-Special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines.
- Eligibility Determination/Annual Review Meetings-The Committee on Special Education (CSE/CPSE) will meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. Alternative means of meeting participation, such as video conferences and teleconferences will be utilized to meet this requirement.
- Procedural Safeguards and Prior Written Notice-School districts must continue to provide the procedural safeguards notice. Prior written notice will be provided to parents in a reasonable time before revisions or additions to a student's IEP are made in the identification, evaluation, educational placement or provision of FAPE to the student. The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice may be provided to the parent by email if the parent elected to receive documents by email. chrome-extension:
<https://www.p12.nysed.gov/specialed/formsnotices/documents/NYSEDProceduralSafeguardsNoticeJuly2017v2.pdf>

504 Plans

In compliance with Section 504 Federal Regulations, 34 C.F.R. Part 104 the school district will continue to work with parents and educational teams to review and implement 504 plans and ensure students are provided appropriate accommodations including modified materials and tools to the greatest extent possible. Additional accommodations may be considered to ensure students are able to access the curriculum and learning environment in all instructional models.

Bilingual Education

ELLs will be provided the opportunity for full and equal participation in all models of instruction. It is important to consider their unique needs and to strengthen the home language and support necessary for English language development. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

In order to provide access to all of the above support and resources to our families of English Language Learners, the district is committed to maintaining regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education and planning during the reopening process. All communications with ELL students and their families will be in their preferred language and mode of communication. Our ENL teachers will make additional contacts with families to ensure they understand and access all of the resources available to them as part of our school community. This will include providing parents with comprehensive opening plans and training to use the technology tools (Google Classroom, Schoology and SeeSaw) that may be used for remote learning.

For the 20-21 school year, ELLs will receive the required instructional Units of Study based on their most recently measured English language proficiency as measured by the NYSITELL (new entrants) or the 2018-2019 NYSESLAT annual assessment during in-person or hybrid instruction. In the event remote instruction begins, the ELL case managers will work with families, educational teams and students to develop contingency plans that detail the level of direct service and consultation support. The district will continue to investigate use of formative assessment and progress monitoring tools for our students receiving ELL services.

The district is committed to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After the 20 day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Migrant Education

The district will continue to participate with the New York State Migrant Education Program (NYS-MEP), under Every Student Succeeds Act (ESSA) Title I, Part C in order to provide supplementary instructional programs and support services to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors, such as the evolving pandemic to increase the ability of identified children to succeed in school.

Homeless

Under the McKinney-Vento Education for Homeless Children and Youth (EHCY) program, which is administered by the U.S. Department of Education's Office of Elementary and Secondary Education, State

educational agencies (SEAs) must ensure that homeless children and youths have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youths.

Regardless of the instructional model implemented, equity and access must be the priority for all students including our students experiencing homelessness. The district will ensure that our homeless children and youth have priority access to FAPE which includes resources such as technology, transportation and food service.

Social-Emotional Needs

The district is committed to establishing a positive, safe, and supportive learning environment for students and staff. Leading with social emotional learning (SEL) is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts. The district understands everyone reacts differently to stressful situations and one's age, health and mental state will affect their level of comfort and need for support.

Mental Health Supports for Employees and Students

Upon arrival back to schools during the COVID-19 epidemic, both faculty and staff may require mental health services. Mental health services should be made available for faculty, staff and students, understanding that lower income families may require more support.

To meet these needs, School Mental Health Professionals (e.g. School Social Workers, Counselors, Psychologists) will

- Compile a list outside resources for families to use if needed (i.e., family counselors, etc.)
- Prepare to teleconference with parents and students for permission to work with the child/family
- Implement use of PPE provided by the district including any barriers/shields between people
- Coordinate schedules to limit the number of people in the room at one time
- Ensure all procedures are being followed (i.e., hand washing, physical distancing, etc.) when working with outside agencies

Proactive Strategies

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance
- Promote social emotional learning competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage helping others
- Encourage good physical health
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports
- Ensure effective Social Emotional Learning (SEL) Programs K-12. Efforts to care for the emotional well-being of children and families can extend beyond the classroom and into the entire school. School-based SEL programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment. These programs can also benefit educators within the schools

Crisis Response

In order to prepare, the Mental Health Team will:

- Create a protocol for crisis response that can be delivered virtually
- Explore the use of support groups, state and local agencies to assist with this process (Mental Health Association in New York State, Inc. – MHANYS)
- Promote the district's use of the WFL BOCES Employee Assistance Programs (EAP), determine in advance what services they can provide remotely and in-person

Addressing Social-Emotional Health of Staff

The District is committed to establishing and sustaining a culture that supports and emphasizes mental health services available for faculty and staff.

