



# **RESPONSIBLE RE-ENTRY TO LEARNING**

Geneva City Schools  
Reopening Plan  
2020-21



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# Introduction

The priority commitment of the Geneva City School District is the well-being of staff and students. As such, the district engaged with stakeholders, staff and community members in developing a reopening plan that adheres to the guidelines and mandates from the Department of Health and the State Department of Education. A 64-member Task Force, comprised of parents, staff and community members, worked together to address safety and health concerns as well as academic learning and the social and emotional well-being of students and staff.



The 2020–21 school year will look remarkably different than previous years. Nevertheless, the school district maintains a commitment to learning in a welcoming and safe environment. As such, the plan outlines three possible scenarios:

- In-person learning for elementary students K–5
- A hybrid model of instruction for students in grades 6–12
- Remote learning for all students with medical needs and by parental choice

This plan is a dynamic and fluid document. The committee will continue to update the plan as new guidelines are provided by the Department of Health and the Department of Education

A handwritten signature in blue ink that reads "Patricia Garcia".

Dr. Patricia Garcia  
Superintendent of Schools

# Goal

The goal of Geneva City School District's Responsible Re-Entry Plan is to develop an operational plan that achieves the safe return of students and staff to a high-quality learning environment.



# Guiding Principles

- The health and safety of our students and staff is a top priority.
- High quality educational experiences must continue for all students regardless of the current conditions.
- Equitable learning experiences for all students must be ensured.
- Recommendations will conform with national, state and local health guidelines.
- Transparency and regular communication with parents and community will be maintained.
- Extracurricular activities will be considered.

# Task Force

- Dr. Patricia Garcia, Chair, Superintendent of Schools
- Stephen Kruger, Co-Chair, Assistant Superintendent
- Adrienne Miller, Liaison, Assistant to the Superintendent

## HEALTH & SAFETY

### Lead

- Kim Seidel, School Nurse
- Heather DiFederico, School Nurse

### Members

- Christine Taylor, NSS Asst. Principal
- Nate Schneckenburger, GMS Asst. Principal
- Lindsey Breese, GHS Health Teacher
- Natasha Burgos Diaz, GHS ELL Teacher Aide & Parent
- Shelly Higgins-Corbett, Parent
- Terri Haskins, Parent
- Grace Freier, Finger Lakes Health

## INSTRUCTION

### Lead

- Tracy Marchionda, Asst. Superintendent

### Members

- Eric Vaillancourt, NSS Principal
- Greg Baker, GHS Principal
- Anna Brouse, GMS Science Teacher
- Colleen Cappiello, GHS Special Ed Teacher
- Stacey Baxter, Personalized Learning Coach
- Chris Chimera, GHS Science Teacher
- Jennifer Spina, WSS Teacher
- Katelyn DeHart, NSS Teacher
- Sandra Chu, Parent
- Audrey Roberson, HWS
- Jill Humphries, GHS ELL Teacher

## FACILITIES & OPERATIONS

### Lead

- Stephen Kruger, Assistant Superintendent

### Members

- Bob Smith, GMS Principal
- Mike DelRossa, Transportation Director
- Gerry Barker, School Nutrition Director
- Tim Emery, Facilities Director
- Julie Larson, Technology Coordinator
- Matt Heath, NSS Teacher
- Darien Knapp, Bus Driver
- Arlene Eddington, NSS Teacher
- Lt. Matt Valenti, Geneva Police Department

## COMMUNICATIONS

### Lead

- Heather Swanson, Confidential Unit President, Public Relations Officer

### Members

- Allison Stephens, GHS Asst. Principal
- Joelle Nicholson, NSS Asst. Principal
- Vincent Barry, NSS Teacher
- Erica Collins, City of Geneva, Parent
- Sidney Moore, NAACP Representative, Parent
- Mary Kelly, HWS

## HR & FINANCE

### Lead

- Mary Gere-Penna, Director of Business and Finance

### Members

- Kevin Fairben, GHS Asst. Principal
- Jenn Davison, GTA President, WSS Teacher
- Mark Yeckley, CSEA President, Maintenance Supervisor
- Wendy Wright, Human Resources Assistant

- Jen Boni, Human Resources Assistant

## WELL-BEING

### Lead

- Tonya Russell, Director of Student Services

### Members

- Susan Meskos, WSS Principal
- Susan McGowan, WSS Social Worker
- Shana Toner, GHS Psychologist
- Mike Gorton, GMS Counselor
- Katherine Collins, GMS Social Worker
- Kelly Hart, Parent
- Teresa Johnson, NAACP Representative
- Barbara Pierce Morrow, Family Counseling Service of the Finger Lakes Director

## EXTRACURRICULAR & ATHLETICS

### Lead

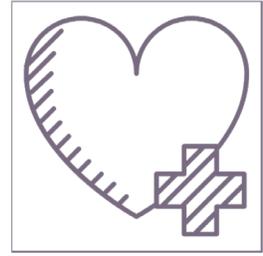
- Tricia Budgar, Athletics Director

### Members

- Karissa Schutt, PK Director
- Jeff Dunham, GHS Teacher, Coach, Parent
- JoLynne Weitzel, Recreation Director
- Caitlin Ketcham, Athletic Trainer
- Ellen Fanning, GHS Special Ed Teacher
- Tiffany Cohrs, Parent
- Chris Lavin, BGC Director
- Mary Bakogiannis, YMCA
- Lucile Mallard, NAACP President

GHS – Geneva High School, GMS – Geneva Middle School, NSS – North Street School, WSS – West Street School, PK – Head Start/Pre-K, HWS – Hobart & William Smith Colleges, ELL – English Language Learner, GTA – Geneva Teachers Association, CSEA – Support Staff Union, BGC – Geneva Boys & Girls Club

# Health & Safety



The health and safety of all school community members is our primary focus as we return to in-person learning. The Geneva City School District will ensure that the reopening of school delivers safety measures that allow for high quality instruction and student learning. A healthy and safe return to school will include the district aligning its protocols with guidance from state, federal, and local levels.

## Screenings

### Screening for All Students

- All parents and guardians will conduct a daily pre-screening of their child at home.
- Parents will report temperature checks to school on a daily basis using the district approved application, ezSCRN. If a child has a fever of 100 degrees or greater, parents must keep their child at home.
- Temperature screens will be installed at each school entry point to scan students as they enter.



### Geneva High School Entry Screening

- Doors open at 7:20 a.m.
- Students may enter at the northern side by the new gymnasium or at the southern side at the bus loop.
- Students who have completed the at-home pre-screening and register a temperature under 100 degrees Fahrenheit at the entry temperature screen will proceed to classrooms; the school nurse will be responsible for those who have not completed a pre-screen or do not pass the entry temperature screen.

### Geneva Middle School Entry Screening

- Doors open at 7:20 a.m.
- Each grade level should enter at the door to their grade level wing (“pod”).
- Students who have completed the at-home pre-screening and register a temperature under 100 degrees Fahrenheit at the entry temperature screen will proceed to classrooms; the school nurse will be responsible for those who have not completed a pre-screen or do not pass the entry temperature screen.

### North Street School Entry Screening

- Doors open at 9 a.m.
- Each grade level has dedicated entry (second grade: entry on western side via grade wing)

door; third grade: entry on western side via grade wing door; fourth grade: entry by main entrance; fifth grade: entry by stairway west of main entry).

- Students who have completed the at-home pre-screening and register a temperature under 100 degrees Fahrenheit at the entry temperature screen will proceed to classrooms; the school nurse will be responsible for those who have not completed a pre-screen or do not pass the entry temperature screen.

