



Romulus Central School District Reopen Plan

Staff and Students in School Buildings using In-Person, Hybrid, and/or Remote Instructional Modes

Name of School District: Romulus CSD

Address: 5705 Main Street, Romulus, NY 14541

Contact Information: 607-869-5391

Superintendent of Schools: Marty Rotz

Human Resources Representative and Contact Information: Marty Rotz

mrotz@romuluscsd.org

Participating Stakeholders: RCS Reopening Committee

Marty Rotz - Superintendent

Chris Puylara - PK-12 Principal

Jennifer Bartlett-Prati - Director of Curriculum & Instruction

Mike Pane - Dean of Students/Athletic Director

Kathleen Stuck - CSE Chairperson & Transition Coordinator

RCS Board of Education

Babette Bennett - School Nurse, RFA Vice President

Bernie Wegman - Social Studies Teacher, RFA President

Frank Eldredge - School Resource Officer

James Werner - Head Bus Driver, CSEA President

Ed Ninestine - Treasurer

Ed Oldfield - Senior Building Mechanic

Sue Fegley - IT Manager

Suzanne Nicholson - District Secretary
Synia Duffy - Student Council Representative
Ben Jessop - Student Council Representative
Henry Morse - Student Council Representative
Tennielle Brewer - PTCC President, Parent
Maureen Queiroz - Parent
Dorrie Dunham - Food Service Director
Miriam Harms - Student Council Advisor
Katie Harris-Maxwell - School Social Worker
Vickie Swinehart - Director of Seneca County Public Health
All RCS Staff Were Invited Beginning 07/30/20

PEOPLE - Policies and Procedures for all RCSD students, staff, and visitors

Departments working in buildings throughout the school district:

- Administration
- Clerical and Office Staff
- All Instructional Staff (Teachers, Assistants, Aides, Counselors. School Nurse)
- Facilities Staff
- Food Service Staff
- Information Technology Staff
- Transportation Staff
- All visitors, vendors, contractors entering the school property
- All Students (PK & K ½ day each day, 1-5 full day each day, 6-12 50% in-person A/B schedule) - In-person & Hybrid Instruction Model
- Remote Learning for grades 1-12 if needed

A. Social Distancing

To ensure compliance with physical distancing requirements, the Romulus Central School District will do the following:

- Survey staff, students, and families for high risk conditions which may require remote instruction, work from home, or other accommodations to ensure safety. (including but not limited to, information is updated by the CDC here:

https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html).

- Individuals age 65 or older;
 - Pregnant individuals;
 - Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - Immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - Diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.
 - Individuals who have traveled to restricted states, territories, or countries in the last 14 days
- Ensure 6 ft. distance between students, staff and among staff, unless safety or core function of the work or activity requires a shorter distance. Any time staff or students are less than 6 ft. apart from one another, they **must** wear acceptable face coverings (masks, gaiter, or be on opposite sides of a divider such as glass). While students are stationary in classrooms with 6 ft. or more of distance, face coverings may be removed. Determination of capacity to maintain social distancing is based on maintaining a minimum distance of 6' in all directions. Face shields alone will not be acceptable face coverings unless used at distances of 6' or more between individuals.
 - Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If occupied by more than one person, will keep occupancy under 50% of maximum capacity.
 - Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site (e.g. employee entrance, health screening stations, reception areas)
 - Limit any large group, in-person gatherings as much as possible and use video-conferencing (or other virtual meeting platforms) whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.
 - Re-establish all Building Use Forms for inside and outside groups to include the number of participants and description of social distancing.
 - Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

- While riding on district transportation, all drivers and passengers will wear acceptable face coverings at all times to allow a general seating capacity of one student per seat unless riding with members of the same household.

Common situations that may not allow for 6 ft. of distance between individuals:

- Special Classroom Activities such as Physical Education, Small Group & Targeted Instruction, Special Education Services, Vocal and Instrumental Music, Counseling of Students
- Facilities Work
- Health Office Services
- Food Preparation and Distribution

Measures implemented to ensure safety:

- Ensure adequate personal protective equipment (PPE) is available.
- Any time people are less than 6 ft. apart from one another, acceptable face coverings must be worn or acceptable dividers must be in place.
Examples: Classroom activities like PE, art, small group Instruction, passing in hallways, use of restrooms, common areas such as offices, breakrooms, any interactions with the public
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.

Engagement with Visitors:

- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site.
- Limit nonessential visitors to all school buildings, including district offices and transportation facilities.
- All outside contractors/visitors must follow the same procedures as employees.
- Hold all parent meetings and other meetings as phone/virtual conferences.
- Control public use of school facilities such that PPE and Social Distancing are in accordance with any NYS or CDC requirements.
- Avoid use of shared writing utensils & clipboards for sign in.
- Provide a plastic or glass protective barrier for reception areas - in anticipation for school year with students.
- Eliminate reception seating areas.
- Request that visitors phone ahead from the parking lot - in anticipation for school year with students
 - Screen for the necessity of the visit.
 - Phone calls, e-mail, mail, or video conference should be used whenever possible, even if this means turning someone away at the door.

PROCESS

A. Screening

To ensure the school district and its students, staff, and visitors comply with protective equipment requirements and help prevent the spread of illness, the Romulus Central School District will do the following:

Staff & Visitors

All employees & visitors will self assess daily (or upon entry) by answering the following questions and taking their temperature (these must be completed before reporting to work). This screening will take place prior to reporting to work each day via a daily email survey delivered to every employee. Self assessment conditions include:

- COVID-19 symptoms (not inconsistent with any previous, persistent medical condition) in past 14 days such as:
 - Cough
 - Shortness of breath or difficulty breathing
 - Fever
 - Chills
 - Muscle pain
 - Sore throat
 - New loss of taste or smell
 - This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.
- Positive COVID-19 test in past 14 days, and/or
- Close contact with confirmed or suspected COVID-19 case in the past 14 days.
- Travel to a restricted state, territory, or country in the last 14 days

Assessment responses will be reviewed every day by supervisors and such review will be documented. If the answer to any of these is YES, the employee will not report to work but will be contacted by their supervisor or the school nurse. Employees should contact their physician to report any positive responses to the daily screening. Visitors who report symptoms will not be allowed to enter and should be directed to contact their healthcare professional. If at any time during work, employees experience a temperature of 100.0F or greater or any COVID-19 symptoms, the employee will be sent home and asked to follow up with their doctor. Employees must be fever and symptom free before returning to work.

Students

As with all illnesses, the Romulus Central School District practice is to encourage students to stay home if they are ill. If, while in school, students become ill, show any of the symptoms listed below, or answer yes to any of the COVID-19 conditions, they should report immediately to the school nurse for further examination and/or be sent home from school.

COVID-19 symptoms in past 14 days,

- Cough
- Shortness of breath or difficulty breathing

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

All students will receive a daily temperature check upon arrival at school. Any student who has a temperature over 100.0F will be referred to the RCSD Health Office and/or their physician for further assessment. Students exhibiting high temperatures and/or other COVID-19 related conditions may not be allowed to attend school.

B. Testing

See **RCSD COVID-19 TESTING PROCEDURES & RETURN TO WORK/SCHOOL PROTOCOLS** on page 12.

C. Contact Tracing.

To ensure the school district and its employees comply with contact tracing, the Romulus Central School District will consult with the Seneca County Public Health Department to provide assistance in contact tracing based on results of screening or reported symptoms or positive test results for COVID-19 within the school population. RCSD will provide records of attendance, schedules, in-school interactions, interviews with staff and contacts to support tracing work by the county.

Places - Considerations for Specific Locations

(Every available area of the school building will be considered for operational activity as instructional space to provide required social distancing as needed. All areas will have designated schedules of cleaning & disinfection based on usage including adaptation for learning or other operations. Areas used throughout the day will include multiple cleans & disinfects per day between use.)

General Office Area (List of potential modifications)

- Those with high risk health conditions that can work remotely may do so to protect their own safety providing the nature of their work lends itself to a remote mode. Accommodations may also be made including provision of additional PPE or allowing those with high risk to work at the school with increased distance or separation from others.