- Assist in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
 - The warning signs for quarantine related mental health needs
 - How to access crisis support and other mental health services

Plan for Reopening

We will:

- ✓ Utilize the District's Comprehensive School Counseling Plan. The plan is broken down by building and lists the program services.
- ✓ Continue to support the myriad ways for referrals to mental health professionals. The referrals can come from teachers, parents, administrators, students, students self-reporting and/or through mental health staff. During a remote and/or hybrid learning scenario, these methods of receiving referrals are still likely. The buildings will also utilize the MTSS process, which looks different in different buildings, to identify students in need of support. We will use Restorative Practices (i.e. use of healing/restorative circles) to build skills and relationships. Additionally, our mental health staff will use other indicators such as attendance and lack of engagement in online learning as reported by teachers, to identify students who might be experiencing mental health issues.
- ✓ Explore how Social Emotional Learning can be used by adults to cultivate relationships with each other, heal, and also build relationships with all students to create a supportive and equitable learning environment. The mental health team will send out a survey to seek the faculty's input on what they feel would be most helpful to them and to identify their major areas of concern, (i.e., coping strategy ideas, adjusting to reentry, organization tips and strategies for hybrid/distance learning. etc). Documents will be created to cover all of the areas that were mentioned in the document, "SEL Procedures".

Attendance

The district recognizes that consistent school attendance, academic success and school completion have a positive correlation. The district has developed a Comprehensive Student Attendance Policy to meet the following objectives:

- To increase school completion for all students
- To raise student achievement and close gaps in student performance

- To identify attendance patterns in order to design attendance improvement efforts
- To know the whereabouts of every student, whether in person or remote for safety and other reasons
- To verify that individual students are complying with education laws relating to compulsory attendance
- To determine the District's average daily attendance for State aid purposes

Plan for Reopening

We will:

- ✓ Utilize Schoology, the District's student information system, to record attendance on a daily basis, whether in-person or remote. When learning is hybrid/remote, this may include systems which record student participation in asynchronous learning situations by completion of assigned tasks.
 - Establish a clear expectation for participation in each of the learning environments. Communicate and continually reinforce to both parents and students the importance of attendance in school regardless of setting.
- ✓ Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. Carefully monitor student attendance (as defined previously) through our student information system.
 - The Building Principal will work in conjunction with other designated staff in routinely reviewing attendance records. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of excessive absences.
- ✓ Respond to student absences (measuring over 10%) by identifying causes for absences and intervene to improve attendance and encourage students to complete the academic requirements of the course.

Classroom Configurations

The following parameters and protocols will be adopted for classroom configurations:

- Teachers/staff to arrange all instructional and non-instructional rooms in a school to comply with social distancing standards
- Face coverings are recommended at all times, but required whenever individuals cannot maintain a six-foot distance from other individuals who are not from the same household.
- If staff must have close person to person contact (within 6 feet) with students or other staff (e.g. special needs persons) then follow these precautions:
 - If contact is expected then both persons will:
 - Wear a face covering/mask
 - Wash hands or use hand sanitizer before and after contact
 - When unexpected contact may occur:
 - Staff will wear a face covering/mask at all times and wash hands regularly or after they become soiled
- Maintenance will have soap, hand sanitizer and tissues readily available
- Administrators will assign lockers or other student storage areas by cohort or eliminate their use – however, students should not carry an unreasonable number of books or materials throughout the day
- Teachers, in partnership with custodial will try to keep each child's belongings separated from

others.

- Teachers are encouraged to open windows when possible to air out the rooms
- Maintenance to ensure unit ventilators are optimally operating, if applicable
- Teachers will adopt classroom protocols so commonly used items that can be considered “shared classroom supplies” such as pencils, paper, books, pencil sharpeners, and other commonly shared items to have procedures developed and explained to students regarding their use. If unable to restrict sharing of supplies, the communal use of shared items should be limited with all shared items cleaned and disinfected after each use
- Teachers may need to clean/disinfect between classes including desks and frequently touched surfaces- custodial personnel may not be readily available to provide this service at the frequency desired.