### **West Street School Entry Screening**

- Doors open at 8 a.m.
- Kindergarten and first grade will enter through main door; Head Start/PK will enter at the southern side by the Head Start hallway.
- Students who have completed the at-home pre-screening and register a temperature under 100 degrees Fahrenheit at the entry temperature screen will proceed to classrooms; the school nurse will be responsible for those who have not completed a pre-screen or do not pass the entry temperature screen.

### **Screening for Staff & Visitors**

- Mandatory health screening assessments will be completed before employees begin work each day. Visitors will also be required to complete a health screening upon entrance to the building.
- If the answer to any of the pre-screening questions is yes, the employee/visitor will not be allowed to enter and will be directed to contact their healthcare professional for further evaluation. The employee will be required to notify their immediate supervisor and the COVID-19 coordinator.
- Temperature screens will be installed at each building to scan staff and visitors as they enter.

### **Social (Physical) Distancing**

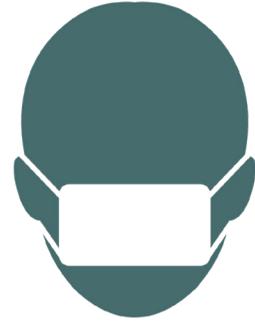
- Six-foot distance will be maintained, unless the safety or core function of the activity requires a shorter distance. Six feet will be maintained throughout the building, including classrooms, hallways, bathrooms, and buses. Increased social distancing of 12 feet in all directions will be maintained between individuals while participating in activities requiring aerobic activity, heavy breathing, voice projection or playing a wind instrument.
- Spaces that do not allow for social distancing will be occupied by only one individual at a time unless all occupants are wearing face coverings (e.g. elevators, storage spaces, restrooms and vehicles).
- Student personal belongings will be separated and shared supplies/materials will be disinfectant in between cohort use.
- Social distancing markers using tape/signs will denote six-foot spacing in all buildings/facilities and communicate the flow of traffic.
- Designated areas for student drop off and pickup will be identified to help limit contact of persons. Staggered arrival and dismissal will be implemented at each building.
- Students will be placed in a cohort model to reduce rotation.
- Special area teachers will deliver instruction in the classroom to individual cohorts K-5.



- Large school gatherings will transition to a virtual format until further notice (e.g. assemblies, athletic events, and parent conferences).

## Face Coverings & Personal Protective Equipment

- Staff and students should arrive at school or board buses with masks on each day. If students and staff arrive without the necessary Personal Protective Equipment (PPE), including masks, the district will provide it at no cost.
- The district has an established supply chain and distribution process of PPE.
- All staff, students, and visitors will wear a face covering at all times except for during meals and instruction with social distancing.
- Breaks from masks will be provided in the classroom while students are seated and stationary during instruction.
- Accommodations regarding PPE usage will be made on a case-by-case basis for vulnerable populations upon committee review.



## Healthy Hygiene Practices

- Signage regarding hygiene per New York State Education Department (NYSED) guidelines will be posted to ensure there is consistent messaging to help reduce the spread of COVID-19.
- Proper hand washing techniques will be reviewed with staff and students at the beginning and throughout the school year.
- Schools will develop a schedule to practice hand-washing.
- A hand sanitation station will be provided for students. These will be located at the entrance and throughout the building.
- Hand sanitizer will be provided in all classrooms and common areas.
- Tissues and hands-free trash cans will be provided.
- Students will be educated regarding the practices of covering their mouth and noses with a tissue when coughing or sneezing.

### Geneva High School Hand Hygiene

- Hand hygiene at minimum: hand sanitizers outside cafeteria, throughout building and sinks in bathrooms.

### Geneva Middle School Hand Hygiene

- Hand hygiene at minimum: hand sanitizers outside cafeteria, throughout building and sinks in bathrooms.

### North Street School Hand Hygiene

- Hand hygiene at minimum: before and after lunch, before and after recess, and before and after physical education class.

### West Street School Hand Hygiene

- Hand hygiene at minimum: before and after eating, before and after recess, and before and after physical education class; all classrooms have sinks.

## Trainings

The district will provide staff and families training to promote healthy hygiene practices.

Training will include:

- Proper hand-washing techniques;
- Use of hand sanitizer;
- Respiratory etiquette, including covering nose and mouth for coughs and sneezes;
- Proper use of face coverings and PPE, per Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) guidance—education will be provided on how to wear and care for face coverings;
- Encouragement of staff and students to stay home when sick
- Education of staff, parents, and students to recognize signs of illness:
  - Fever or chills,
  - Cough,
  - Shortness of breath or difficulty breathing,
  - Fatigue,
  - Muscle or body aches,
  - Headaches,
  - New loss of taste or smell,
  - Sore throat,
  - Congestion or runny nose,
  - Nausea or vomiting, and
  - Diarrhea.

## Cleaning & Disinfection

To ensure student and staff safety along with compliance with hygiene and cleaning requirements, the district will:

- Adhere to hygiene and sanitation requirements from the CDC and DOH;
- Develop a cleaning schedule for daily cleaning in all buildings;
- Maintain cleaning logs for all areas of the school buildings;
- Supply hand sanitizer throughout the buildings/facilities;
- Supply sanitizing wipes on the buses and for common touch surfaces;
- Close drinking fountains and encourage students to bring individual water bottles to fill at bottle filler stations ;
- Increase cleaning routines: commonly touched surfaces will be disinfected twice daily, during school hours;
- Reduce papers and clutter in classrooms and offices to ensure that staff can clean surfaces nightly;
- Provide disinfectant on the EPA List N: Disinfectants for Use Against SARS-CoV-2; and
- Adhere to the following protocol if a positive case of COVID-19 is reported:
  - Close off areas used by the sick person,

- Open doors and windows to increase air circulation in the area,
- Wait 24 hours before cleaning and disinfecting, and
- Clean and disinfect all areas used by the sick person.

## Buildings & Grounds

The Facilities Department will maintain a safe and clean environment to support the learning process for students and employees and will meet the NYSED Guidelines by:

- Complying with the requirements of the 2020 New York State Uniform Fire Prevention and Building Codes and the State Energy Conservation Codes;
- Ensuring all classrooms are prepared to meet the social distancing requirements;
- Installing alcohol-based hand-sanitizer dispensers in required locations in accordance with state guidelines;
- Maintaining the required ventilation through the use of an automated HVAC process to monitor fresh air flow in all occupied spaces; and
- Training custodial staff in proper cleaning, sanitizing, and disinfecting of surfaces as required.

## Safety Drills

Safety Drills will be conducted while maintaining social distancing and PPE requirements.

- Drills will be conducted on a staggered schedule—classrooms will be evacuated separately to ensure students are six feet apart in hallways, stairwells, and at the evacuation site.
- Education related to drills, emergencies, and lock-downs during the COVID-19 pandemic will be taught to all students.

### Geneva High School Safety Drills

- Evacuation: drills staggered.
- Lockdown: drills conducted with overview of “shelter” and “hide” without violating social distance or conducted with masks.
- Lockout, Hold-In-Place and Shelter-in-Place: no adjustments needed.

### Geneva Middle School Safety Drills

- Evacuation: drills staggered by classroom and floor.
- Lockdown: drills conducted with overview of “shelter” and “hide” without violating social distance.
- Lockout, Hold-In-Place and Shelter-in-Place: no adjustments needed.

### North Street School Safety Drills

- Evacuation: drills staggered by grade level.



- Lockdown: drills conducted with overview of “shelter” and “hide” without violating social distance; masks will be worn.
- Lockout, Hold-In-Place and Shelter-in-Place: no adjustments needed.