- Schedule staff to reduce the overall number in the building. Staggered start/end times if needed.
- Limit employees from congregating during the shift change-over, and from overcrowding at entrances, exits and limit use of staff/break rooms or schedule so that limited people are using the space at one time and can remain 6 feet apart
- Reduce tasks requiring large amounts of people to be in one area.
- Encourage staff not to linger or socialize in common areas.
- Control social distancing in reception seating areas. Provide signs and temporary barriers and request that guests phone ahead or install a plastic partition at the reception area.
- Review floor plans and remove or reconfigure seats, furniture and workstations as needed to preserve recommended physical distancing in accordance with guidelines.
- Reconfigure workstations so that employees do not face each other, or establish partitions if facing each other cannot be avoided.
- Employees should be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.
- Repurpose available space for instructional use if needed.

Conference Rooms

- Ensure rooms can provide proper social distancing, if virtual meetings are not feasible.
- If meetings are to occur in person, they should be conducted in a quick manner.
- Lingering and socializing before and after meetings should be discouraged.
- Repurpose available space for instructional use if needed.

Breakrooms and Lunch Rooms (See separate Child Nutrition section below)

- Staff using items which are handled with high contact frequency, such as water coolers or coffee makers will disinfect these items between users.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.
- Stagger lunch breaks to minimize occupancy in breakrooms and allow for social distancing.
- Personal staff use of the food service kitchen is not allowed. Lunch breaks should take place in offices, cafeteria, classrooms, or outside.
- Many students will eat in classrooms in grades PK-6. Some students in Grades PK-6 will use the cafeteria seating for lunch using appropriate social distance. Grades 7-12 will utilize a combination of classrooms and cafeteria seating areas to ensure social distancing and ability to pick-up meals and throw away trash. Meal items will include pre packed items per CDC guidance.
- Encourage staff and students to bring their own meals from home.

- Repurpose available space for instructional use if needed.

Copier Rooms/Areas

- Congregating in copier rooms/areas areas should be discouraged.
- Repurpose available space for instructional use if needed.

Elevator Use

- Encourage one person in an elevator at a time
- Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings.

Childcare Program (Kidsafe)

- Must provide the same social distancing & PPE as during the school day
- Additional rooms & staff may need to be used to achieve social distancing

Classrooms (See separate Teaching & Learning section below)

- Move student seating to provide at least 6 ft. between students. Have students wear face coverings when this distance cannot be maintained.
- Clean/disinfect seats and tables/desks between use by different students.
- Teachers will wear face coverings while interacting with and moving among students.
- Students will not share objects with classmates (food, pens/pencils, markers, rulers, etc.)
- High touch areas will be disinfected multiple times per day (drinking fountains, door handles, lavatories, keyboards)
- Classroom activities considered higher risk for COVID-19 will follow additional altered procedures to reduce the spread of illness (Vocal and Instrumental Music, Physical Education, Cooking, Science Laboratories etc.)

School Buses and other District Transportation (See separate Transportation section below)

- Bus Seating Capacity will be reduced to provide social distancing. General seating capacity is based on all passengers and driver(s) wearing acceptable face coverings at all times and one person per seat unless riding with members of the same household.
- Additional Adult Supervision as Needed to Ensure Use of PPE during rides
- Buses will be cleaned/disinfected between uses
- Drivers main focus will continue to be on the safety of traveling over the road. Drivers will not be able to independently ensure all passengers wear a face covering at all times given their primary job duty. Passengers will need to maintain required social distancing while riding.
- Siblings or other household members may ride together within the same seat

- Encourage parents to provide their own transportation to and from school each day

Athletic Fields, Gymnasiums, and Fitness Center (See separate section on Athletics, ExtraCurriculars, and Use of Facilities below)

- Athletic training will be in accordance with guidance from NYSDOS and NYSPHSAA. All interscholastic team training and practices are on hold until permission is granted by NYS.
- Transportation to and from athletic events will follow social distancing requirements for maximum capacity and minimum space between passengers. Parents will be encouraged to provide transportation to and from athletic events.
- Community use of facilities must be approved through submission of Building Use forms and is subject to outside groups providing a safety plan describing screening and social distancing

Breakrooms and Lunch Rooms

- Water coolers
- Coffee makers
- Shared Small Kitchen Appliances
- Refrigerator Handles
- Vending Machines
- Provide and require cleaning and disinfectants to wipe down after each use
- Personal Use of the School Kitchen is not allowed. Staff who do not work in Food Service or Cleaning should not be using the kitchen for any purpose.

Copier Rooms/Areas

- Provide and require cleaning and disinfectants to wipe down after each use

Restrooms

- Doors to multi-stall restrooms should be able to be opened and closed without touching handles if at all possible.
- Place signs asking employees to wash hands before and after using the restroom.
- Provide paper towels in restrooms and disconnect or tape-off hand air dryers.
- Open top trash can should be provided
- Double efforts to keep bathrooms clean and properly disinfected.

Plan Details - Areas of School Operation & Function

Communication and Community Engagement (Pages 15 & 16 from NYSED Guidance Document)

To involve and inform students, families, and staff members of plans for reopening school, the Romulus Central School District will do the following:

- Engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, in development of the reopening plan.
- Disseminate the plan to students, parents or legal guardians of students, staff, and visitors to include applicable instructions, training, signage, and a consistent means to provide individuals with information. Methods of providing this information include: Publishing on District Website, Email, Facebook and Twitter, Print copy mailings, Voice and/or video messaging, Finger Lakes 1 News, Staff, Student, and Department Handbooks, and Building Safety Plan.
- Provide training to all students on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- Post signage throughout the school to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at the work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Health and Safety (Reopening Plan Mandatory Requirements & Considerations pages 17-45 of NYSED Guidance)

- RCSD will review and consider the number of students and staff allowed to return in person. These factors will be considered when determining resumption of in-person instruction:
 - - Ability to maintain appropriate social distance
 - - PPE and cloth face mask availability
 - - Availability of safe transportation
 - - Local hospital capacity – consultation with the Seneca County Health Department during July 2020 indicates the current capacity for hospital space in

the Finger lakes Healthcare system is more than adequate based on the existing hospitalization rate. (Published data from Seneca County as of 7/27/20 shows 0 hospitalizations for COVID-19)

- RCSD will engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans. The RCSD plan identifies the groups of people involved and engaged throughout the planning process.
- The RCSD communications plan for students, parents/guardians, staff, and visitors will include applicable instructions, training, signage, and a consistent means to provide individuals with information. The methods of communication for the plan include email, community-wide automated phone calls, social media messaging on Facebook and Twitter, publishing COVID-19 information & plans on the district website, paper copy mailings, parent & staff meetings, links from local news media (Finger lakes 1.com)
- RCSD will have a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel. This includes direct instruction to all staff during in-person staff meetings, paper copy flowcharts for how to identify and respond to symptoms & conditions of COVID-19, periodic refreshers training during staff meetings.
- RCSD has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students. (See the "Screening" section under "Process" earlier in the plan)
- RCSD requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.
- RCSD requires students or staff with a temperature over 100.0F, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- RCSD protocol to provide health screening of visitors, guests, contractors, and vendors to the school includes temperature check upon arrival and completion of a self-assessment of COVID-19 conditions. Any visitor, guest, contractor, or vendor who has a temperature over 100.0F or indicated positive for COVID-19 conditions will not be allowed access to the facility and will be requested to contact their medical provider.
- RCSD will provide instruction to parents/guardians to observe for signs of illness in their child that require staying home from school. Methods will include email, community-wide automated phone calls, social media messaging on Facebook and Twitter, publishing COVID-19 information & plans on the district website, paper copy mailings, parent & staff meetings, links from local news media (Finger lakes 1.com)
- RCSD has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene. Methods will include email, community-wide automated phone calls, social media messaging on Facebook and Twitter, publishing

COVID-19 information & plans on the district website, paper copy mailings and signage within the building, parent & staff meetings, links from local news media (Finger lakes 1.com)