Classroom Areas

- Teachers will remove or assign all items with soft covered surfaces to individual students. Items that are shared frequently and cannot be cleaned/disinfected properly will be removed (upholstered couches/chairs, stuffed animals, toys etc.).
- Custodial will remove carpets/throw rugs, bean bag chairs, personal lamps
- Teachers and Custodial will limit desks and arrange desks to meet social distancing requirements.
- Present signage in each classroom that educates on the need for personal protection that includes the use of Personal Protective Equipment (PPE) and promotes and reinforces healthy hygiene practices.
- Custodial and Administrator will use visual clues to promote social distancing - decals, tape on floor, signs, etc.
- Custodial will include signage in each classroom educating occupants of Face coverings/masks - When to wear them, how to appropriately put them on and take them off, how to clean cloth face coverings when soiled, and disposal of the face covering when necessary
- Custodial will include signage in each classroom educating occupants of Hand washing - Demonstrate frequently how to properly wash hands
- Students should be supervised if using an alcohol-based hand sanitizer

All PPE equipment and/or cleaning products electively purchased by teachers or staff for a classroom should be approved by the District to ensure compliance with fire code and other NYSED standards.

Corridors

All corridors will have floor directional marking and signage promoting socially distancing and mask wearing.

Cafeteria/Cafetorium

The District will utilize building information modeling to ensure that seating configurations in cafeteria/cafetorium are socially distanced in compliance with the DOH guidance. Capacity limits will be set for each area and monitored by security. Seating will be socially distanced.

Library/Media Centers

The Library/Media Center will be used for studying/FLEX. All seating arrangements will be socially distanced.

Books are not considered a high transmission route (source), however it is recommended to leave books untouched once returned for 24-72 hours on a cart before returning to the shelf. This is the

standard recommendation by the Institute of Museum and Library Services (IMLS) based on testing conducted for libraries and museums

Library space will be closed to students and public unless used as flexible space scheduled by teachers and approved by administration.

Whenever possible, virtual resources should be assigned by teachers. Student access to reference materials (books, paper) will be supervised by Library/Media.

Music and PE

The District will limit class size and stagger schedules to comply with the social distance requirements of 6ft when not playing or exercising and 12ft for all music and physical education activities that require playing an instrument or exercising.

The District will install floor markings on gym floors so that social distancing is premeasured. To the extent possible, physical education activities will be programmed outdoors.

Playgrounds

Administrators will stagger playground use limiting multiple classes to play together. We will also limit other activities where multiple groups interact (unless social distancing can be maintained)

Teachers will encourage students to wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible. Teachers will provide hand sanitizer prior to re-entering the building. Masking will be required when social distancing is not maintained.

Technology and Connectivity

Whether exclusively remote, fully in-person or offering hybrid learning experiences, technology will be an important tool to proceed with the learning process. During the spring COVID closure, faculty and staff learned to use many technology tools to deliver instruction to district students. Plans have been made to continue many of those practices into the fall reopening. Students who do not have adequate access at home, in the case of remote or hybrid learning, will be provided a district owned device. The device will be equipped with all applications necessary for 100% participation in online courses. Students without adequate Internet access will be issued a district owned access point.

Plan for Reopening

We will:

- Survey our students, parents and teachers to determine each level of access to devices and high speed Internet access in their home.
- Provide devices to those students and staff members who do not have adequate access at home. Because it is the District's intent to provide adequate access to all students and staff, we do not anticipate having to provide alternative materials unless there are extenuating circumstances.
- Provide professional development during the summer of 2020 and ongoing throughout the year to all staff on the creation and maintenance of effective blended learning environments including high-value instructional strategies to engage students in learning, flipped learning approaches to instructional planning which support both synchronous and asynchronous

environments.