### **West Street School Safety Drills**

- Evacuation: drills staggered by classroom.
- Lockdown: drills conducted with overview of “shelter” and “hide” without violating social distance or conducted with masks.
- Lockout, Hold-In-Place and Shelter-in-Place: no adjustments needed.

## **Medically Vulnerable & High Risk Groups**

- Staff requesting information on accommodations are to contact the Human Resources Department and follow the protocol set by that department; Human Resources will evaluate each request on a case-by-base basis in compliance with Americans with Disabilities Act law.
- Alternate plans for medically fragile students will be created in consultation with school health personnel. Parents and guardians should contact their building principal to request a Medical Accommodation Form or a Face Covering Exemption Form (Appendices A and B).

## **Management of Ill Persons & Testing**

- Staff will utilize a COVID-19 flowchart to determine a positive screen (provided by the Ontario County DOH).
- If a child displays COVID-19 symptoms, they should be sent to the school nurse’s office.
- An isolation room staffed with an adult will be used for students with COVID-19 symptoms. Parents will be directed by school officials to contact their healthcare professional to seek further medical follow-up.
- Staff with COVID-19 symptoms will leave the building immediately and inform their immediate supervisor and the COVID-19 coordinator. The staff member will be directed to seek medical follow-up.
- The decision of whether a test needs to be conducted will be decided by the school physician or the Ontario County Department of Health.

### **Contact Tracing**

- If a student or staff is diagnosed with a positive case of COVID-19, per Education Law 906, the school district will report it to the local health department.
- The COVID-19 coordinator will collaborate with local health officials to provide and gather information necessary for tracking and tracing if a positive case is confirmed and follow CDC and DOH guidelines.
- The district will maintain attendance records, including transportation, cafeteria and classroom use.

### **Return to School**

- Sick staff and students should not return until they have met the CDC’s criteria to discon-

tinue home isolation; this will vary depending on severity of illness. Return to work or school should be reviewed by the school physician.

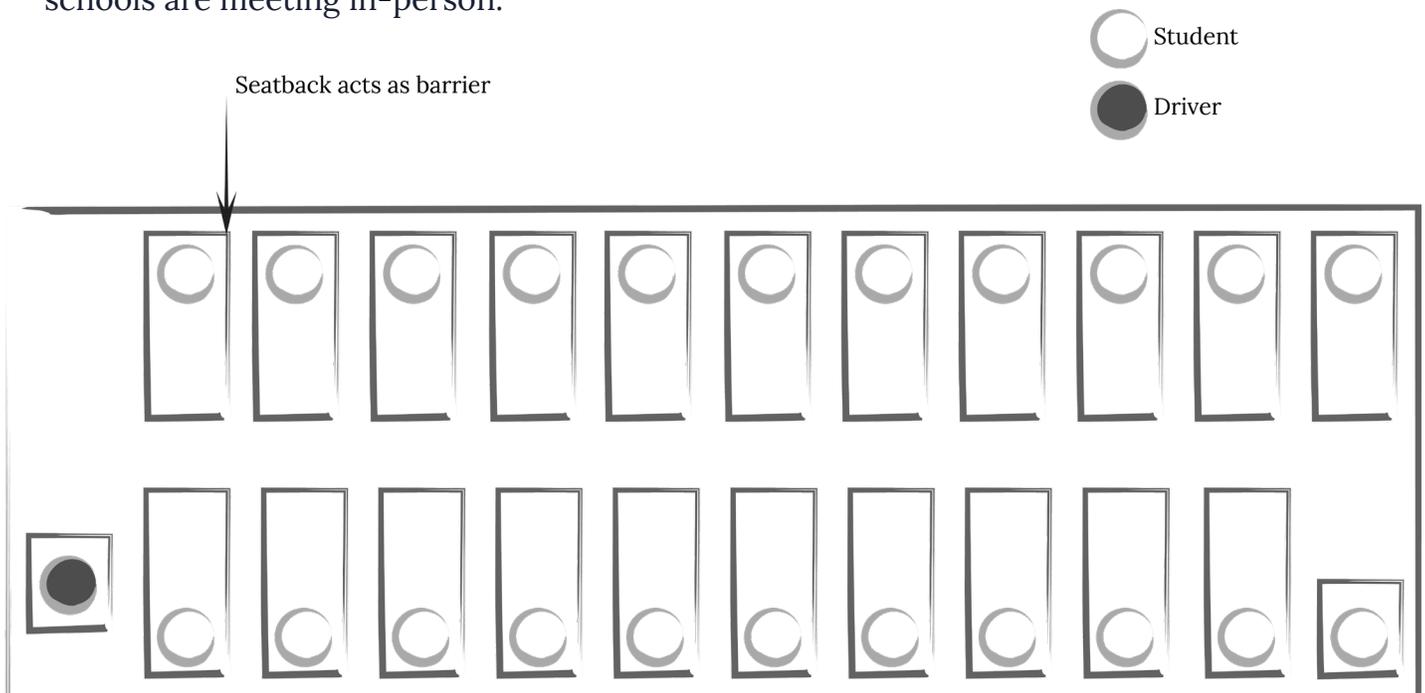
- Isolation may be discontinued when at least 10 days have passed since onset of symptoms and since the positive diagnostic test was performed, but may require 20 days in compromised individuals.
  - In addition, 24 hours must have passed since:
    - Fever or fever-reducing medications have been used for any reason; and
    - Symptoms have improved;
  - A negative test based strategy may be implemented
  - Students may also return to school if they have been seen by their provider, been deemed to have another condition, have written documentation by the provider to return and have not had fever or sign of illness without the use of fever-reducing medications for 24 hours.
  - Students exhibiting symptoms of COVID-19 (as assessed by school health staff) that are not diagnosed or tested by a provider must follow the rule of 10-day quarantine from onset of symptoms and be fever free for three days with improvement of symptoms.

# Transportation



The Transportation Department will provide services to homes for pickup and return of students for normal school-day times. The Transportation Department will meet the New York State Education Departments Guidelines by ensuring that:

- All students wear a mask if physically able to do so;
- No child is denied transportation for not using a mask;
- If a child does not have a mask, a mask is provided by the school district;
- Each bus has masks/gloves and sanitation wipes;
- If a child does **not** have a mask or refuses to wear a mask, at least four empty seats in the front of the bus are reserved for that child to remain six feet from any other children;
- Buses are cleaned/disinfected after morning and afternoon runs; the disinfection process will require a bus to sit for two hours;
- High contact areas such as hand rails and driver dashboard are sanitized regularly;
- Hand sanitizer gels/ sprays are **not** allowed on the school bus for employees and students;
- Training on the proper use of Personal Protective Equipment, signs/symptoms of COVID-19, social distancing occur at the mandatory refresher training for bus drivers and bus monitors; drivers and monitors will continue to have routine trainings at least once a week; and
- Bus monitors/attendants are required to wear gloves.
- If the school is in session remotely, transportation will be provided to nonpublic, parochial, private and charter schools our students whose IEPs have placed them out of district if those schools are meeting in-person.

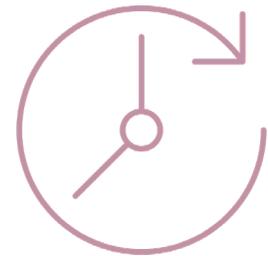


# Teaching & Learning



The district is committed to ensuring a safe, equitable, and engaging learning environment for all students. Whether in-person, hybrid or remote, student needs and requirements for high-quality instruction will be put at the center of all learning experiences. The district Re-opening Plan addresses aspects of teaching and learning for all students PK-12. Although the resources and modes of instruction may change, curricular resources and the continuity of learning will be fully aligned with the New York State (NYS) Learning Standards. The district supports substantive daily interactions in a variety of modes between teachers and students, as well as clear communication between parents and guardians regarding instructional plans.