- RCSD has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible. Methods will include email, community-wide automated phone calls, social media messaging on Facebook and Twitter, publishing COVID-19 information & plans on the district website, paper copy mailings and signage within the building, parent & staff meetings, links from local news media (Finger lakes 1.com)
- RCSD has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk. All staff and families of RCSD students are being surveyed by email and telephone for any high-risk health conditions. The district will conduct private interviews with any staff or family indicating a high-risk condition to offer reasonable accommodations to job duties or instruction to ensure safety. Possible accommodations include additional PPE, the ability to work remotely, assignment of new, related duties which can be done remotely, remote teacher & learning, approval for use of accumulated paid leave time, or granting of unpaid leave per contractual agreements.
- RCSD requires all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.
- RCSD has a written protocol regarding students taking mask breaks. Students may remove face coverings during static activities where social distancing of at least 6' is taking place and periodically (every 10-15 minutes) while practicing acceptable social distancing.
- RCSD has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals. Disposable masks are being procured by the district from Johnson Supplies and Sanico.
- RCSD protocol for actions to be taken if there is a confirmed case of COVID-19 in the school: The RCSD Health Office will immediately report any confirmed case of COVID-19 in the school to the Seneca County Public Health Department. Likewise, the county health department will inform RCSD of the same. RCSD will close school to in-person access for at least 24 hours while consulting with county public health and supporting contact tracing by public health. Based upon guidance from county public health, RCSD will remain closed for a period to conduct cleaning and disinfection of the facility. It is anticipated that the **minimum** period of closure of the facility will be 48 hours.
- RCSD has a written protocol that complies with CDC guidance for COVID-19 testing & the return to school of students and staff following illness or diagnosis of a confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

The following procedure will be followed for return to school/work

**RCSD COVID-19 TESTING PROCEDURES & RETURN TO WORK/SCHOOL PROTOCOLS
(subject to consultation with Seneca County Public Health, for more information
on the school's role in COVID-19 testing, please see the resource titled Testing and
Contact Tracing District Protocols at the end of this plan)**

The general procedure for all scenarios' shown below is as follows:

Any observance of signs or symptoms of COVID-19 during the school day will be referred to the School Nurse at the Romulus CSD Health Office who will contact parents and refer the individual to their physician for further examination and testing. Students or staff who are not able to attend school/work due to illness or from any symptom of COVID-19 must report this information to the School Nurse at the Romulus CSD Health Office who will refer the individual to their physician for further examination and testing. In turn, the School Nurse will report any instances of COVID-19 signs or symptoms to the Seneca County Public Health Office.

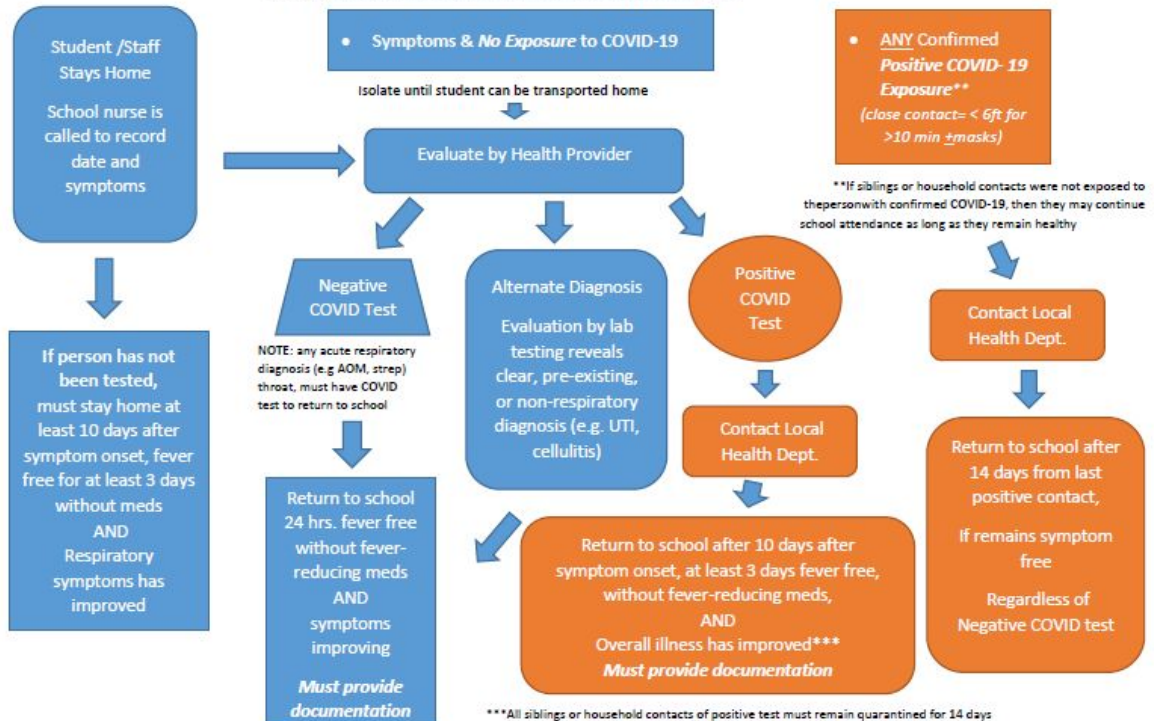
The Flowchart Below May be used for Students or Staff

Disregard if school personnel are already aware of non-COVID chronic pre-existing condition that causes that symptom AND if the nature of that symptom (duration, intensity, etc.) is consistent with what school personnel are familiar.

Seneca County COVID-19 School Symptom Flow Chart

Screen all students & staff for COVID-19 like symptoms:
**Temperature >100.0F*, chills, new cough, shortness of breath*, new loss of taste or smell
 congestion/runny nose*, sore throat, headache*, fatigue*, rash*, muscle aches, nausea/vomiting/diarrhea***

**Disregard if school personnel are already aware of non-COVID chronic pre-existing condition that causes that symptom AND if the nature of that symptom (duration, intensity, etc.) is consistent with what school personnel are familiar.*



Employees only:

However, if the employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by the District Superintendent in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:

- **Regular monitoring:** While at work the employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 2 hours and symptoms consistent with COVID-19 under the supervision of the Health and Safety Coordinator; and
- **Wear a mask:** The employee must wear a face mask at all times while in the workplace for 14 days after last exposure; and

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

**Employee Has Traveled To A State Designated As Having Significant Community Spread
(See Symptom Flowchart & Test Sites Below)**

School district employees are deemed essential workers and are, therefore, exempt from the 14-day quarantine requirement subject to certain conditions. If an employee travels to one of the states listed on the Department of Health's travel advisory list, upon return, employees must :

- Seek diagnostic testing for COVID-19 as soon as possible upon arrival (within 24 hours) to ensure they are not positive. Information on COVID-19 diagnostic testing is available at <https://coronavirus.health.ny.gov/covid-19-testing>.
- Monitor temperature and signs of symptoms, wear a face covering when in public, maintain social distancing, clean and disinfect workspaces for a minimum of 14 days.
- To the extent possible , avoid extended periods in public , contact with strangers, and large congregate settings for a period of at least 7 days.

COVID-19 Testing Sites in Seneca County

Call to schedule an appointment at the following testing sites:

Cayuga Health Sampling Site

Finger Lakes Community Health - (drive through screening site)

Geneva Community Health

40 Catherwood Rd, Ithaca, NY 14850

601-B Washington Street, Geneva, NY 14456

(607) 319-5708

(315) 781-8448

<https://cayugahealthsystem.org/>

<https://localcommunityhealth.com/>

Well Now Urgent Care - Geneva

Finger Lakes Community Health -

1 White Springs Rd, Geneva, NY 14456

Ovid Community Health

(315) 230-4074

7150 N. Main Street Ovid, NY 14521

<https://wellnow.com/covid-19/>

(607)403-0065

<https://localcommunityhealth.com/>

Finger Lakes Health - Geneva Urgent Care

Finger Lakes Health—Urgent Care

789 Pre-Emp on Road, Geneva, NY 14456

1991 Balsley Road, Seneca Falls, NY 13148

(315) 781-2000

(315) 835-4900

<https://www.flhealth.org/>

Or call the NYS DOH COVID-19 HOTLINE to schedule an appointment: (888) 364-3065 or visit <https://covid19screening.health.ny.gov/>

- RCSD has a written protocol to clean and disinfect schools following CDC guidance. (See Facilities section below)
- RCSD has a written protocol to conduct required school safety drills with modifications ensuring social distancing between persons. (See Facilities section below)
- RCSD has a written plan for district/school run before and aftercare programs. RCSD hosts an after-school child care program called Kidsafe. No other before or after school programs operate at RCSD. (See Childcare Program section above)

- RCSD designates Martin Rotz - Superintendent, as the COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Facilities (Mandatory Requirements & Considerations pages 46-49 of NYSED Guidance)

General Health and Safety Assurances

- RCSD will follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements are addressed in detail as follows:

Routine Cleaning and Disinfection

- Cleaning and disinfection are the primary responsibility of the school's custodial staff. However, RCS will also choose to provide appropriate cleaning and disinfection supplies to faculty and staff for shared and frequently touched surfaces in a district-wide approach to ensuring safety for all.
- RCSD has made hand sanitizer available, in accordance to FCNYS 2020 section 5705.5, near high-touch surfaces (e.g., trash receptacles, paper towel dispensers) and transitional areas of the school day such as lavatories, lunch rooms, and any area used by more than one person each day. Shared use of areas will be minimized to the least possible shared use.
- RCSD will provide disposable wipes to occupied areas of the school day so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene.
- RCSD will conduct regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which should be cleaned and disinfected between each individual's use, if shared. If cohorts are used, cleaning and disinfection may take place between each cohort's use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed. Please refer to DOH's "Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19" and "Interim Guidance for Cleaning and Disinfection of Primary and Secondary Schools for COVID-19" for detailed instructions on how to clean and disinfect facilities.
- RCSD ensures that materials and tools used by employees are regularly cleaned and disinfected using registered disinfectants. Refer to the Department of Environmental Conservation (DEC) list of products registered in New York State and identified by the EPA as effective against COVID-19.