- Streamline the number of applications that are used across the district. Use high leverage, multi use tools which can accomplish multiple teaching and learning tasks. Tools will include:

Function	Tool	Grade Level
Video Conferencing	Zoom/Google Meets	K-12
	Zoom/Google Meets	6-12
Content Creation	Google Education Suite	K-12
	Screencastify	K-12
Content Distribution	SeeSaw	K
	Google Classroom	1-12
Instructional Collaboration/Monitoring	Google Education Suite	K-12
	GoGuardian	K-12
Translation Service	Google Translate	K-12
	Language Line	K-12
Benchmark Assessment	iReady	K-8
Student Information System	SchoolTool	K-12

- Ensure data privacy for all students following EdLaw 2D requirements.
- Provide orientation and training to the Google Classroom interface to all students grades 1-12.
- Provide parent orientation to SeeSaw, Google Classroom and Schooltool portal during the fall of 2020.
- Provide translation services for training sessions and target families who were not engaged during the Spring 2020 closure.
- Provide ongoing technical support throughout the year regardless of instructional setting, face to face, remote or hybrid.

Teacher and Principal Evaluation

We will:

Continue to implement our NYS approved APPR plan for the 2020-2021 school year. In the case of remote learning, administrators will determine an appropriate procedure for conducting formal observations of teaching staff. In the case of remote learning, the superintendent will determine an appropriate procedure for conducting formal observations of principals.

Staffing

We will:

Ensure that all students are taught by NYS certified teachers for a given area.
 Ensure that no teacher teaches >10 hours/week outside of his/her certification area.

Transportation

The guidance regarding school transportation requires the following:

- 1) Individuals must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated). Masks will be available to students if they forget theirs. For students that are incapable of removing face coverings on his/her own face will be discussed by parents and staff/administration and alternate methods of protection will be considered.
- 2) Responsible Parties must adhere to and promote hygiene, cleaning, and disinfection guidance set forth by DOH and the Centers for Disease Control and Prevention (CDC). Training for proper use of face covering.
- 3) The standard operating procedures to comply with these guidelines are included in the [Health Management Plan for a Pandemic](#) available as a supplement to this plan.

Communication

- Publicize to parents the cleaning and disinfecting schedule of buses – between runs and at the end of the school day.
- Communicate with parents and students that student transportation vehicles are included in the district’s COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an “opt-out” option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)
- If a driver shortage occurs, the district may limit transportation by cancelling all in-person classes or modify school start and dismissal times.
- Communicate changes in services to be adopted – limit daycare selections to five days per week to reduce variability in seating assignments, no transportation to before school activities, no bus passes, no open transportation at secondary level.
- Communicate opportunity for parent contract to out-of-district placements

Density Reduction, Social Distancing, Bus Capacity

- Limit seating on large bus to 22 passengers on a 66-passenger bus – generally one per seat.
 - Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles
- Do not seat students directly behind the driver
- Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles
- Students shall wear face masks (unless medically excused) while in transit when social distancing is not possible

- Drivers will take student attendance every day, to and from school. The attendance sheets will be documented in writing and retained for contact tracing
- Scheduling, based on health and safety requirements established by NYS, may no longer provide the flexibility to allow students to ride different buses on different days of the week. Adhere to bus assignments issued by Transportation (i.e. no parent-approved bus passes).

Routing

The District will utilize a computerized routing system to design routes that limit the number of students on the bus (subject to change based on enrollment and capacity restrictions).

Dismissal - Afternoon ride time is expected to be one hour or less for in-district schools. Parents should consider that staggered dismissal procedures may delay school departure.

After School Activities – Transportation for after school activities shall resume when extracurricular activities and/or interscholastic athletics are permitted. All in-person activities are cancelled until further notice.

Continuity of Services in the Event of Driver Absenteeism - Preliminary capacity to split routes in response to driver shortages is 3 (equal to 18%). At a driver shortage, a recommendation may be made to limit transportation to vulnerable populations only (e.g. special education, ENL, etc.). The alternative may require class cancellations, or transition to remote learning.

Loading and Unloading - Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school. K-5 students shall be given an assigned seat.

Cleaning and Disinfecting

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day drivers will clean and disinfect the entire bus
- *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- *High Touch Surfaces*
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
- Drivers are responsible for daily cleaning and disinfection procedures
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation

- Prohibit eating and drinking on the bus
- Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on district owned and contracted buses
- Document and submit all cleanings/inspections (via trackable log)

Arrival and Dismissal Procedures

DOH and NYSED guidance requires that District consider the following in developing plan:

- Responsible Parties should take additional measures to prevent congregation
- Social Distance – Stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms.
- Consider:
 - o Dividing up student entry points rather than funneling all students through the same entry space, to limit the amount of close contact between students in high-traffic situations and times.
 - o Making arrival schedule changes for students who walk or are dropped off at school by a parent or caregiver.
 - o Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, to the greatest extent possible.