## Instructional Models & Schedules



The instructional models in this plan have been designed utilizing best practices in instruction, input from all stakeholders and following the NYS guidelines. To develop these models, the district considered the following:

- Leveraging the strength of in-person instruction as much as possible following social distancing and safety guidelines;
- Providing flexibility to meet the needs of individual students and family needs, as well as the need to potentially pivot from one model to another; and
- Addressing students' academic, social and emotional needs while delivering high-quality, rigorous instruction.

In all models, the school district calendar will be followed and students are expected to be in attendance every day unless they are legally excused from school.



## Models of Instruction: School Opening

If the Finger Lakes meets opening requirements (a daily infection rate below 5 percent using a 14-day average), Geneva City School District families will choose one of the following options.

**For K-5 children:**



### Option 1: In-Person Learning

Students attend school daily for face-to-face instruction with teachers.

- Teachers will use a blended model of instruction to prepare for a potential move to hybrid/remote learning.
- Class sizes will be reduced and staffing will be assigned to cover all classes.
- Non-traditional spaces will be utilized to maximize social distancing.
- A cohort model will be used to the extent possible to limit mass movement and interaction.
- Staggered start/end times for school days for elementary will be necessary for transportation and social distancing purposes.

#### North Street School Schedule

Drop-off: 9:10 a.m.  
Dismissal: 3:35 p.m.

#### West Street School Schedule

Drop-off: 8:10 a.m.  
Dismissal: 2:35 p.m.



### Option 2: Virtual Learning

Online learning regardless of which level of in-person learning occurs.

- 100% of instruction will be remote, and
- Students will be taught virtually in a combination of live and independent learning tasks that align with in-person curriculum, assessments, assignments and grading.

**Elementary students must choose this option for the entire school year; students may be able to return to in-person instruction midyear, depending on openings.**

Students with documented medical conditions that prevent them from attending in-person will be provided a virtual learning option.

## For 6–12 children:



### Option 1: Hybrid Learning

Students attend a combination of in-person and remote learning.

- Students will attend two or three days a week following an A/B model.
- Independent learning activities will be provided for remote learning days.
- Student attendance will be collected each day and virtual support sessions will be available for students on remote days.
- Students who require additional services (special education, ENL) will be considered for daily in-person attendance.

#### Schedule (Geneva High & Middle)

Drop-off: 7:20 a.m.  
Dismissal: 2:25 p.m.



### Option 2: Virtual Learning

Online learning regardless of which level of in-person learning occurs.

- 100% of instruction will be remote.
- Students will be taught virtually in a combination of live and independent learning tasks that align with in-person curriculum, assessments, assignments and grading.

**Secondary students must choose this option by semester; course offerings may not be the same as in-person options.**

Students with documented medical conditions that prevent them from attending in-person will be provided a virtual learning option.

## Models of Instruction: School Closure or Student Quarantine

If the Finger Lakes does not meet opening requirements or the district is required to close at any point because of COVID-19, all Geneva City School students not already enrolled in Virtual Learning will revert to a remote model; additionally, students who are quarantined at any point will also revert to a remote model for the duration of quarantine.

### Remote Learning

- Learning must take place at home.
- Students maintain enrollment in the school district.
- Curriculum and instruction are delivered virtually and/or



with paper/pencil options.

- A combination of live classes and independent learning will be utilized.
- Attendance, assessments and grading will align with an in-person model of instruction.

## **Educational Programming**

Per Commissioner's regulations, all district students will receive instruction designed to facilitate the attainment of the NYS Learning Standards. Curricular resources will ensure that all students receive high-quality, rigorous, and standards-based instruction that will meet academic learning needs in all curricular areas.

- The school district will follow the Board of Education approved school calendar.
- Curricular guidelines aligned to state and national standards and established at the local level will be followed.
- Curricular pacing guides will be created/updated to reflect a combination of in-person and remote learning.
- Normal procedures for providing students with instruction and materials aligned with their individual learning needs will be in practice PK-12.
- Teachers at all levels will identify priority standards/skills in all content areas and at all levels of instruction ensuring that all students have the knowledge and skills necessary to be successful at the next grade level.
- A learning management platform will be utilized that serves as a forum for teachers to answer student questions/concerns and to provide feedback.

## **Specific Areas of Instruction**

### **Early Learning**

- Head Start/Universal Pre-K (UPK) programs will comply with federal, state and local educational and health and safety guidelines including New York State Education Department (NYSED) reopening requirements.
- All UPK/Expanded Pre-K Community Based Organization (CBO) sites will follow district decisions on in-person, hybrid or remote options.
- In-person site visits will be held quarterly (at a minimum) to ensure compliance.
- CBO sites are required to submit a Continuing of Learning plan to the district director of Head Start/UPK if their plan of instruction and attendance model changes from that of the district.
- An on-site health and safety check using an Office of Early Learning NYSED approved document will be conducted within the first quarter of the year.

### **Science Laboratory Requirements**

- 1200 minutes of Regents course laboratory experiences can 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.

## Physical Education, Arts, Music & Library

- Lessons will be planned around available space for instruction.
- Shared materials and surfaces will be cleaned following appropriate CDC state and local guidelines.
- Physical education classes will occur outside to the greatest extent possible. When not possible, classes will occur in classroom spaces and planning considerations will be given to available square footage per student. Games and activities that do not require physical contact and do not require students to be in close proximity to each other are expected when appropriate social distancing is not an option.
- Increased social distancing of 12 feet apart in all directions will be maintained between individuals while participating in activities requiring aerobic activity, heavy breathing, voice projection or playing a wind instrument.
- Vocal and instrumental music may occur in ensembles (using options such as outside, etc. but will occur in lesson groups. Instruments will not be shared among students or staff.
- Library media specialists will support high-quality instruction in all models of instruction to help students gain information, media, and digital fluency skills.

## Academic Intervention Services

- Students in grades 3–8, including students with disabilities and ELLs, who are identified through a district developed procedure as not achieving state learning standards in English language arts, mathematics, social studies, and or science will be entitled to **Academic Intervention Services** services.

## Career & Technical Education

- Career and Technical Education (CTE) coursework and laboratory/clinical instruction will continue to be taught by appropriately certified CTE teachers and will continue to follow curriculum guidelines established for the designated program.

## Work-Based Learning

- Collaboration with business and industry partners will occur to identify and ensure safe and healthy work-based learning opportunities.
- Opportunities for work-based learning will be provided either in-person or remotely to the extent possible.
- Priority for work-site placements should be given to students who need work-based learning hours to meet graduation or Career Development and Occupational Studies exit credential requirements.
- Internships and clinical work hours will adhere to the Department of Health regulations.
- BOCES Programming will adhere to the BOCES schedule, guidelines, and requirements.

## Technology Services

The Technology Services Department will provide devices for students to support the learning environment for all modes of instruction. The Technology Services Department will meet the NYSED guidelines by ensuring that:

- All students and teachers will have a dedicated device;
- Students in grades 1–12 will receive a Chromebook;
- Kindergarten students receive an iPad;
- High speed connectivity is available on campus for instruction;
- Students, parents and teachers have been surveyed for level of access to devices and high-speed Internet; and
- Information for students, parents and teachers is available on the district website with a request form for those in need of devices or mobile Wi-Fi units as practicable.

