Reopening the
Perry Central School District

Learning, Leading and Serving
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In-person Instructional Model

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Bilingual Education and World Languages

Initial Identification of Potential ELLs

Units of Study for English as a New Language (ENL) and Transitional Bilingual Education (BE) Programs
- Communications and Language Access
- Professional Learning for Educators
- Progress Monitoring
- Educational Technology
- Students with Interrupted/Inconsistent Formal Education (SIFE)
- Emergent Multilingual Learners (EMLLs) in Prekindergarten
- Family Partnerships and Communication
- Culturally Responsive-Sustaining Education Framework

Staffing

Teacher and Principal Evaluation System (Education Law §3012-D/APPR)

Certification, Incidental Teaching, and Substitute Teaching

Student Teaching
Letter from the Superintendent of Schools
July 28, 2020

Perry Central School District Family Members:

During the mandated school closure, my correspondences ended with: “One step at a time…always forward.” The following plan is a continuation of the District’s progressive measures during the COVID-19 pandemic.

School districts across New York State received finalized reopening guidance on July 16, 2020. Our charge was to develop and submit a reopening plan by July 31, 2020. To accomplish this task, the District established a Reopening Committee consisting of: Board of Education members, administrators, teachers, related service providers, support staff, health care professionals, parents, grandparents and representation from both of the District’s unions. The Committee was tasked with consuming the most up-to-date: research, statistics, guidance documents, reopening frameworks, and school reopening models. The Committee utilized the aforementioned information and their varied perspectives to construct a plan in the best interests of Perry Central School District Family members. The following functional areas were deliberated with an emphasis on facts, research and best practices.

- Health and Safety
- Nutrition
- Social-emotional Well-being
- Facilities
- Transportation
- Budget and Fiscal
- Attendance
- Schedules
- Teaching and Learning
- Technology and Connectivity
- Special Education
- Bilingual and World Languages
- Staffing

The safety of our community was of paramount importance in all decision-making processes. We investigated, collaborated, problem-solved, and debated the merits of each component of the plan. The resulting framework considers our local context while respecting national public health trends. Executive Orders, regulatory changes, data, and our experiences may cause us to pivot our course of action and subsequently alter the contents of this living document.

We look forward to safely restoring our learning environment. One step at a time…always forward.

Take Care of Each Other

Daryl McLaughlin
Superintendent of Schools
Providing Context
Governor Cuomo recently asserted: “How New York reopens is not an emotional question, it’s not a political question, it’s not an anecdotal question, it’s not a gut instinct question. Follow the facts. Follow the data.” If we follow the data and base our decisions on the data as Governor Cuomo suggests, the data sets that follow provide the big picture context for the work of reopening our District:

Recommendations for School Closures

<table>
<thead>
<tr>
<th>Livingston County</th>
<th>Schools closed beginning Monday, March 16, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyoming County</td>
<td>Schools closed beginning Monday, March 16, 2020</td>
</tr>
</tbody>
</table>

State of Emergency Declarations

<table>
<thead>
<tr>
<th>Livingston County</th>
<th>State of Emergency declared Saturday, March 14, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyoming County</td>
<td>State of Emergency declared Sunday, March 15, 2020</td>
</tr>
</tbody>
</table>

New York State School Closure Executive Orders

On March 16, 2020, Andrew Cuomo, Governor of the state of New York, signed an executive order closing schools statewide for two (2) weeks beginning on March 18, 2020 and ending on April 1, 2020.

On March 27, 2020, Andrew Cuomo, Governor of the state of New York, signed an executive order extending school closures statewide for another two (2) weeks through April 15, 2020.

On April 7, 2020, Andrew Cuomo, Governor of the state of New York, signed an executive order extending school closures statewide for another two (2) weeks through April 29, 2020.

On May 1, 2020, Andrew Cuomo, Governor of the state of New York, signed an executive order closing school districts for the remainder of the 2019 - 20 school year.