In response the District is adopting the following

plans:

Frank Knight School Procedures

Arrival:

- Drop-Offs may enter the building at 9:20. Drop-Offs will enter the building through the playground doors. Buses will release students starting at 9:15. Students will be released in small groups to ensure proper social distancing.
- Students will go directly to their classroom or through the breakfast line and then to their classroom.

Dismissal:

- Pick Ups will be dismissed at 2:50 pm. Pick-ups will be at the playground doors.
- Students will begin to board buses as soon as they arrive (3:00 pm).
- Students will board buses 1 at a time to allow for social distancing.

Cady Stanton Procedures

Arrival:

- Walkers and Drop-Offs may enter the building at 9:20. Drop-Offs will enter the building in the back and walkers will enter either in the back or at the main door. Buses will release students starting at 9:30. Students will be released in small groups to ensure proper social distancing.
- Walkers/drop offs - enter through the back entrance starting at 9:20.
- Students will go directly to their classroom or through the breakfast line and then to their classroom.

Dismissal

- Walkers & Pick Ups will be dismissed at 3:05 pm. Pick-ups will be in the back of the building.
- Students will begin to board buses as soon as they arrive (3:15 pm).
- Students will board buses in a staggered manner to allow for social distancing.

Seneca Falls Middle School Procedures

Arrival:

- Teachers will be in the classroom by 7:25.
- Buses will release students starting at 7:25 in an orderly fashion.
- Drop offs will enter through the back entrance gym/cafeteria of the MS starting at 7:30am.
- Walkers will enter through the front doors near the MS library starting at 7:30am.
- Students entering the building will go straight to their first period classroom, or to the cafeteria for breakfast and then to their classroom.

Dismissal

- Students riding the bus will be dismissed first by bus number.
- Walkers and students being picked up will then be dismissed.

Mynderse Academy Procedures

Arrival:

- Teachers will be in the classroom by 7:25.
- Buses will release students starting at 7:25 in an orderly fashion.
- Walkers/drop-offs will enter through the gym lobby doors starting at 7:30.
- Students go straight to the classroom, or to the cafeteria for breakfast and then to the classroom.

Dismissal

- Students riding the bus will be dismissed first by bus number.
- Walkers and students being picked up will then be dismissed.

Visitation to School Buildings

Unless mandated, meetings or visits by/with parents are to be conducted using teleconference or videoconference whenever possible.

Visitors are not allowed unless preapproved by the building principal. Please refer to each building's handbook for instructions on dropping off items to school.

Facilities

The district will continue to comply with the required 2020 Building Condition Survey, Lead-In-Water Testing, as well the NYS Fire Prevention Code and the State Energy Conservation Code. Please refer to the [Health Management Plan for a Pandemic](#) available as a supplement to this plan for information regarding ventilation.

Restoring Water Quality in Buildings For Reopening

- Before Flushing Buildings
 - Contact your water utility about local water quality and to coordinate maintenance activities

- Check information from your local public health department for any local requirements for reopening
- Follow appropriate regulations and policies for workers safety and health
- Steps For Flushing Buildings
 - Review how water moves through your building, from the street to each point of use
 - Inspect the plumbing
 - Maintain any water treatment system
 - Ensure hot water system is operating as specified
 - Flush the service line that runs from the water main to the building
 - Flush the cold water lines
 - Drain and clean water storage facilities and hot water heaters
 - Flush the hot water lines
 - Flush, clean and maintain devices connected to the plumbing system following manufacturer's instructions

Food Services

District/School Plan must provide all students with access to school meals each school day. This must include students in attendance at school and students eating remotely.

The District will follow all applicable health and safety guidelines. This includes addressing the students with allergies. The standard operating procedures to comply with these guidelines are included in the [Health Management Plan for a Pandemic](#) available as a supplement to this plan.

The Child Nutrition Program requirements will be communicated to parents on the district website which will allow for multiple means of language interpretation.

In-Person Point of Service

Elementary Schools (Frank Knight & Cady Stanton) will be providing lunch to students in the classroom. Lunches will be delivered to the rooms during the designated times. The district is reviewing the potential of an online application that will provide parents and students to pre-order meal choices at home. Meal choices will be pre-packaged to meet federal dietary regulations. Students may still choose white or chocolate milk and a-la-carte sales will be limited.