- RCSD will ensure distancing rules are adhered to by using signage, occupied markers, or other methods to reduce restroom occupancy at any given time, where feasible.

Romulus Central School District COVID-19 Cleaning and Disinfection Log

Staff Member Responsible for Cleaning: _____ **Staff Signature:**
 _____ **Date:** _____

New York State (NYS) requires regular cleaning and disinfection at least every day, and more frequent cleaning and disinfection of shared objects (such as tools), frequently touched surfaces, and high transit areas, such as restrooms and common areas. Examples of high-touch surfaces and objects include: classroom desks and chairs; lunchroom tables and chairs; door handles and push plates; handrails; kitchen and bathroom faucets; light switches; handles on equipment; Buttons on vending machines and elevators; shared telephones; shared desktops; shared computer keyboards and mice; and bus seats and handrails.

Time	Type of Cleaning		Location	Products Used (add district specific cleaning products)	Notes
	Regular Daily cleaning	High touch surfaces/ high transit areas			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	<input type="checkbox"/>			

Supervisor Initials: _____

Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Case

RCSD will follow CDC guidelines on “Cleaning and Disinfecting Your Facility,” if someone is suspected or confirmed to have COVID-19 to include:

- Close off areas used by the person who is suspected or confirmed to have COVID-19.
- If the affected area cannot be closed off (e.g., classroom, restroom, hallway), the Seneca County Health Department will be consulted as to use of the building overall and any required period of closure for cleaning/disinfecting.
- Open outside doors and windows to increase air circulation in the area. (See ventilation section below for further information).
- Wait 24 hours before cleaning and disinfecting, unless waiting 24 hours is not feasible, in which case, wait as long as possible, usually overnight.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, including offices, classrooms, bathrooms, lockers, and common areas. Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility (and the area has not been used or occupied for that time period) additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue thereafter.

Fire Code Compliance

Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. RCSD will not be making any changes or additions to the facility requiring review by OFP.

Doorways

RCSD has stairs and corridor doors which have closers with automatic hold opens. These doors will remain in the normally held open position and are automatically released by the fire alarm system. The function, position, and operation of those doors will remain unchanged. These doors and mechanisms need not be touched unless the fire alarm system is activated after which these will be cleaned/disinfected.

Emergency Drills

- RCSD shall conduct standard operations and procedures to the best of our abilities without deviating from current requirements during emergency drills. Fire (evacuation) Drills and Lockdown Drills as required by Education Law and regulation and the Fire Code will be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. RCSD will promote and provide for social

distancing during the evacuation drills. These provisions are included in the district Safety plan.

Inspections

RCSD will comply with the submission deadlines for the Building Condition Survey or Visual Inspections. The Visual Inspection was completed by Genesee Valley BOCES Health & Safety Risk Management Services on June 24, 2020. The current Building Condition Survey is in compliance until 2024.

Lead Testing due in 2020

At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening. RCSD completed lead in water testing for newly installed fixtures in the 2018 Capital Project. All fixtures which provide sources of drinking water will be resampled and tested while the building is “normally occupied” during 2020.

Plumbing and Fixtures

- The number of RCSD toilet and sink fixtures (16 lavatories for 550 occupants) exceeds the minimum standards of the New York State Building Code. Access to all sinks and lavatories will be maintained. Additionally RCSD has 10 water fountains throughout the complex. Six of these fountains are equipped with touch free bottle fillers. These will all be cleaned/disinfected multiple times per day as high touch surfaces.
- RCS encourages students, faculty, and staff to bring their own water bottles or use disposable cups.

Ventilation

Maintain adequate, code required ventilation (natural or mechanical) as designed. Per consultation with the district’s HVAC Engineering firm IBC of Syracuse NY, RCSD air handling systems already exceed the minimum standards established by the New York State Building Code (BCNYS). Additionally, the reduction of class size each day inherently increases the rate of air handling per occupant of the building. Given these factors, RCSD will not increase mechanical ventilation beyond normal operating performance levels.

Personal Protective Equipment

- RCSD will require acceptable face coverings for COVID-19 including but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19. Face shields must be worn with an acceptable covering to protect against COVID-19.

RCSD faculty may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the faculty or staff member. However, cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.

In addition to the necessary PPE as required for certain workplace activities, RCSD will procure, fashion, or otherwise obtain acceptable face coverings and provide such coverings to their faculty and staff who directly interact with students or members of the public while at work at no cost to the faculty or staff member, pursuant to Executive Order 202.16, as amended and extended.

- RCSD will have an adequate supply of face coverings, masks, and other required PPE on hand should faculty or staff need a replacement, or a student be in need.
- RCSD will advise students, faculty, staff, and visitors that they are required to wear face coverings in common areas or situations where social distancing may be difficult to maintain, such as riding in elevators, entering/exiting classrooms or student centers, walking in hallways, and traveling around school buildings.
- RCSD will allow students, faculty, and staff to use their own acceptable face coverings, but will not require faculty and staff to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (e.g., surgical masks, N-95 respirators, face shields), as long as they adhere to the minimum standards of protection for the specific activity. RCSD may otherwise require employees to wear more protective PPE due to the nature of their work. RCSD will comply with all applicable OSHA standards.
- RCSD may request that students bring their own face covering, but may not require it and must procure, fashion, or otherwise obtain acceptable face coverings and provide such coverings to any student who does not have their own, at no cost to the student.

- Face coverings should be cleaned or replaced after use and must not be shared. Students and parents/legal guardians should take responsibility for maintaining their face coverings. CDC guidance for additional information on cloth face coverings and other types of PPE, as well as instructions on use and cleaning are located at:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Hygiene and Cleaning

To ensure employees comply with hygiene and cleaning requirements, the Romulus Central School District (RCSD) will do the following:

- Adhere to hygiene and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.
- Provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Staff Training will be provided to promote healthy hygiene practices. Training will include, but is not limited to:
 - Proper handwashing techniques.
 - Use of hand sanitizer.
 - Respiratory etiquette, including covering coughs and sneezes.
 - Proper use of cloth face coverings.
 - Encourage staff to stay home when sick.
- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

Classroom, Office Area, and Common Areas Signage	Post CDC Handwashing Poster https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf Post CDC Cover Your Cough Poster https://www.cdc.gov/flu/pdf/protect/cdc_cough.pdf CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19 https://www.cdc.gov/coronavirus/2019-ncov/downloads/DIY-cloth-face-covering-instructions.pdf
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Restrooms	Post CDC Handwashing Poster https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf Post CDC Stop the Spread of Germs Poster https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf
Building Entry Door Signage	CDC Stay Home If You Are Sick Poster https://www.cdc.gov/coronavirus/2019-ncov/downloads/316129-B-StayHomeFromWork_Poster.pdf https://www.cdc.gov/coronavirus/2019-ncov/downloads/StayHomeFromWork_Horizontal.pdf

- Conduct regular cleaning and disinfection daily, or more frequently as needed, and frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas, must be completed.

Food Service/Child Nutrition (Daily Breakfast and Lunch Mandatory Requirements & Considerations pages 54-58 of NYSED Guidance)

RCS will provide all students enrolled in the school with access to school meals each school day.