New York Forward Phase Descriptions
County-by-County Data on Testing, Positive Cases, and Fatalities

Wyoming County

County Stats

<table>
<thead>
<tr>
<th>County Name</th>
<th>Number of Persons Tested</th>
<th>Tested Positive</th>
<th>% Positive Results</th>
<th>Persons Tested Today</th>
<th>New Positives Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyoming</td>
<td>8,777</td>
<td>110</td>
<td>1.3%</td>
<td>209</td>
<td>0</td>
</tr>
</tbody>
</table>

Livingston County

County Stats

<table>
<thead>
<tr>
<th>County Name</th>
<th>Number of Persons Tested</th>
<th>Tested Positive</th>
<th>% Positive Results</th>
<th>Persons Tested Today</th>
<th>New Positives Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livingston</td>
<td>13,123</td>
<td>162</td>
<td>1.2%</td>
<td>240</td>
<td>0</td>
</tr>
</tbody>
</table>
Percentage Positive Test Results by Region

Test Results - Yesterday

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Persons Tested</th>
<th>Total Tested Positive</th>
<th>% Positive Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finger Lakes</td>
<td>4,249</td>
<td>30</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Region-by-Region Status Statistics

COVID-19 Early Warning Monitoring System Dashboard

Communication and Family Engagement

Reopening Committee

Individuals from the following stakeholder groups participated in the development of this reopening plan:

- Board of Education
- Administrators
- Teachers
- Related Service Providers
- Support Staff
- Operations and Maintenance
Communications Plan

The District will utilize a multi-prong approach to communicate matters of importance to its students, parents/guardians, staff and visitors.

- District Webpage – [http://www.perry.k12.ny.us](http://www.perry.k12.ny.us)
- Facebook Page - [https://www.facebook.com/Perry-Central-School-District-1666094900304379/](https://www.facebook.com/Perry-Central-School-District-1666094900304379/)
- Twitter - [https://twitter.com/PerryCSD1](https://twitter.com/PerryCSD1)
- Blackboard Connect automatic call, email and text system.
- District mailing
- Signage will be posted in conspicuous areas to promote best practices and the safety of building inhabitants. The District will utilize print signage from the Centers for Disease Control (CDC) - [https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc](https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc).
- Interpretation services will be utilized to translate District correspondences to the following languages: Spanish, Mandarin, and Nepali.
- Videos will be produced and published that model best practices when in school buildings, at school functions or on District transportation. Topics will include:
  - Hygiene practices
  - Health screenings
  - Signs and symptoms of COVID-19
  - Face coverings
  - Physical distancing
  - Proper transitions
  - Entrance and egress
  - Cleaning and disinfection procedures
Health and Safety

Health Checks

Parents/guardians and staff members will be provided the following resources regarding the careful observation of symptoms of COVID-19:

- The following signs will be distributed to parents/guardians, and staff members and will be posted throughout the District’s facilities.

- Parents/guardians and staff members will be able access a video ([https://youtu.be/7zzfdYShvQU](https://youtu.be/7zzfdYShvQU)) which describes the symptoms of COVID-19:
  - Fever or chills (100° or greater);
  - Cough;
  - Shortness of breath or difficulty breathing;
  - Fatigue;
  - Muscle or body aches;

- Staff will be educated to observe students or other staff members for signs of any type of illness by participating in the following mandated SafeSchools trainings:
  - Coronavirus Awareness (Full Course)
  - Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings (Full Course)
  - Coronavirus: Cleaning and Disinfecting Your Workplace (Full Course)
• Staff and approved visitors will complete the following health questionnaire daily. Individuals will be provided a link to this form prior to visiting the District’s buildings.
  o Form – https://forms.gle/7UL39hkqkEV7gBuT7
  o In the event individuals do not have access to the internet or cannot access the form, a hard copy of the form will be distributed to the individual.
• Students will complete the following health questionnaire weekly. Students will be instructed on how to complete the questionnaire. Students may require assistance due to their unique needs.
  o Form – https://forms.gle/7UL39hkqkEV7gBuT7
  o The form will be loaded as a desktop icon on the students’ one-to-one devices.
  o In the event individuals do not have access to the internet or cannot access the form, a hard copy of the form will be distributed to the individual.

Screenings
Daily temperature checks are required for staff, students and approved visitors. Temperature checks will be performed prior to staff, students and approved visitors entering District facilities or District transportation to the greatest extent practicable.
  • Prior to utilizing any thermometer, operators should review product-specific directions.
  • Parents/guardians will be provided access to the video: “It’s All About Thermometers.”
    o https://youtu.be/G-m0aNDw_zQ
  • Staff, students and approved visitors are strongly encouraged to complete temperature screenings at home.
  • The School Nurses will train staff on the appropriate use of infrared thermometers.
  • Trained staff conducting temperature screenings will:
    o Utilize no-touch, infrared thermometers;
    o Wear a face covering;
    o Wear gloves; and
    o Perform a visual inspection of an individual prior to conducting a temperature screening.
  • Individuals who are unable to complete temperature screenings at home must participate in screenings prior to entering District facilities or District transportation.
  • Individuals will maintain physical distance while waiting for their temperature screening.