At the secondary level, students will eat lunch in the gymnasium of their respective building. Social distancing practices will be enforced as students enter the lunch line through one door and exit a different door. Seating will be socially distanced. The consumption of food or beverage in the corridors and in the classroom will be prohibited unless medically necessary.

Remote Learning

The District is reviewing options for creating a community access site for students to pick up meals on the days learning remotely. Deliveries will be coordinated where transportation hardships are requested.

School Safety Drills

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. When planning drills, consideration will be given to how each building may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of

spreading infection while conducting drills.

Students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

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

Emergency Response Protocols:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

Shelter-In-Place

Identify areas that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

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

Hold-In-Place

Hold-In-Place protocols will be the same with the following changes:

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

Evacuate

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

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings must be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated.
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

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

Lockdown

During a Lockdown, there may be a violation of the 6 foot recommendation between people, in order to protect lives. Lockdown protocols will be mostly the same process as they have been conducted in the past.

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

Cleaning Protocols and Procedures

The CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary.

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces (i.e. PE equipment, door handles, sink handles, and water bottle filling stations)

Step 2. Disinfect

- Disinfecting kills germs on surfaces
- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label)
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
 - $\frac{1}{2}$ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
 - Bleach solutions should be made fresh and not kept for more than 24 hours
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection

- o Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer’s instructions for application and proper ventilation
- o Never mix bleach with ammonia or any other cleanser
- o Leave solution on the surface for at least 1 minute

Laundering

Launder items (if possible) according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant

- Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
- If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
- Face coverings must be completely dry before wearing
 - Wear disposable gloves when handling dirty laundry
 - Dirty laundry from a person who is sick can be washed with other people’s items
 - Do not shake dirty laundry
 - Clean and disinfect clothes hampers according to guidance above for surfaces
 - Remove gloves and wash hands right away

Classrooms

- Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies
- Keep cleaning supplies out of reach of children
- Schedule regular cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, desks, sink handles, water bottle filling stations). Consider scheduling this task late morning and early afternoon if in cohorts, but more often if changing classrooms, ensuring adequate contact time for the disinfection
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations **following an extended school closure** for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Classroom

- Clean and disinfect high touch surfaces (but not limited to):
 - o Classroom desks and chairs
 - o Door handles and push plates
 - o Bathroom faucets
 - o Light switches
 - o Shared telephones
 - o Shared desktops
 - o Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped

- Floors spot mopped or full mopped

- Wipe clean: Tables, furniture and countertops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Replace Lights (Notify Custodian or Maintenance)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
 - Water bottle filling stations (Refer to [Health Management Plan](#))
 - Door handles and push plates
 - Light switches
 - Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)

- Clean and disinfect high touch surfaces
- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Water bottle filling stations
- Make sure all unoccupied classrooms are locked

Medical Office

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are cleaned

- Make sure all windows are locked
- Clean/Disinfect sink and toilet area if
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Clerical/Admin Offices

- Clean and disinfect high touch surfaces
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per day
- Walls are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Athletic Areas (when available for use)

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
- Disinfect mats and other high-use equipment at least daily
- Clean and disinfect high touch surfaces
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surface
- Trash removed from room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers

- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Other Recommendations – Before/Afterschool Activities

Before school activities will not be scheduled until further notice in order to ensure classroom spaces maintain cleanliness prior to the arrival of student mass.

After school in-person activities will be cancelled until further notice.

On-site licensed day care operations are under review and dependent upon the district's learning model and space utilized to effectively implement the learning model.

Buildings are closed to non-custodial staff from 6 PM to 5 AM for disinfecting cleaning to occur without disruption.

Field Trips/Assemblies/Open Houses

- Student assemblies are cancelled until further notice
- Athletic events/practices shall adhere to guidance from State
- Field trips are to be limited to free virtual opportunities
- School trips (co-curricular and clubs) are cancelled through at least January 1

Club Activities

In-person activities cancelled until further notice. Students are encouraged to stay engaged in club activities using remote resources.