This will include:

- RCSD will provide all students (in-person and remote learning at school) with access to school meals
 - RCSD Students in-person will have meals in the Cafeteria (with social distancing) or in classrooms (with social distancing)
 - All meals will be served in closed containers or individually wrapped.
- All applicable health and safety guidelines will be followed.
- RCSD will clearly mark containers for students with food allergies if providing meals in spaces outside the cafeteria.
- RCSD will ensure that students wash their hands before and after every meal. Hand sanitizer will be available to all students. Hand hygiene will be promoted both verbally and with visual signage (posters, etc.). Sharing of food and beverages, will be discouraged both verbally and with visual signage(posters, etc.). Shared tables, salad bars and all self service items will be prohibited.
- RCSD will clean and disinfect tables, chairs and other frequently touched hard surface areas prior to the next group of students arriving for meals, if served in the same common area.
- RCSD will comply with all Child Nutrition Program requirements and meet meal pattern requirements.
- RCSD will communicate with families through phone calls, letters and social media, our procedures and plans for our Food Service Department.

Transportation (Mandatory Components & Considerations pages 58-63 of NYSED Guidance)

RCSD will fulfill existing mandates regarding the safe and effective transportation of students who are enrolled at RCS, homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. This will include:

- While riding on district transportation, all drivers and passengers will wear acceptable face coverings at all times to allow a general seating capacity of one student per seat unless riding with members of the same household;
- All RCSD Students will have assigned seats to ensure social distancing
- All buses at RCSD will be cleaned/disinfected once a day. High contact spots must be wiped down after each run depending upon the disinfection schedule. (For example, some buses might be cleaned several times while other buses may be cleaned/disinfected after the only run it has that day);
- RCSD buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses;
- Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.
- When temperatures are above 45 degrees, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow.
- RCSD bus drivers, monitors, attendants and mechanics will perform a self-health assessment for symptoms of COVID-19 before arriving at work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;
- RCSD bus drivers, monitors, attendants and mechanics will wear a face covering along with an optional face shield;
- RCSD transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;
- RCSD Transportation department will provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- RCSD students who do not have a mask will be provided one free of charge by the District.
- RCSD drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

- All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students must social distance on the bus, (based on one student per seat when wearing an acceptable face covering, utilize an approved barrier) on the bus;
- RCSD students who do not have a mask will NOT be denied transportation; Students who do not have masks must be provide one by the district;
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/if the district is not;
- All students are entitled to transportation by the district to the extent required by law. RCSD will not deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Social and Emotional Needs (Students, Staff, and Families - Mandatory Components & Considerations pages 64-74 of NYSED Guidance)

As district and school personnel adapt to environments that result in substantially reduced time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to supporting the well-being and success of students,

staff, and families. Along with physical health and well-being, schools and districts must prioritize social emotional well-being -- not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

It is unrealistic to expect that students will return to instruction as they left it months ago.

Students have experienced an extremely stressful, and for many, traumatic experience while isolated from school,

friends, and community. Some students have had positive experiences during school closures, learning, growing, and discovering new identities as activists, caregivers, and leaders in their communities. Schools should support and nurture new skills and mindsets. Students known to be vulnerable, as well as those not previously on district and school radars, may return to instruction anxious, fearful, withdrawn, grieving, and/or unprepared to self-manage new or exacerbated negative behaviors. Some students have thrived in an on-line environment, as school anxiety has lessened. Should additional periods of remote learning be required, students who had an adult available to assist them previously may now be home alone as adults return to work. Older students may be tasked with the care of younger family members. Schools and

districts must be prepared to meet students where they are, regardless of the circumstances in which they find themselves.

Mandatory Components:

- RCSD will ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs. Please find the plan at http://www.romuluscsd.org/district/district_policy_documents
- RCSD has established an advisory council in the School Reopening Committee comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan. As well, the RCSD Student and Staff Support Team (SSST) meets at least twice per month to address concerns for at-risk members of the RCSD community and develop plans for providing in-school and community based supports and services for this population.
- RCSD provides resources and referrals to address mental health, behavioral, and emotional support services and programs. These include school-based counseling and community-based services such as county mental health, local family counseling services, and private practitioners. RCSD counseling referral process is in place.
- RCSD provides professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

Considerations:

- RCSD will conduct a longer than normal orientation and transition period to support the social and emotional well-being and resilience of students before beginning to phase in academic content. This will include encouragement of connection, healing, and relationship-building. Student support stations will be available to all students during the first week of school.
- RCSD plans usage of community-building circles to ensure all voices can be heard.
- RCSD will foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- RCSD will create safe, supportive, engaging classroom learning environments that nurture students' social and emotional learning.

School Schedules (Mandatory Components & Considerations pages 75-76 of NYSED Guidance)

Per the New York State Department of Health guidance, plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the

2020-2021 school year. In cases where in-person instruction is not feasible, phased-in and hybrid models of education will need to consider if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations. These priorities if applicable shall be determined at the individual school or district level based upon the needs of student populations within such schools or districts.

Romulus CSD will restructure student schedules in order to accommodate the need for social distancing within the building.

UPK4-K

Students will attend either an AM/PM in-person class and then be provided with additional practice and support materials for home (AM/PM work) in order to practice and reinforce skills. While in the building these students will receive instruction in reading, writing and math as well as participate in PE, music and art on a limited basis.

Elementary, Grades 1-5

Students will attend each day as we were able to create smaller classes sizes of 8-13 students. These students will remain as a cohort in their classroom. They will also receive instruction in music, art and PE throughout their week. Depending on transportation and health screenings, the instructional day may need to be adjusted to allow for the district to meet these needs.

Secondary, Grades 6-12

Students in these grade levels will follow a hybrid model to allow for social distancing in the building. Students will be placed into A and B groups and report to school every other day. For the days that they are not in-person, students will follow their schedule and connect with district staff online through Google Meets. Instruction will be “streamed” for students learning remotely and students will be expected to participate in class from home. Class times will be staggered by grade level/subject in order to reduce hallway congestion.

Home School Students

To support parents who chose to Home School their student, the district will provide resources (chromebook, some print materials) and access to online applications to support home instruction.

“Remote Learning” Students through RCSD

Remote learning is primarily by parent choice, but could be assigned or determined by the district. Remote learning students will be provided a schedule, materials, and the necessary technology to participate in classes daily from home. For elementary students, District staff (Elementary teacher and TAs) will be available at specific times for remote learning students

to connect and receive instructions and/or support. For secondary students, students will follow their schedule and participate virtually. Secondary students will be expected to complete the same assignments and participate at the same level as a hybrid student.

If circumstances require it, the district will shift to full remote learning for all students. For elementary students, teachers will “hold class” online for students for 1 hour in the AM and 1 hour in the PM for direct instruction in ELA and Math. Secondary students will follow their schedule from home and connect with teachers during their assigned class time.

Attendance & Chronic Absenteeism (Mandatory Components & Considerations pages 81-85 of NYSED Guidance)

- Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.
- Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required;
- Attendance must be reported by any reporting entity that is required to take attendance;
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.

Romulus CSD will track student attendance using SchoolTool. For secondary students, attendance will be taken for both in-person and remote learning in the hybrid model. For students who are attending remotely, attendance will be recorded daily. Students’ attendance will be monitored by the school attendance officer and parents will be notified if attendance is problematic.

If circumstances require the district to follow a fully remote model, attendance will be flexible to best support the needs of students and families in the district. We would look for engagement in online applications, attendance at class, and submission of assignments as part of the attendance requirement.

If at any time, engagement, participation and attendance in remote learning becomes infrequent or non-existent, the district administration will reach out to families and provide opportunities and resources to re-engage students.

If all students in the district are engaged in remote learning, attendance will be monitored weekly and teachers assistants and aides, along with district administrators, will call families of students who fail to engage. Records of this communication will be maintained by district administrators. Depending on the reasons for the student’s lack of attendance and engagement, the district will utilize other staff members (counselors, coaches, mentors) in attempts to reach out to the student and offer support.

Technology & Connectivity (Mandatory Components & Considerations pages 85-88 of NYSED Guidance)

- RCSD has knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence; RCSD has done multiple surveys over time of staff and families to assess access to high speed broadband. In cases where students or staff lack such access, RCSD provides a Verizon Jetpack to them to provide sufficient broadband access to complete school related work. RCSD is continuing to survey staff and students to assess access going forward.
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; RCSD does provide equipment and cost of service for internet access to any staff or student who may not otherwise have access at home for school related work access and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet. All RCSD students and staff have a district provided device to participate in teaching and learning remotely at any time. RCSD also can provide at home internet access to any student or staff member.

Teaching and Learning (Mandatory Components & Considerations pages 89-103 of NYSED Guidance)

- All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.