Healthy Hygiene Practices
Healthy hygiene practices will be taught and re-taught in ten (10)-week intervals for both students and staff. Instruction will be provided in the following areas:
  • Hygiene practices
  • Health screenings
  • Signs and symptoms of COVID-19
  • Face coverings
  • Physical distancing
  • Proper transitions
  • Entrance and egress
  • Cleaning and disinfection procedures

The District will provide trainings through:
  • Daily General Announcements:
Hand Hygiene
Students, staff and approved visitors will practice good hand hygiene to reduce the spread of COVID-19. Hand washing stations are located:

- Inside and outside restrooms
- Inside some classrooms
- Inside health offices
- Inside operations and maintenance areas
• Inside food service areas

Soap dispensers, hand sanitizer and paper towels are provided at each station. All air dryers have been decommissioned. Paper towel dispensers have been placed next to all handwashing stations.

Students, staff and approved visitors will wash their hands:
• Before, during, and after preparing food.
• Before eating food.
• After using the restroom.
• After blowing one’s nose, coughing, or sneezing.
• After touching garbage.
• After having been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, railings, etc.

When washing hands, individuals will:
• Wet their hands with clean, running water and apply soap.
• Lather their hands by rubbing them together with the soap.
• Scrub their hands for at least 20 seconds.
• Rinse their hands well under clean, running water.
• Dry their hands using a clean towel.

Hand sanitizer will be provided at all entrances, handwashing stations, classrooms, large-occupancy spaces (Gymnasiums, Auditorium, etc.), cafeterias, and operations and maintenance areas.

Respiratory Hygiene

Students, staff and approved visitors will be instructed and re-instructed on:
• How to Safely Cough and Sneeze - https://youtu.be/a220fnyLyxY

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

In instances where physical distancing or mask requirements cannot be complied or easily regulated, light-transmitting plastic barriers will be installed:
Physical Distancing
Students, staff and approved visitors will receive instruction and re-instruction on physical distancing.

Training video - https://youtu.be/GDDDz89EhSU

The District will adhere to maintaining six (6) feet of space between individuals to the greatest extent practicable. In instances when six (6) feet of distance cannot be maintained, individuals will be required to utilize face coverings or protective barriers.

The District will implement the following methods, to the greatest extent practicable, to encourage physical distancing and reduce density:

- Develop multiple entrance points
- Stagger arrival and departure times
- Reduce the use of locker storage areas
- Structure classroom settings to ensure physical distancing between individuals or groups of individuals
  - In settings where groups of individuals must be distanced, light-transmitting plastic barriers will be installed
- Desks will be turned to face in the same direction to the greatest extent practicable.
  - In settings where desks cannot be turned in the same direction due to grouping, light-transmitting plastic barriers will be installed
- Students will pass between settings in staggered intervals
- Hallways will be marked with directional arrows
- Windows and doors will be opened to improve ventilation
- Limit the use of shared supplies
  - Supplies will be sanitized and disinfected if they must be shared
- Utilization of outdoor and large alternate spaces (Gymnasiums, auditoriums, etc.) to maintain adequate distance between individuals
- Limit the number of individuals in smaller spaces (Main Offices)
- Limit the number of activities where multiple groups interact (Playground, assemblies, etc.)
- Additional distancing will be ensured for individuals who are participating in activities requiring projection of a voice or instrument, or aerobic activity

Medically Vulnerable/High-Risk Groups
Individuals in these groups should consult with their healthcare provider regarding prevention:

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

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

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

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

**Personal Protective Equipment (PPE)**

Students, staff and approved visitors will utilize face coverings at all times with the following exceptions:

- Individuals are physically distanced (Six (6) feet/Protective barrier) and in a secure setting (Classroom, Office).
- The District will provide explicit instruction on appropriate times and locations for face covering breaks.
- Individuals have provided the District with medical documentation supporting accommodations. Medical or sensory issues may impede an individual’s ability to participate in the learning environment. The aforementioned individuals will wear an alternative barrier to protect others in the learning environment. Acceptable barriers include, but are not limited to: dust masks, face shields, etc.
- Example of an alternative barrier:
The District will allow individuals to wear their own face coverings as long as they cover individuals’ mouths and noses. The District will provide trainings for students and staff on the use and care of face coverings.