## Assessment & Grading

Assessment and grading policies continue to be the purview of each local school within the district. Given the flexible instructional models, elementary and secondary assessment and grading policies will be determined and communicated to parents and caregivers. Assessment and grading policies will clearly align to the outcomes of the course and the NYS Learning Standards.



## Attendance

The research on student attendance in school is clear: students have to be present and engaged in order to learn. NYS guidelines require school districts to provide 180 days of instruction and account for student attendance in any model of instruction. Attendance will be collected and recorded in the following manners:

### In-Person Model

- Daily and period attendance will be taken following the established district guidelines.

### Hybrid Model

- For In-person days, students will be recorded as present following the established district guidelines.
- For remote learning days, students will be recorded as present by utilizing at least one of the following mechanisms:
  - Attending and engaging in live virtual class;
  - Attending and engaging in open virtual tutoring sessions;

- Completing and submitting assignments electronically or on paper on the next in-person day; and
- Communicating with the teacher via e-mail, text or phone call. (For elementary students, parents can verify attendance in place of the student.)

## Chronic Absenteeism

Extensive research indicates that missing 10 percent of school (18 school days) leads to a decline in student achievement. Chronic absences include absences from instruction, both excused and unexcused. The district is committed, in conjunction with students and families, to identifying early warning signs and preventative measures that will develop positive school relationships and lead to an increase in student attendance.

On an individual student basis, the district will employ several methods to engage students in school for all models of instruction. Specifically, the district will:

- Collect and monitor attendance on a daily, weekly and monthly basis for all students using the district's student management system;
- Communicate with students and families when absences indicate a trend of missing 10 percent in a week or a month. Communication will be in a variety of modes, including letters, phone calls, e-mails, text messages, and home visits;
- Review building and individual student attendance monthly to develop attendance intervention plans in conjunction with students and families for those identified as missing 10 percent or more of the in-sessions days each month;
- Connect students and families to outside resources as needed to support regular school attendance.
- In remote models and for those instances where students are not engaging in the virtual classroom, seek out other adults in the school who have established connections with the student and/or family. This may include counselors, coaches, special education or ENL case managers, social workers or school psychologists.

## Special Education

Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. Students with disabilities will continue to have available to them a free appropriate education that emphasizes special education and related services designated to meet their unique needs and prepare them for further education, employment and independent living. To the greatest extent possible, students with disabilities will have opportunities for instruction with students without disabilities with assurance that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

In all models of instruction, the district will:

- Develop individual learning plans ensuring that the needs of the student are considered and planned for, to include a description of how accommodations, modifications, supplementary aids and services and technology will be made available;

- Ensure that Individualized Education Plans (IEP) are implemented and followed as prescribed;
- Assign a special education case manager to each student. The case manager is ultimately responsible for the implementation of the IEP in addition to regular communication with the student, family and other teachers;
- Follow all communication regulations and time-lines for students with disabilities, ensuring that all deadlines are met for the Committee on Special Education (CSE) and the Committee on Preschool Special Education (CPSE);
- Consider the needs of each student with a disability on an individual basis for increased in-person instruction through the CSE process in the preferred language of the family;
- Ensure a district interpreter is present at all CSE/CPSE meetings when the parent's preferred language is one other than English;
- Maintain communication between providers and parents to ensure full understanding of the requirements per the student's individualized educational plan; and
- Share appropriate resources with programs and service providers on an on-going basis.

In each model of instruction listed below, the district will take additional steps:

### **In-Person Learning**

- Individual educational plans will be implemented as determined by the CSE.
- Special education teachers and co-teachers will collaborate on differentiated lessons, modification and accommodations as needed during scheduled planning times.

### **Hybrid Learning**

- For students with disabilities who received consultant teacher services, the special education teacher will consult with the general education teacher to plan for appropriate instruction and differentiation for both the in-person and at home learning portions.
- For students with disabilities who receive Integrated Co-Teach services, the general education and special education teachers will collaboratively plan and implement instruction for both in-person and at home learning.
- Students with disabilities who are placed in the 12:1:1 program and/or have multiple related services will attend every day in order to receive related services and to ensure continuity of learning and growth toward IEP goals.
- Students with disabilities who received related services per their IEP will receive those services during in-person days.



### **Remote Learning**

- All special education services will be provided virtually to fulfill requirements of IEP.
- The district will follow all NYSED requirements and guidance for virtual special education services.
- Related service providers will coordinate with each other and with families to plan for a

schedule that meets student and family needs to the greatest extent possible.

## **English Language Learners & Bilingual Education**

ELLs will be afforded the opportunity for full and equal participation whether it be through an in-person, remote or hybrid model of instruction.

The district, in collaboration with students and families, will consider the unique needs and strengths of each learner to determine the best educational plan for the student. Additionally, the district will continue to provide all educators professional learning opportunities focused on the promotion and understanding of bilingual education, use of home language, and the linguistically diverse needs of ELLs. The ENL teachers will utilize existing progress monitoring tools to measure progress toward academic and English language proficiency. Additionally, the teachers will examine and utilize additional methods to monitor and collect student performance data to inform instruction, develop instructional goals for English and home language development and help accelerate learning.

### **Screening of Potential English Language Learners**

- All potential ELLs who enrolled during the COVID-19 shutdown will have completed screening procedures within 30 school days of school reopening.
- All potential ELLs who enroll during summer 2020 will have completed screening procedures within 20 school days.
- All regulated time-lines for new student enrollees will resume as prescribed after the first 20 school days.
- For ELLs transferring into the district from another NYS school, screening results and information from the previous district will be secured and utilized.

### **Instruction for English Language Learners**

All ELLs will receive the required amount of units of study per NYSED guidelines based on the proficiency level of the previous year. The models and delivery of instruction are as follows:

#### **In-Person Learning**

The district will implement all required minutes and formats of ENL instruction as per NYSED guidelines based on the previous year's proficiency level.

#### **Hybrid Learning**

- Students will receive in-person instruction with a goal of maximizing units of study to the extent possible. For those minutes that are not met in-person, ENL teachers and content/grade level teachers will provide distance learning materials that will support students English proficiency and progress in their academic classes.
- ENL teachers will co-plan with content teachers to provide further distance learning scaffolds for the days where students are not in person.
- The district will review individual ENL students' needs and will prioritize entering and

emerging students for in-person, every day instruction to the extent possible within safety guidelines and scheduling/staffing confines.

### **Remote Learning**

- ENL teachers will provide ENL instruction remotely in small groups or on an individual basis.
- ENL teachers will co-plan and co-teach with the content teacher where scheduled, to support content learning.
- ENL teachers will connect via e-mail, text, or phone call with each ENL student at least once a week.

### **Communication With English Language Learner Families**

The district will maintain regular communication with parents of ELLs to ensure that they are engaged in their children's education during the reopening process and provide all communications in their preferred language and mode of communication.

### **Teacher/Parent Communications**

- The district website provides contact information and web links to video and written FAQs for the primary technology tools used in each building;
- All teachers will touch base with families via TalkingPoints to provide them with an e-mail address;
- Teachers will utilize consistent means and times when communicating instructional requirements to families; and
- Class-wide communications from teachers to families will be brief and limited in number (e.g. one to three per week, depending on subject area), will utilize the same platforms district wide (e.g. TalkingPoints), and will be conducted and/or scheduled to occur during the regular school day (this applies only to push notifications and email).