- Instruction must be aligned with the outcomes in the New York State Learning Standards.
- 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 and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- 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 calls & texts).

Continuity of Learning Plan

The Romulus CSD anticipates that the timing of announced closures will not always be convenient for parents, staff, and students. To prepare, we will be taking several proactive steps to facilitate remote (online) learning.

PROACTIVE MEASURES:

We anticipate that the timing of announced closure will not always be convenient for parents, staff, and students to prepare, we will be taking several proactive steps to facilitate remote (online) learning.

UPK4

- **Teachers will be sending home practice (paper-based materials) nightly to support home learning.**

Kindergarten

- **Teachers will be sending home practice (paper-based materials) nightly to support home learning.**
- **Daily, students will bring home their district assigned Chromebook**

Grades 1-5

- **Daily, students will bring home their district assigned Chromebook.**
- **Weekly, teachers will create a take-home folder with paper-based materials that could be used to support or continue in-person learning in the event of a closure.**
- **Teachers will also utilize Google Classroom to post materials for students to access.**

Grades 6-12

- The hybrid model will allow students to continue learning fully online.
- Teachers will utilize Google Classroom to distribute materials for students' access.

Special Education

- Teachers/ Related Service Providers will create contingency plans to address students' needs during a potential closure.

Plans based on the Duration of Closure

(District Communication will be shared with all families via Connect Ed system)

One-Day Closure

UPK4

- Students will work on paper-based materials.
- Teachers will communicate with families via Classroom Dojo.

Grades K-5

- Teachers will post instructions for work in Google Classroom.
- Teachers will hold TWO Google meets for instruction in ELA and Math.
- Students will be required to attend the Google Meet and respond to a check-in post for attendance purposes.

Grades 6-12

- Students will follow their schedules online and check-in for each class for instruction.
- Teachers will post instructions and materials in Google Classroom.

Special Education

- Special Education teachers will check-in with classroom teachers about students and follow-up on any concerns.
- If a student was scheduled for a resource room or related service (OT/PT/Speech/Counseling), the teacher or provider will connect with families to arrange this service.

Short Term (Two-to-Five Days) Closure

UPK4

- Students will work on paper-based materials if available.
- Teachers will communicate with families via Classroom Dojo.
- Teachers will push out home-based activities for families to work on with their students.

Grades K-5

- Teachers will post instructions for work in Google Classroom and communicate with families using either Remind or ClassDojo.

- Materials and activities (could be links to digital work) will be posted in Google Classroom.
- Teachers will hold TWO Google Meets daily for instruction in ELA and Math, and connect with students, offer support, or answer questions.
- Students will be required to attend Google Meets for instruction and attendance purposes. If this is not possible, student attendance will be tracked by the submission of daily work or the completion of digital activities.

Grades 6-12

- Students will follow their schedules online and check-in for each class for instruction.
- Teachers will post instructions and materials in Google Classroom.
- Students will be required to complete work as assigned or communicate via email with teachers if they need additional support.

Special Education

- Daily, Special Education teachers will check-in with classroom teachers about students and follow-up on any concerns.
- Special Education teachers will reach out to students (and/families depending on the students' grade) to coordinate support during the closure. Support could be setting up Google Meets for individual students, pushing into the teachers' Google Meets to monitor progress and support students, coordinating teleconferencing to support students and families.
- Special Education teachers will continue to progress monitor students by consulting with classroom teachers and assessing student work.
- Resource Room will be conducted via a Google Meet according to the student's schedule.
- OT/PT/Speech and Counseling services will be arranged by the providers following a telepractice model.

Extended Closures (Longer than one week-Full Remote Learning)

UPK4

- Teachers will utilize ClassDojo to provide instructions to support students and families with learning opportunities.

Grades K-5

- Teachers will post instructions for work in Google Classroom and communicate with families using either Remind or ClassDojo.
- Materials and activities (could be links to digital work) will be posted in Google Classroom.
- Teachers will hold TWO Google Meets daily for instruction in ELA and Math, and connect with students, offer support or answer questions.

- **Students will be required to attend Google Meets for instruction and attendance purposes. If this is not possible, parents should communicate with the teacher and student attendance will be tracked by the submission of daily work or the completion of digital activities.**

Grades 6-12

- **Students will follow their schedules online and check-in for each class for instruction.**
- **Teachers will post instructions and materials in Google Classroom.**
- **Students will be required to complete work as assigned or communicate via email with teachers if they need additional support.**
- **We might consider shifting schedules to a later start time.**

Special Education

- **Daily, Special Education teachers will check-in with classroom teachers about students and follow-up on any concerns.**
- **Special Education teachers will reach out to students (and/families depending on the students' grade) to coordinate support during the closure. Support could be setting up Google Meets for individual students, pushing into the teachers' Google Meets to monitor progress and support students, coordinating teleconferencing to support students and families.**
- **Special Education teachers and TAs will hold daily resource room Google meets to support students and provide services.**
- **Special Education teachers will continue to progress monitor students by consulting with classroom teachers and assessing student work.**
- **OT/PT/Speech and Counseling services will be arranged by the providers following a telepractice model.**

Early Learning (PreKindergarten)

- **Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.**
- **All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.**
- **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 this 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.**

The Romulus CSD has the following plan for early learners:

UPK students will receive a half day of in school instruction and then supplemental materials for at home practice. The curriculum follows the New York State Next Generation Standards for early learning and supplemental materials provided by the New York State Office of Early Learning.

Students will receive:

- 1. A meal in their classroom**
- 2. One 30 minute special a day (Physical Education, Art, Music)**
- 3. Instruction in ELA (NYS Next Generation Standards for Early Learning)**
- 4. Instruction in Math (NYS Next Generation Standards for Early Learning)**

There are no other pre-kindergarten programs within the Romulus CSD.

Grades K-6

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must ensure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (PE) (see separate section on PE). Educational programs delivered in these grades should employ the best available instructional practices and resources and be mindful of maximizing instructional time and support with these young learners.

Schools must plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home must be considered in a school's reopening plan. All students should have access to and interaction with an appropriately certified teacher on a regular basis. Understanding that there are challenges with remote instruction that are particular to certain school communities as well as individual students, schools should strive to ensure teachers have daily contact with students in some format in order to support both their academic needs and social emotional wellbeing. Schools are responsible for developing a reporting mechanism

Romulus CSD will offer full in-person instruction daily for students in grades K-5. Below are the specifics for each elementary grade band:

- 1. K**

2. 1-5
3. 6

Kindergarten

Students in Kindergarten will attend either a half day program in the AM or a half day program in the PM. Teachers will send home other work to help keep the students engaged in learning for the part of the day that they aren't in school. If we have to move to an all remote model, the plan above will be followed. The half day programs will allow us to keep our class size numbers lower. When students can safely socially distance themselves they can remove their masks, when they cannot socially distance themselves they will need to put their masks on.

Students will receive:

5. A meal in their classroom
6. One 30 minute special a day (Physical Education, Art, Music)
7. Instruction in ELA (CKLA)
8. Instruction in Math (Ready Math, NYS Math Modules)

Grades 1-5

Students in grades 1-5 will be in school all day every day. We will be offering instruction by certified elementary teachers in classrooms with less students to allow for social distancing. In order to safely socially distance the students from each other we plan on limiting the number of students to 15 in each room with seating at individual student desks and some tables with clear partition dividers. When students can safely socially distance themselves they can remove their masks, when they cannot socially distance themselves they will need to put their masks on.

Students will receive:

1. Breakfast and Lunch
2. At least one special a day of 35 minutes (Physical Education, Art, Music, Library). The specials will occur in different rooms with appropriate sanitary procedures occurring in between different cohort use.
3. Daily instruction in social studies/science
4. Daily instruction in ELA (CKLA, NYS ELA Modules)
5. Daily instruction in math (NYS Math Modules)

Grade 6

Students in grade 6 will be moved to the middle school and will follow the same units of study outlined in the 7-12 model.

Grades 7-12 - Units of Study

As a result of the COVID-19 pandemic, schools must plan for various contingencies that may make it impossible for a specified amount of face-to-face contact between teachers and students. In order for schools to plan for various types of instructional models, including remote

and hybrid models, schools should consider the time requirement of 180 minutes of instruction/week as a benchmark for comparison when designing and delivering instruction aligned to the intermediate and commencement level standards. It is important to ensure that all students have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course.