- **Trainings:**
  - SafeSchools - Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings (Full Course)
  - Students – Prevent COVID-19: Wear a Cloth Face Covering - [https://youtu.be/ML3n1c0FHD1](https://youtu.be/ML3n1c0FHD1)

The District has currently stockpiled 3,500 cloth looped masks. In addition, the District has purchased 12,000 disposable looped masks, and 200 face shields. Masks will be made available to students, staff and approved visitors who are unable to secure their own masks.

The School Nurses will be provided additional PPE to care for individuals expressing COVID-19 symptoms. Such PPE includes, but is not limited to:
- Respirators (N95) masks that are fitted
- Eye protection
- Face shields
- Gloves
- Disposable gowns

**Aerosol Generating Procedures (AGP)**

School Nurses will use the following PPE when administering aerosol generating procedures:
- Gloves;
- N95 or surgical facemask;
- In lieu of N95 – a surgical mask with face shield;
- Eye protection; and
- A gown.

AGPs include:
- Suctioning;
- Administering nebulizer treatments; or
- Using peak flow meters with students who have respiratory conditions.

Treatments will be conducted in a room separate from others in the Health Offices. The separate room will be sanitized after each treatment.

**Cloth Face Coverings**

Students, staff and approved visitors will utilize face coverings **at all times** with the following exceptions:
• Individuals are physically distanced (Six (6) feet/Protective barrier) **and** in a secure setting (Classroom, Office).
• The District will provide explicit instruction on appropriate times and locations for face covering breaks.
• Individuals have provided the District with medical documentation supporting accommodations. Medical or sensory issues may impede an individual’s ability to participate in the learning environment. The aforementioned individuals will wear an alternative barrier to protect others in the learning environment. Acceptable barriers include, but are not limited to: dust masks, face shields, etc.

The District will allow individuals to wear their own face coverings as long as they cover individuals’ mouths and noses. The District will provide trainings for students and staff on the use and care of face coverings.

- **Trainings:**
  - SafeSchools - Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings (Full Course)
  - Students – Prevent COVID-19: Wear a Cloth Face Covering - [https://youtu.be/ML3n1c0FHDl](https://youtu.be/ML3n1c0FHDl)

The District has currently stockpiled 3,500 cloth looped masks. In addition, the District has purchased 12,000 disposable looped masks, and 200 face shields. Masks will be made available to students, staff and approved visitors who are unable to secure their own masks.

**Management of Ill Persons**
Students and staff with symptoms of illness will be sent to the health office. School Nurses will assess individuals who are sent to the health office.

If a school nurse is not available, building administrators will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

**If Students or Staff become Ill with Symptoms of COVID-19 at Schools**
The District will follow Education Law § 906, which provides:

“whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises
as, in their discretion, they may deem necessary to protect the health of the students and staff.”

Staff will immediately report any illness of students or staff to the school nurse or building administrator. Reports will be made in compliance with FERPA, and Education Law 2-d. If nurses choose to go to classrooms to make assessments of students, this will be done in a manner that protects the student’s confidentiality. If there are several students waiting to see the school nurse, students will wait at least six (6) feet apart. Health offices in both buildings have general admission areas, bathrooms, bed areas and isolated examination rooms. The offices are supervised by the school nurses and have hand hygiene supplies. The school nurses assessing or providing care to ill students and staff will adhere to the following transmission-based precautions:

- Contact Precautions - [https://www.cdc.gov/infectioncontrol/pdf/contact-precautions-sign-P.pdf](https://www.cdc.gov/infectioncontrol/pdf/contact-precautions-sign-P.pdf)

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in the health offices examination rooms separated from others. Once individuals have exited the examination rooms, the rooms will be closed until cleaning and disinfection has occurred.

**Return to School After Illness**

The District will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with
recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

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

Contact Tracing
Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. The District will cooperate with state and local health department contact tracing. The District will assist the Department of Health in knowing who may have had contact at school with a confirmed case by:
- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist the Department of Health in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

Confidentiality will be maintained as required by federal and state laws and regulations. School staff will not determine who is to be excluded from school based on contact without guidance and direction from the Department of Health.