# School Nutrition



Breakfast and lunch will be provided to all students that are in school every day. For students that will not be in attendance at school every day, meal pickup will occur at a designated place in every building that is having remote learning. The School Nutrition Department will meet the New York State Education Departments Guidelines by ensuring that:

- All meals meet the Healthy Hunger Free Kids Act guidelines;
- All school food service lines have access to food allergy information on every child's account;
- All cafeteria tables are spaced six feet apart and all tables are taped off so that students understand where they are allowed to sit and consume their meals;
- Students that eat in the classroom are seated six feet apart;
- All tables and seating is cleaned and sanitized before daily meal services and in between each seating; and
- Communication with families regarding School Nutrition services will be multi-platform (robocall, website and social media) and available in the preferred language.

# Well-Being



Due to recent circumstances, staff, students and families have had to adapt to environments that have resulted in substantially less time spent interacting in-person. Ensuring intentional and meaningful inclusion of social-emotional learning (SEL) across all areas and aspects of the school is critical to support the well-being and success of students, staff, and families. A strong set of universal interventions designed to support social-emotional well-being will be crucial to ensure success as students and adults return to instruction and the school environment. In order to create the mental, social, and emotional space needed for academic learning to occur, the district will ensure the following occurs for staff, students and families:

## District/Staff

- Review current district and building comprehensive school counseling plans with mental health and counseling teams, utilizing up-to-date best practices/recommendations related to student safety, mental health and SEL guidelines;
- Establish a collaborative work group, comprised of staff, parents, students, etc., to review and

inform revisions of the comprehensive school counseling program plan;

- Establish a district-wide Trauma, Illness, Grief (TIG) team to oversee the overarching social-emotional initiative and support building-level social-emotional TIG teams;
- Provide support to staff, students and families, including referrals to outside agencies as appropriate, supported by building-level social-emotional TIG teams;
- Provide a clearinghouse of school and community resources which will be made available to staff, students and families;
- Provide visible signage and reminders about community resources and referrals within the buildings and online;
- Designate space within each building for privacy and social-emotional support;
- Designate time during opening conference days to address social-emotional concerns, supported by the district TIG team; building-based TIG teams will support efforts;
- Provide training on how best to support students, staff and families through a trauma-informed perspective;
- Utilize conference days and early release days for social-emotional and physical wellness;
- Offer remote professional development and mental health support for staff;
- Utilize current building- and district-level teams to analyze student engagement data, learning loss, and current barriers to academic success; a district-wide plan for re-engagement will be developed and implemented consistently across all buildings;
- Modify current Tier 1 social-emotional practices to support staff, students, and families during remote learning models; and
- Create a community safety plan when student concerns arise.



## Students/Families

- Teach and practice healthy routines that comply with the CDC guidelines and best practices;
- Provide necessary social distancing supplies;
- Provide visible, bilingual signage and reminders about healthy routines, community resources within the buildings and online;
- Utilize Tier 1 current social-emotional approaches to support skill-building and foster a sense of community;
- Foster relationships through all modes of two-way communication (i.e. TalkingPoints, e-mail, phone calls, in-person, etc.);
- Provide consistency in school and daily routines which minimize stress and anxiety; and
- Utilize a screening tool for assessment of social-emotional needs.

# Athletics & Extracurriculars



Extracurricular activities and interscholastic sports are not permitted at this time—additional guidance will be forthcoming from New York State Education Department and New York State Public High School Athletic Association.

# Human Resources



## Certification, Incidental Teaching, & Substitute Teaching

The district will follow Education Law 3001 and Geneva Board Policy 6212 Certifications and Qualifications to ensure that instructional staff hired for probationary and professional positions hold valid certifications for their teaching assignments.

The Human Resources Department will:

- Check SIRS 329 Staff Certifications to confirm appropriate certificates;
- Collect copies of certifications for personnel files;
- With superintendent approval, schedule instructional staff to teach outside of certification area no more than 10 hours per week if, after documented recruitment, no certified or qualified teacher is available; and
- Utilize substitute teachers in expanded capacities if needed as outlined in New York State Education Department—Office of Teaching Initiatives—COVID-19 Update: Substitute Teaching Flexibility, dated July 14, 2020.

## Teacher & Principal Evaluation System

- The district will execute the Geneva City School District Annual Professional Performance Review Process, dated Aug. 11, 2016, including the current student learning objectives (K–2 math assessment, 4th & 8th grade science assessment and New York State Regents exams).
- The district will execute the Geneva City School District Annual Professional Performance Review Process for administrators, dated April 13, 2011.

# Communications



Communication with community stakeholders was foundational to the creation of the district's Responsible Re-Entry Plan, and will continue to be so during its implementation. The district launched a Task Force over 60 members to develop the plan. Surveys were conducted during the drafting phase and will continue to be conducted throughout finalization and implementation. The essentials of the plan will be made available in a variety of formats, including written, digital, video and verbal. If you require a printed copy of the plan, please contact our public relations officer by e-mail at [hswanson@genevacsd.org](mailto:hswanson@genevacsd.org) or phone at (315) 781-0400 ext. 1102.

## Engagement

- The Reopening Task Force included over 60 members, with staff, parent and community representation.
- Plan information will be provided to the local news media and City of Geneva.
- Families will be encouraged to comment on the plan during the drafting, publication and implementation phases by way of virtual roundtable discussions (during drafting), public Board of Education meetings (during drafting and publication) and surveys (during drafting and after implementation).

## Continuing Communications

- This Responsible Re-Entry Plan and a plain language executive summary will be published on [genevacsd.org](http://genevacsd.org) at COVID-19>Reopening in English and Spanish.
- A robocall, e-mail and text message will notify staff and families of publication and provide a brief overview .
- The executive summary will be mailed to families in English and Spanish.
- Videos will be produced on the following:
  - PPE use and hand washing
  - Screening for COVID-19 symptoms
  - Elementary school bus and entry protocols
  - Secondary school bus and entry protocols
  - Elementary school classroom, hallway and meal protocols
  - Secondary school classroom, hallway and meal protocols
- Any updates and changes to the Responsible Re-Entry Plan will be communicated quickly and clearly:
  - Substantive changes impacting all staff and/or families will be communicated by website (including on-screen alerts), robocall, e-mail and text message;
  - Substantive changes impacting specific families (e.g. scheduling changes in one building) will be relayed by website (including on-screen alerts) and targeted robocall, e-mail and text message and/or TalkingPoints;

- Non-substantive changes with minimal impact will be communicated via website (including on-screen alert); and
- A hotline will be established and publicized offering a regularly updated recording of any updates in English and Spanish.
- The Communications Office will create and maintain a checklist of platforms to ensure communications protocols are adhered to.

## Point of Contact

- The district has established a three-tier point of contact for communications in the event of a positive COVID-19 case:
  - The COVID coordinator will be responsible for all required communications with the Department of Health and impacted family/families;
  - The superintendent will announce the news to the broader community; and
  - The public relations officer will be responsible for subsequent communications with families and news media as needed.

## Accessibility

- Any digital publications will be ADA web compliant.
- Captioning will be provided with all videos.
- Provision will also be made to provide a large-print version of the plan upon request to those with visual impairments.