Romulus CSD will follow a hybrid model of instruction for students in grades 6-12. Each grade level will be divided into an A-Day section and B-Day section, allowing the district to limit in- person class sizes to 12 or less students. When possible, student cohorts will remain in their rooms and their teachers will move. When students are not learning in-person, they will be joining the class from home via a Google Meet. Students are expected to log in and be present during their scheduled classes. The teacher will take attendance for those joining the class remotely.

Students schedules in grades 6-12 will be identical to those offered in previous years.

Romulus CSD ensures that students in grades 6 through 12 will be presented with academic content that aligned with the rigor, scope and magnitude of traditionally delivered instruction. Content will align with New York State Standards and suggested curriculum. Some content will be adjusted in delivery based on the hybrid model, but the scope and rigor will remain the same regardless of delivery model.

Students will access curriculum materials through district issued and supported technology (Chromebooks). Digital materials will be supplemented with paper-based materials when necessary. Students will receive the equivalent of 180 minutes of instruction, part-time in-person and part time online. Students who choose to remain fully remote will receive the equivalent of 180 minutes of instruction via an online learning platform.

Learning will be delivered and supported by certified teachers via a in-person and online model. Students will have access to teachers after school hours for additional support via an online platform, regardless of their method of instruction for the day (in-person or online).

Units of Credit

The priority for the instruction should be that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum, and the student expectations are set locally by the school or district. Any student who achieves the learning outcomes for the course must be granted the unit of credit for such course if applicable.

For students who are taking credit-bearing courses, emphasis for instruction will be on instruction which best prepares students to meet the learning outcomes for the course. Students who achieve the learning outcomes for the course will earn the credit towards graduation associated with the course.

Science Laboratory Requirements Per Commissioner’s Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Because Romulus CSD will follow a hybrid model of instruction, the 1200-minute lab requirement will be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. In a virtual environment, emphasis will be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Arts

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the management of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

Special considerations will be made for the Arts according to the guidelines set forth by the Department of Education and Department of Health. Assignments and activities will be adjusted to fit into a hybrid model. Art classes will have students use individualized materials to meet the curriculum. No sharing of supplies will occur. If classes go remote art teachers will be required to submit daily lessons for their classes.

Instrumental music and chorus will be conducted in compliance with NYSDOH and NYSED Guidance. Participation in these courses will demand a higher degree of social distance and a larger classroom space. Students will be required 12 feet away from each other; therefore class size will be reduced and larger spaced will be utilized. Performances (concerts) will look to occur in a recital format or virtual environment.

If the district goes to a full remote model, teachers of the arts will transition to remote learning and shift expectations and activities accordingly.

Physical Education

School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable.

Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

Special considerations will also be made for Physical Education. This course must be conducted in compliance with NYSDOH and NYSED Guidance. Participation in Physical Education will demand a higher degree of social distance and a larger classroom space. Students will be required to be 12 feet away from each other; therefore class size will be reduced. Physical education classes will utilize outdoor spaces when the weather permits. When classes must be held inside, students will be doing individual activities (yoga, dance, etc.). For secondary students, assignments and activities will be adjusted to fit into a hybrid model. If classes go remote physical education teachers will be required to submit daily lessons for their classes.

Remote Learning Plan

Romulus Central School District Remote Learning Plan

RCSD is requesting that families who wish to participate in remote learning communicate their intentions to the district no later than August 31 for planning purposes.

UPK3, UPK4, Kindergarten

We are not offering remote learning for our UPK3, UPK4, or Kindergarten students.

Grades 1-5

- Remote learning students will be provided a schedule, materials, and the necessary technology to participate in classes daily from home.
- District staff (Elementary teacher(s) and TAs) will be available at specific times for remote learning students to connect and receive instructions and/or support. The schedule for remote learning is dependent upon the number of remote learning students. A tentative schedule is as follows:
 - ELA Block
 - Virtual Instruction/Support via a Google Meet--1 hour
 - Independent ELA Work (½-1 ½ hour daily)
 - Math Block
 - Virtual Instruction/Support via a Google Meet--1 hour
 - Independent Math Work (½-1 ½ hour daily)
- Remote learning staff will use several online applications to support student learning. Students will receive paper-based materials as needed.

- Students will be assessed similarly to their peers using a standards-based reporting system.
- For remote learning to be successful, students will need to be available to learn each day during their scheduled Google Meets.
- For continuity of learning purposes, students will be placed into remote learning for a trimester at a time.

Grades 6-12

- Remote learning students will be provided a schedule, materials, and the necessary technology to participate in classes daily from home.
- All secondary students, regardless of learning mode (hybrid or remote), will be provided with a schedule.
- Remote learning students will be required to follow their schedule and join classes via a Google Meet at the scheduled class time in order to receive instruction and participate in class.
- Remote learning students will be expected to complete the same assignments and activities as their hybrid-model peers. Some variation in expectations/activities will occur for science labs and physical education.
- Grading and assessment will be similar to their hybrid-model peers in which students will be assessed on their demonstration of content learning outcomes through course work, class activities, formative assessments, and summative assessments.
- For remote learning to be successful, the student must commit to fully participate in class meetings and complete all assigned work.
- For continuity of learning purposes and to maximize student achievement, students will be placed into remote learning for a marking period (10 weeks) at a time.

Career & Technical Education (Considerations from pages 103- 108)

CTE Content and Delivery

While planning for CTE instruction, whether through in-person, remote, or hybrid models, school districts and BOCES must ensure that all applicable NYS Learning Standards are met and content that is critical for meeting these standards as well as requirements for applicable industry certifications or other postsecondary credentialing is identified.

Additionally,

for those programs in fields such as health sciences, barbering, and appearance enhancement where specific curricula and/or clinical hours are mandated by other state agencies (Department of Health and Department of State respectively), consideration must be given to ensuring requirements of the programs are met. All planning should be done within the context of meeting NYS Department of Health guidelines for health and safety and social distancing policies. CTE laboratory spaces should be set up to accommodate all such policies.

CTE coursework must continue to be taught by appropriately certified CTE teachers. Instructors who are required to hold a NYS professional license for a particular content area (i.e., health sciences, barbering, appearance enhancement) must maintain such license without lapse. All CTE laboratory/clinical instruction and supervision must be delivered by the appropriately certified CTE teacher. Flexibility is allowed for other staff (under the guidance of the CTE teacher) to supervise student groups in a non-laboratory/clinical setting to better adhere to social distancing guidelines.

Romulus CSD will participate in the Wayne-Finger Lakes CTE program at the Finger Lakes Technical & Career Center. All WFL BOCES Technical & Career Center courses will operate in-person during each school day. The district will provide transportation for students; however, students who drive will be permitted to transport themselves. The Wayne-Finger Lakes CTE program will have their own plan for education.

Academic Intervention Services

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner’s Regulations section 100.2(ee).

Romulus CSD will provide AIS services for students in the general education setting through the use of Teaching Assistants and Aides supervised by the Director of Curriculum and Instruction. Additional AIS services will be provided remotely by certified teachers from the hours of 2:30-7:00 pm Monday through Thursday.

Students will be identified for AIS services based on i-Ready diagnostics and teacher recommendation based on student performance on teacher create assessments such as quizzes, formative assessments and summative assessments.

Grading & Assessments

Determination of grading policies continues to be the purview of each local school or district. Due to local control, these policies vary widely across the state. Given the flexible instructional models, schools should develop grading policies applicable to each model that are clear and transparent to students, parents, and caregivers. Such policies should align clearly to the outcomes of the course and the State’s learning standards.

As districts and charter schools develop instructional models under the three delivery methods (in-person, remote and hybrid), attention must be paid to how students are assessed and further, how student progress will be communicated to parents and caregivers.

The following are some criteria districts or charter schools may wish to consider when developing their plan for assessments in the 2020-2021 school year:

- Focus on pre-assessment and embedded formative assessments to inform instruction
- Build in time and opportunities for educators to collaborate and plan for the creation of pre-assessments
- Consider the testing accommodation needs of some students when planning the approach to assessments.
- Determine a suite of assessment tools that can be utilized in various instructional models, remote, hybrid and in-person
- Develop a strategy to determine those students who are in need of academic intervention services (AIS) in accordance with the Department's guidance and plan to provide in-person, remotely, or in a hybrid model.