School Closures
The District will collaborate with the Department of Health to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

The District will consider closing school if absentee rates impact the ability of the school to operate safely. The District may choose to modify operations prior to closing to help mitigate a rise in cases. The District will consult with its medical director and the Department of Health when making such decisions.

Cleaning and Disinfection
Procedures
The District will:
- Create and retain logs stating:
Date
Time
Scope of cleaning and disinfection

- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting will include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses.
- Ensure safe and correct application of disinfectants ensuring adequate contact times.
- Keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods.
- Not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility.
- Take steps to ensure all water systems and features (for example, drinking fountains, decorative fountains) are safe to use.
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Electronics
  - Follow manufacturer’s instructions for cleaning and disinfecting. If there are no instructions, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol. Dry surfaces thoroughly.

Cleaning/Disinfecting Procedure

Appropriate cleaners

- Surface cleaner
  - Spray bottle
  - Bucket
- Soap & water
  - Spray bottle
  - Bucket

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Change out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces

Step 2. Disinfect

- Disinfecting kills germs on surfaces
- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
• Take all precautions on the label such as PPE, and safe handling procedures
• Change out cleaning cloths (microfiber) often or use disposable products
• Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
  o Keeping the surface wet for the entire contact/dwell time (see product label)
  o Precautions such as wearing gloves and making sure you have good ventilation during use of the product
• Diluted bleach solutions may also be used if appropriate for the surface
  o ½ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
  o Bleach solutions should be made fresh and not kept for more than 24 hours
  o Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
  o Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer’s instructions for application and proper ventilation
  o Never mix bleach with ammonia or any other cleanser
  o Leave solution on the surface for at least 1 minute

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

Classrooms
• Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies
• Keep cleaning supplies out of reach of children
• Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection
● In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
● Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms

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

Classroom
● Clean and disinfect high touch surfaces (but not limited to):
  o Classroom desks and chairs
  o Door handles and push plates
  o Bathroom faucets
  o Light switches
  o Shared telephones
  o Shared desktops
  o Shared computer keyboards and mice
● All trash receptacles emptied and trash removed from the room
● Floors swept and dust mopped
● Floors spot mopped or full mopped
● Wipe clean: Tables, furniture and counter tops
● Window in the classroom door is cleaned at minimum once per week
● Walls are spot cleaned
● Carpets are spot cleaned
● Make sure all windows are locked
● Clean/Disinfect classroom sink and toilet area (if applicable)
● Vacuum carpet daily if applicable
● Re-stock all paper and soap products
● Clean Baseboards - Weekly
● Clean Light Fixtures - Weekly
● Replace Lights (Notify Custodian or Maintenance)

Restrooms and Locker Rooms
● Clean and disinfect toilets, sinks and shower areas
● Clean and disinfect high touch surfaces (but not limited to):
  o Drinking Fountains
  o Door handles and push plates
  o Light switches
  o Handrails
● All trash receptacles emptied and trash removed from the room
● Floors full mopped
● Clean Doors and Partitions in Restrooms and Locker Rooms
● Walls are spot cleaned
● Check that toilets, faucets, and drains are working
● Check Sanitary Napkin Boxes
• Clean Exterior of Dispensers
• Make sure all windows are locked
• Restock all toilet paper and soap products
• Clean Baseboards - Weekly
• Clean Light Fixtures - Weekly
• Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)
• Clean and disinfect high touch surfaces (but not limited to):
  ○ Drinking Fountains
  ○ Door handles and push plates
  ○ Bathroom faucets
  ○ Light switches
  ○ Handrails
  ○ Buttons on vending machines
• All trash receptacles emptied and trash removed
• Floors swept and dust mopped
• Floors spot mopped or full mopped
• Walls are spot cleaned, when soiled
• Carpets are spot cleaned
• Make sure all windows are locked
• Make sure all unoccupied classrooms are locked

Medical Office
• Clean and disinfect health cots regularly (after each student use)
• Discard or launder coverings after each use
• Cover treatment tables and use pillow protectors
• Clean and disinfect high touch surfaces (but not limited to):
  ○ Classroom desks and chairs
  ○ Door handles and push plates
  ○ Bathroom faucets
  ○ Light switches
  ○ Shared telephones
  ○ Shared desktops
  ○ Shared computer keyboards and mice
• All trash receptacles emptied and trash removed from the room
• Floors swept and dust mopped
• Floors full mopped
• Wipe clean: Tables, furniture and counter tops
• Window in the door is cleaned at minimum once per week
• Walls are spot cleaned
• Carpets are spot cleaned
• Make sure all windows are locked
• Clean/Disinfect classroom sink and toilet area if applicable
• Vacuum carpet daily if applicable
• Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