## Contact Us

### District Office

400 West North Street (315) 781-0400

- Patricia Garcia, Superintendent of Schools: Patricia.Garcia@genevacsd.org; (315) 781-0400 ext. 1100
- Tracy Marchionda, Assistant Superintendent for Teaching, Learning and Accountability: TMarchionda@genevacsd.org; (315) 781-0400 ext. 1200
- Stephen Kruger, Asst. Superintendent for Administrative Services: SKruger@genevacsd.org; (315) 781-0400 ext. 1001
- Tonya Russell, Director of Student Services: TRussell@genevacsd.org; (315) 781-0400 ext. 1400
- Ayuda en español / Spanish Language Assistance: LSanchez@genevacsd.org; (315) 781-0400 ext. 1405

### Geneva High School

101 Carter Road (315) 781-0402

- Greg Baker, Principal: GBaker@genevacsd.org; (315) 781-0402 ext. 2000

## **Geneva Middle School**

101 Carter Road (315) 781-0404

- Robert Smith, Principal: RobSmith@genevacsd.org; (315) 781-0404 ext. 3000

## **North Street School**

400 West North Street (315) 781-0489

- Eric Vaillancourt, Principal: EVaillancourt@genevacsd.org; (315) 781-0489 ext. 4000

## **West Street School**

30 West Street (315) 781-0406

- Susan Meskos, Principal: SMeskos@genevacsd.org; (315) 781-0406 ext. 5001

## **Head Start Program**

30 West Street (315) 781-4104

- Karissa Schutt, Director: KSchutt@genevacsd.org; (315) 781-4104 ext. 7000

## **District Services Building**

335 Gambee Road

- Mike DelRossa, Interim Director of Transportation: MDelRossa@genevacsd.org; (315) 781-4185 ext.6100
- Timothy Emery, Director of Facilities: TEmery@genevacsd.org; (315) 781-4123 ext. 6000
- Gerald Barker, Director of School Nutrition: GBarker@genevacsd.org; (315) 781-4132 ext. 6200

# **References**

- New York State Education Department-Reopening Guidance  
<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>
- New York State Department of Health Guidelines  
<https://health.ny.gov/>
- Center for Disease Control Guidelines  
<https://www.cdc.gov/>

# Appendices









# Appendix C: Testing & Contact Tracing

## Testing: Executive Summary

Despite mitigation efforts such as daily health surveys and the district's best efforts to minimize transmission with small class cohorts, face masks, and physical distancing, among others, infections can still happen in a school setting. The school has four basic responsibilities to get a person referred for testing: 1) recognition and assessment, 2) isolation and containment, 3) family and Department of Health (DOH) notification, and 4) referral to the private physician or other health care provider for testing. The district does not do testing.

Infection spread might be limited to a classroom or might occur between class cohorts. The school nurse will use a fever and symptom algorithm developed by our school physician and DOH approved to recognize and assess anyone with symptoms suggestive of COVID-19.

When our school nurse suspects COVID-19, the nurse will immediately isolate and contain that individual from others. The nurse will then notify the emergency contact that dismissal is necessary and keep the individual safe and comfortable until dismissal. (Should the nurse later learn from the individual or parent that they tested positive, the COVID coordinator will notify the DOH.) The nurse will recommend to the individual or parent/guardian referral by phone or in-person that same day to the private physician or other health care provider for evaluation and possible COVID-19 testing.

The school nurse and school physician will both work with the local public health department and the private physician or other health care provider as needed. However, the private physician or other health care provider and the local public health department will determine who will be tested and will conduct the testing. The district cannot require testing but will require alternate diagnosis or follow stay at home requirement.

All positive laboratory confirmed or physician diagnosed probable cases are managed on a case-by-case basis for a return out of isolation and back to school. Health certificates from the private physician or other health care provider and the public health department's direct guidance will be required. Lacking testing, individuals must follow CDC and New York State DOH symptom-based criteria for a return to school.

## Testing: District Protocols

The district has the following basic responsibilities in the management of COVID-19 for students and staff leading toward testing:

- Surveillance
- Recognition and assessment
- Isolation and containment
- Notification
- Referral for testing

## Surveillance

All individuals before coming on campus must do a personal health survey every day to include a review of themselves whether within the past 14 days they have experienced:

- Temperature of 100° F or higher
- Positive testing for one high risk symptom or two or more low risk symptoms:
  - **High Risk:**
    - Fever
    - New cough
    - New loss of taste or smell
    - Shortness of breath
  - **Low Risk:**
    - Congestion/runny nose
    - Fatigue
    - Headache
    - Muscle aches
    - Nausea/vomiting/diarrhea
    - Rash
    - Sore throat
- Contact with anyone with confirmed or presumed COVID-19
- Travel outside the U.S. or from a state on the New York State travel advisory

Any student or staff who answers yes to any of the above shall not come to school or work. The district recommends that they contact their physician or other health care provider that same day.

They should not come back to school until they call the school nurse to discuss what has gone on with their physician or other health care provider and testing.

## Recognition and Assessment

If a student or staff becomes ill with COVID-19 symptoms during the school day while in the school building, they will be directed immediately to the health office. The nurse will assess the individual and determine whether symptoms are consistent with COVID-19.

## Isolation and Containment

Any individual assessed by the nurse to have presumed COVID-19 will be contained in a room separate from others. Arrangements will be made for their dismissal as quickly as possible. Afterwards, the containment room will be disinfected per district procedures for cleaning contam-

inated areas before it is reused.

## **Notifications**

The school nurse will notify individuals designated on the emergency contact list for students/staff that COVID-19 is suspected. The nurse will indicate that the individual should go directly home, and quarantine until they contact their private physician or other health care provider for further guidance.

The COVID coordinator will notify the local DOH of any positive COVID-19 cases confirmed to them by a parent/guardian or staff member following testing.

## **Referral for Testing**

The school nurse will advise all individuals or parents/guardians that anyone dismissed for presumed or suspected COVID-19 must be in contact that same day by phone or in-person with their private physician or other health care provider. They will be advised to describe the symptoms that were consistent with COVID-19. They will be advised that they cannot return to school without symptom-based criteria clearance from their physician or other health care provider. If results are positive, they will be advised that names of contacts must be shared with the health department for contact tracing. They will also be advised that the school community will be notified that a positive case, not identifying them as the index case, has been confirmed in the building.

## **Contact Tracing: Executive Summary**

Contact tracing is a complex investigative tool that involves identifying people who have an infectious disease (index cases) and people with whom they came in contact (contacts). The district does not do contact tracing. The district works closely and cooperatively with the epidemiologists at the Department of Health (DOH) who do contact tracing.

Once identified, trained staff work with them to interrupt disease spread by calling every single person with whom they were in contact over the infectious period. Contact tracing includes asking people with COVID-19 to isolate themselves for at least 10 days and until they are 72 hours without fever off fever-reducing medications, and until their symptoms are improving, so other people do not catch the disease from them. It also asks their asymptomatic close contacts to quarantine themselves at home voluntarily for 14 days.

Public health law mandates the district to keep track of and report to the public health department the names of contacts within the school of a first (index) case for any reportable infection. The DOH will be in direct contact with you through contact tracing if a case of COVID-19 is found within our building, and if there is a risk, you or your child could have been exposed. Below is a diagram of contact tracing:

## Person A

- Confirmed Case
- Required to be in isolation

## Person B

- Contact of Person A
- Required to be in mandatory (direct contact) or precautionary (proximate contact) quarantine

## Person C

- Contact of Person B
- If Person B tests positive for COVID-19 has or develops symptoms of COVID-19, Person C is quarantine.

# Contact Tracing: District Protocols

## Definitions

Close contact is defined as contact for more than 10 minutes at a distance closer than six feet from 48 hours before the person became ill until the person was isolated of an infected person with laboratory confirmed or probable COVID-19.

Probable COVID-19 is defined as a person who meets clinical and epidemiological evidence of COVID-19, but who does not have laboratory confirmation. (For asymptomatic persons, the time frame is two days prior to specimen collection until the time the patient is isolated.)

Proximate contact is defined as being in the same enclosed environment such as a classroom, office, or gatherings but greater than 6 ft. From a person displaying symptoms of COVID-19 or someone who has tested positive for COVID-19.