Romulus CSD will utilize a structure of assessments and grading to allow in person/hybrid/remote secondary students to demonstrate achievement of learning standards equally. Teachers will be examining alternative assessments to replace some of the paper and pencil type of tests, but regardless of the mode of instruction, the grading will be the same, based on the efforts and achievement of learning outcomes by each student. Grades will be determined based on a combination of in class assignments, out of class assignments, assessments, and participation. The in-class assignments may be done in the building or during their remote session with the teacher.

Policies and procedures about grading and assessments will be communicated with students and families through a district mailing, inclusion on the district website, or their preferred mode of communication.

Athletics, ExtraCurriculars, and Use of Facilities

All RCSD extracurricular activities and external community organizations that use school facilities will follow State and local guidance and laws on health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol including:

- New York State Department of Health guidelines and CDC guidelines on wearing of masks, handwashing and social distancing.
- For more information on cleaning and disinfection, review sanitation guidelines from CDC at CDC Cleaning and Disinfection Community Facilities , CDC Reopening Guidance on Cleaning and Disinfection Public Spaces Workplaces, Businesses Schools and Homes

RCSD will follow NYSDOH Guidance in conjunction with forthcoming decisions by NYS and NYSPHAA regarding interscholastic sports. As of September 1, 2020, the NYS DOH Guidance on Interscholastic Sports is contained in the announcement found here:

<http://www.nysphsaa.org/News-Media/Headline-News>

For more information on Sports and Athletics recommendations during the COVID-19 crisis, please visit our All COVID-19 Information section on our school website at Romulusvsd.org

Special Education

- RCSD Special Education services will be provided via in-person, remotely, and/or through a hybrid model, to address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- RCSD will provide 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.
- RCSD will collaborate 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.
- RCSD will provide access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
- RCSD will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

APPR

Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year. RCSD will continue to implement the current negotiated and approved APPR during the 2020-2021 school year. The district will continue to remain open to the potential of reopening negotiations for modification to the

existing agreement should conditions arise for either the district or teachers unit - Romulus Faculty Association - creating undue hardship to effective completion of the existing terms.

RESOURCES

1. FINGER LAKES REOPENING SCHOOLS SAFELY TASK FORCE Recommendations – August 7, 2020

Face Coverings and Social Distancing in Schools

The Finger Lakes Reopening Schools Safely Task Force is providing the following guidance related to face coverings and social distancing in schools, as discussed in the New York State Department of Health's (NYSDOH) *Interim Guidance for In-Person Instruction at Pre- K to Grade 12 Schools*, dated July 13, 2020, and the New York State Education Department's (NYSED) *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools*, dated July 16, 2020 and related *NYSED FAQs* dated July 22, 2020.

This communication is intended to serve as an informational tool only to support districts in the Finger Lakes region in developing reopening plans in accordance with New York State DOH and SED guidance. Districts should review the NYSDOH and NYSED guidance documents closely and consult their counsel for legal advice.

Important Definitions:

Appropriate social distancing in schools means:

- At least 6 feet of space in all directions between individuals; or
- Use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. If used, physical barriers must be put in place in accordance with applicable federal, state, and local

laws and guidelines.

Acceptable face coverings in schools include but are not limited to:

- Cloth-based face coverings that cover both the mouth and nose (e.g., homemade sewn, quick cut, bandana); and
- Surgical masks that cover both the mouth and nose.

Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used alone.

Requirements and Recommendations:

- Students, faculty, and staff **should** wear face coverings at all times while in school facilities and on school grounds, except when eating meals. Schools **may require** face coverings be worn at all times, even during instruction. Districts **may allow** students to remove their face covering during instruction and for short breaks so long as they maintain appropriate social distance. If face coverings are not worn during instruction, appropriate social distancing **must** be maintained between all individuals in the classroom.
- Students, faculty, and staff **must** wear face coverings in common areas, such as entrances/exits, lobbies, restrooms, locker rooms, and when traveling around the school.
- Students, faculty, staff, visitors, and parent volunteers **must** wear face coverings at all times while in school facilities and on school grounds whenever individuals cannot maintain social distancing from other individuals who are not from the same household (e.g., siblings, parents).

Exemptions from Face Covering Requirements:

- Faculty and staff **may** use alternate face coverings (i.e., those that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the faculty or staff member.
- Exemptions to the face covering requirements **must** be permitted when necessary for safety purposes and for individuals who are not medically able to wear face coverings. Individuals who are unable to wear a face covering and have an approved exemption **must** social distance at all times while in school facilities or on school grounds, except when accompanied by a member of

the same household or school staff with proper personal protective equipment (PPE).

- Districts **must** have a consistent and equitable process in place to review student, faculty, and staff exemption requests. Districts **should** follow protocols similar to those used for student vaccination exemptions. Exemption requests **must** be submitted to the school nurse and then reviewed, and if appropriate approved by, the district's physician. A valid medical exemption request **should**:

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a) Be submitted by the individual or parent/guardian on a medical exemption form issued by the district or district's county health department, or other school- required form, certifying that wearing a face covering may be detrimental to the individual's health; and

b) Be signed by a New York State licensed physician (MD, DO), nurse practitioner (NP), physician assistant (PA), or New York State licensed clinical psychologist (PhD/PsyD); and

c) Contain sufficient information to identify the medical contraindication to wearing a face covering.

- Districts **must** permit reasonable accommodations for faculty, staff, and students requesting exemption from the face covering requirement in accordance with the Americans with Disabilities Act.

- Districts **must** provide faculty and staff with appropriate personal protective equipment (PPE) (e.g., face coverings, face shields, gloves) as deemed necessary by the district's physician and/or licensed medical provider.

Face Coverings and Social Distancing on School Bus

The Finger Lakes Reopening Schools Safely Task Force is providing the following guidance related to face coverings and social distancing on school buses, as discussed in the New York State Department of Health (NYSDOH) *Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools*, dated July 13, 2020, and the New York State Education Department's (NYSED) *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools*, dated July 16, 2020 and related *NYSED FAQs* dated July

22, 2020.

This communication is intended to serve as an informational tool only to support Finger Lakes districts in developing reopening plans in accordance with New York State DOH and SED guidance. Districts should review the NYSDOH and NYSED guidance documents closely and consult their counsel for legal advice.

Important Definitions:

Appropriate social distancing on a school bus means:

- At least 6 feet of space in all directions between individuals; or
- Use of appropriate physical barriers (e.g., sneeze guards) between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. If used, barriers must meet applicable federal, state, and local laws and guidelines, and be approved by the NYS Department of Transportation.

Acceptable face coverings on a school bus includes but are not limited to:

- Cloth-based face coverings that cover both the mouth and nose (e.g., homemade sewn, quick cut, bandana); and
- Surgical masks that cover both the mouth and nose.

Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used alone.

Requirements and Recommendations:

- All students, bus drivers, monitors, attendants, and mechanics **must** wear an acceptable face covering on school buses and **should** maintain appropriate social distancing while on the bus.*
- With the exception of children from the same household, only one student **should** occupy each seat. Children of the same household **may** sit together on the bus without social distancing. Student seating **should** be assigned.
- Students who are unable to wear a face covering due to physical or mental health impairments **must** maintain social distancing of at least 6 feet from other individuals at all times when seated on the bus and when exiting the bus, which may require leaving seats empty.

Exemptions from Face Covering Requirements:

- Districts **must** have a consistent and equitable process in place to review student, faculty, and staff exemption requests. Districts **should** follow protocols similar to those used for student vaccination exemptions. Exemption requests **must** be submitted to the school nurse and then reviewed, and if appropriate approved by, the district's physician. A valid medical exemption request **should**:

- a) Be submitted by the individual or parent/guardian on a medical exemption form issued by the district or district's county health department, or other school- required form, certifying that wearing a face covering may be detrimental to the individual's health; and

- b) Be signed by a New York State licensed physician (MD, DO), nurse practitioner (NP), physician assistant (PA), or New York State licensed clinical psychologist (PhD/PsyD); and

- c) Contain sufficient information to identify the medical contraindication to wearing a face covering.

- Districts **must** provide bus drivers with a list of students who have obtained exemptions from the face covering requirement.

*When carpooling with individuals of different households, individuals **must** wear face coverings and social distance to the extent possible.

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- Districts **must** permit reasonable accommodations for students, faculty, and staff requesting exemption from the face covering requirement in accordance with the Americans with Disabilities Act.

- Districts **must** provide faculty and staff with appropriate personal protective equipment (PPE) (e.g., face coverings, face shields, gloves) as deemed necessary by the district's physician and/or licensed medical provider.