Trainings

To comply with the mandates and recommended health and safety guidance, the District will adopt the following standard operating procedures:

Informational Trainings (through in-person, video or visuals posted throughout the building)

- Personal Protective Equipment (PPE)
- COVID Awareness
- New cleaning Protocols
- Handwashing
- Face Covering (sizing, use, wear & care)
- Personal Health and Hygiene
- Special conditions with face coverings (strenuous activity)

Reopening Committee Members

Operations	Instruction
Jeremy Clingerman, Superintendent	Jeremy Clingerman, Superintendent
James Bruni, Adm of Business and Operations	James Bruni, Adm of Business and Operations
Jodie Verkey, Director of Curriculum, Instruction, Assessment & Professional Development	Jodie Verkey, Director of Curriculum, Instruction, Assessment & Professional Development
Karissa Blamble, Director of Special Programs	Karissa Blamble, Director of Special Programs
Janet Clendenen, Principal- Frank Knight	Janet Clendenen, Principal- Frank Knight
Amy Hibbard, Principal- Elizabeth Cady Stanton	Amy Hibbard, Principal- Elizabeth Cady Stanton
Kevin Rhinehart, Principal- SF Middle School	Kevin Rhinehart, Principal- SF Middle School
Faith Lewis, Principal- Mynderse Academy	Faith Lewis, Principal- Mynderse Academy
Bre Mullen, Assistant Principal- SFMS/MA	Bre Mullen, Assistant Principal- SFMS/MA
Jack Rowles, Director of Facilities	Building Level Committee Members (42 faculty/staff)
Deb Burnham, Director of Transportation	Parent Re-opening Committee (62 parents, including BOE members)
Stephanie Lyon-Lawrence, Food Service Director	24 Students in grades 6-12
Vickie Burm, Head Nurse	
Dave Stobie, PA	
Marcie Steiner, Health and Safety Officer- GVBOCES	
Mynderse Academy Planning Committee	SF Middle School Planning Committee
Faith Lewis, Principal	Kevin Rhinehart, Principal
Breana Mullen, Assistant Principal	Breana Mullen, Assistant Principal
Amanda Lowden-Fleig, Mynderse Librarian	Amylyn Marley, 8th grade ELA Teacher
Anne Smith, Business Teacher	Carrie Herrling, Special Education Teacher
Deena Swenson, Spanish Teacher - Dept. Chair	Christine Petrocci, English Teacher
Emily James, Math Teacher	Dana Colvin, FACS Teacher - Dept. Chair
Guy Turchetti, Special Education Teacher	Heather Cole, Music Teacher
Hillary Bevans, Chemistry Teacher	Jessica Lorenzetti, Spanish Teacher
Justin Pawlak, English Teacher - Dept. Chair	Kevin Korzeniewski, Physical Education Teacher
Kimberly Hendy, Physical Education Teacher	Laura Rundell, FACS Teacher, MTSS Coordinator
Rebecca Czajkowski, English Teacher	Elizabeth Kuney, Math Teacher
Suzanne Turchetti, Special Education Teacher - Dept. Chair	Mary Lee, Math Teacher, 6th Grade Team Leader
Jennifer Palmer, School Psychologist	Meghan Barbay, Reading Teacher
Kimberly Stevers, School Counselor	Melissa Morrin, Social Studies Teacher - Dept. Chair
Donna Matthews, School Nurse MA/MS	Nicole Spitzer, Social Studies Teacher
Maryse Gregoire, ENL Teacher MA/MS	Stephen Dougherty, Social Studies Teacher
Stacey Bogart, School Social Worker	Patricia Brewer, Special Education Teacher
	Sheri Doell, School Counselor
Frank Knight Planning Committee	Cady Stanton Planning Committee
Christine Tompkins, School Social Worker	

Vickie Burm, School Nurse	Deanna Clemenson, School Nurse
Carleen Mull, Reading Specialist	Kathryn Smithler, Reading Specialist
Kellie Barnett, Special Education Teacher	Susan Moulton, School Social Worker
Paula Coffey, Library Teaching Assistant	Jamie Oberdorf, Grade 3 Teacher
Toni Fleszar, Kindergarten Teacher	Scott Sciera, Grade 4 Teacher
Debbie Mead, Kindergarten Teacher	Tricia Goodenough, Grade 5 Teacher
Darla Shumway, Grade 1 Teacher	Barb Robinson, Special Education Teacher
Jennifer Brown, Grade 1 Teacher	Heather Cole, Instrumental Music Teacher
Lisa Furletti, Grade 2 Teacher	Natalie Hare, Digital & Media Literacy Teacher
Michele Pane, Grade 2 Teacher	Julet Dinan, Physical Therapist