It is important to note that brief interactions between individuals are less likely to result in transmission; however, symptoms and the type of interaction remain important. The longer the exposure, the more the exposure risk. (e.g., did the person cough directly into the face of the individual or did the two individuals briefly pass one another in a hallway? The first example is a higher risk than the second.)

## Prevention Efforts

The district is reinforcing common universal measures to engage and encourage everyone in the school and the community to practice preventive behaviors. These include promoting frequent hand hygiene, proper cough etiquette, and keeping hands from faces to decrease the risk of COVID-19 transmission. The use of face masks and physical distancing is built into the district's reopening plan as mandated by the New York State Department of Health.

To further enhance the ability of the district to conduct timely referrals for COVID-19 testing and subsequent contact tracing in the event of a suspected or confirmed case of COVID-19, the district has implemented the following standards of operation:

- No one is allowed in the building and on-campus grounds during the school day except authorized students, teachers, administrators, essential support employees/staff, and approved personnel.
- Movement in hallways will be limited to decrease the number of inadvertent encounters between cohorts of students.

- Teachers are aware of COVID-19 symptoms. Any students with suspicion of COVID-19 will be referred immediately to the health office for assessment, dismissal and possible referral for COVID-19 testing.
- All individuals shall wear a face covering at all times with the following exceptions:
  - Unless medically exempt as stated in an Individualized Education Program (IEP) or 504 plan,
  - When an individual is on an authorized and supervised face covering break,
  - When in a setting where there is a physical barrier between the individuals, practicing social distancing
  - When individuals are eating and separated by at least 6 feet
  - When individuals are outside and separated by at least 6 feet
- All individuals shall maintain at least a six-foot physical space between themselves and others to the best of their ability unless there is a physical barrier or if safety does not allow. If they cannot, the time that they are closer than six-feet should be limited to under 10 minutes to the best of their ability.

## Contact Tracing

In general, contact tracing involves identifying people who have an infectious disease (cases) and people who they came in contact with (contacts). Once identified, trained staff work with them to interrupt disease spread. Contact tracing includes asking people with COVID-19 to isolate themselves, so other people do not catch the disease from them. It also asks their close contacts to quarantine themselves at home voluntarily.

Contact tracing for COVID-19 typically involves:

- Interviewing people with positive COVID-19 test results to identify everyone they had close contact with during the time they may have been infectious. The infectious period is defined as 48 hours before the onset of symptoms and 10 days after the onset of symptoms.
- Notifying contacts of their potential exposure.
- Referring contacts for testing.
- Monitoring contacts for signs and symptoms of COVID-19 for 14 days.

Due to the pandemic, we must release to DOH the names and contact information of all close and proximate contacts of a positive or probable COVID-19. The school nurse will provide the DOH with the name and contact information. The DOH will conduct appropriate contact tracing of every individual identified as a close or proximate contact. The school nurse will work and cooperate closely with the DOH to ensure that a list of school contacts, if identified as a risk by the DOH, within and outside of the cohort is provided to the best of our ability.

It is helpful to remember that the contact of a positive case will be asked to self-quarantine for 14 days during which they will monitor for development of symptoms. A contact, Person C, of a contact, Person B, however, is generally not considered at risk and is not asked to quarantine unless the first contact, Person B, turned positive. If Person B turned positive, then Person C would be the contact of a positive case and would need to quarantine for 14 days.

## Person A

- Confirmed Case
- Required to be in isolation

## Person B

- Contact of Person A
- Required to be in mandatory (direct contact) or precautionary (proximate contact) quarantine

## Person C

- Contact of Person B
- If Person B tests positive for COVID-19 has or develops symptoms of COVID-19, Person C is quarantine.

## Positive Test Results

If tested positive and showing symptoms, that individual must follow CDC standard criteria for isolation.

An attestation by the treating MD/DO/NP/PA that individual meets symptom-based return to school criteria is necessary.

## Symptomatic or Asymptomatic with Negative Test Results

If test results for COVID-19 are negative, with or without symptoms, a health certificate from the treating MD/DO/NP/PA with HIPAA/FERPA release that acute illness is unrelated to COVID-19, affirming individual meets symptom-based-criteria must be provided before the individual can return to school.

Symptom-based-criteria currently in place by the New York State Department of Health include:

- At least 72 hours without fever off fever-reducing medications, and
- At least 10 days have passed since symptoms first appeared, or since test date, and
- Other symptoms have improved.

Symptomatic Individuals with A Health Certificate Documenting an Acute Illness but Without Covid-19 Test Results

The district also anticipates that there may be symptomatic individuals who see a physician or other health care provider but who do not have testing because the diagnosis is thought not to be COVID-19 by the examiner. The New York State Department of Health has stipulated that no one who had symptoms consistent with COVID-19 may be allowed to return as per guidance.

# Appendix D: Virtual Learning

## Enrollment

- All students in Geneva City Schools may apply for virtual learning.
- Applications are available electronically or by paper.
- Applications are submitted to the district registrar.
- All students will have the ability to change back to in-person learning in January 2021.
- Students who continue with in-person learning may switch to virtual learning at any time, with 72-hour notice.

## Attendance & Chronic Absenteeism

- 180 days of virtual instruction will be provided.
- Students will have instruction and learning tasks Monday–Friday following the district adopted calendar.
- Attendance will be collected daily and recorded in our student management system each day by each teacher for each class.
- Students are marked present by attending scheduled virtual classes and tutoring sessions, submitting assignments and assessments, participating in virtual discussion boards or connecting with the teacher via email, text or a phone call.
- Virtual students who miss 10 percent of the total school days on any given day will be contacted by the teacher. If absenteeism continues, the teacher will seek support for the school's social worker and/or administration.

## Content Delivery

- The district will provide all students a device for virtual learning.
- Internet access will be provided by the district as needed.
- Direct instruction will be provided via Zoom.
- All course content will be housed in Schoology.
- Teachers will use a blend of direct instruction, small group and individual instruction.
- The district will provide teachers and students with a variety of digital tools that will enable delivery of instruction, assessments and feedback.
- Students will have access to a single sign-on application that will provide access to all district digital tools.

## Curriculum

- All curriculum will be the same as in-person instruction and will be aligned to New York State

standards.

- Virtual teachers will co-plan with their in-person teaching colleagues to ensure that all curriculum follows the same pacing guide.
- The district adopted resources will be the core resource in all courses and grade levels.

## Schedule

- Elementary students will attend virtual instruction five days a week.
- Elementary students will have blended instruction between the hours of 9 a.m. and 2 p.m. with breaks provided throughout the day.
- Secondary students will attend direct virtual instruction four days a week (M/T/Th/F). Wednesdays will be used for individual tutoring, collaboration, small group work and virtual office hours.
- Secondary students will follow the same daily time schedule as in-person students.
- Virtual office hours will be provided for students and families each day.

## Assessment & Grading

- Students will be assessed using the same tools as in-person instruction.
- All New York State assessments will be administered per state guidelines and regulations.
- All district and building grading protocols will be followed.
- Progress reports will be provided for all virtual students including report cards and interim five-week reports.

## Communication

- Communication to virtual students and families will be done via Zoom, email, texts and phone calls.
- Communication to families will be in the language they best understand.
- Teachers will communicate with students and families regarding curriculum and progress at the beginning and at the end of each unit.
- Teachers will also communicate with students on a daily basis providing feedback and support for virtual learning.

## Staffing

- To the extent possible, the district will assign certified teachers in each offered virtual course.
- When a certified teacher is not available, the district will review all teachers' experience and skills to select the best possible teacher for a particular course.
- Paraprofessionals will be utilized to support attendance taking and virtual office hours.