**Clerical/Admin Offices**
- Clean and disinfect high touch surfaces:
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

**Athletic Areas**
- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
- Disinfect mats and other high-use equipment at least daily
- Clean and disinfect high touch surfaces:
  - Handles on equipment (e.g., athletic equipment)
  - Drinking fountains
  - Ice Machines
  - Door handles and push plates
  - Light switches
  - Shared telephones
  - Shared desktops
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
• Make sure all windows are locked
• Re-stock all paper and soap products
• Clean Baseboards - Weekly
• Clean Light Fixtures - Weekly
• Replace Lights (Notify Custodian or Maintenance)

Restrooms
• Clean and disinfect toilets, sinks and shower areas
• Wear proper PPE, avoid splashes
• Clean and disinfect high touch surfaces:
  o Sinks
  o Faucets
  o Soap dispensers
  o Drinking Fountains
  o Door handles and push plates
  o Light switches
  o Handrails
• All trash receptacles emptied and trash removed from room
• Floors full mopped
• Clean Doors and Partitions in Restrooms and Locker Rooms
• Walls are spot cleaned
• Check that toilets, faucets, and drains are working
• Check Sanitary Napkin Boxes
• Clean Exterior of Dispensers
• Make sure all windows are locked
• Re-stock all paper and soap products
• Clean Baseboards - Weekly
• Clean Light Fixtures – Weekly
• Replace Lights (Notify Custodian or Maintenance)

Safety Drills
Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps will be taken to minimize the risk of spreading infection while conducting drills.

Emergency Response Protocols
• Shelter-In-Place
• Hold-In-Place
• Evacuation
• Lockout
• Lockdown
**Shelter-In-Place**
Shelter-In-Place protocols will be the same with the following changes:
- Provide six (6) feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event will be required
- The District will have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

**Hold-In-Place**
Hold-In-Place protocols will be the same the following changes:
- Provide six (6) feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event will be required
- The District will have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

**Evacuate**
Evacuation protocols will be routinely the same with some minor adjustments:
- Use of face coverings throughout the event will be required
- The District will have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- Bring all necessary items needed: extra face coverings, and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

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

**Lockdown**
During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.
- Evaluate, in advance, if there is room to physically distance without being in the line of sight
- Use of face coverings throughout the event will be required
- The District will have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event
Facilities

Required Square Footage
While recommendations on physical distancing suggest that maintaining a six (6)-foot distance from others is optimal, the building code itself does not mandate a minimum square footage per person on which districts or other applicable schools must base the number of students and staff in a building.

Classrooms in the District have been measured and assigned two (2) numbers. The first number denotes desks arranged in a grid pattern to ensure physical distancing. The second number denotes desks arranged in socially distanced clusters with light-transmitting plastic barriers between individual desks. Classroom populations will adhere to the aforementioned numbers provided by the District’s Operations and Maintenance Department.

Facilities Alterations and Acquisition
The District does not intend to alter its existing spaces or acquire additional spaces for the purpose of reopening.

Changes to Space Utilization and/or Alterations
The District does not intend to make changes to its space utilization or alter its existing spaces for the purpose of reopening.

Space Expansion
The District does not intend to expand its square footage for the purpose of reopening.

Tents for Additional Space
The District does not intend to utilize tents for additional space for the purpose of reopening.

Plumbing Facilities and Fixtures
Toilet and Sink Fixtures
The District will not reduce the number of toilet and sink fixtures available for use during the school day (With the exception of its Natatorium). The District will establish cleaning and disinfecting schedules for lavatories. Signs promoting physical distancing will be placed in all lavatories.

The Natatorium has been reopened per the New York State Department of Health Guidance for Pools (July 11, 2020). The District has decommissioned toilets and fixtures in the Natatorium locker rooms to comply with reopening guidance.
Drinking Water Facilities
The District will reduce the number of drinking fountains in its Senior High School. The Senior High School will still comply with the 1 per 100 building code for drinking water facilities. The Senior High School drinking fountains will be decommissioned. The existing bottle fillers will be utilized.

The District will reduce the number of drinking fountains in its Elementary/Junior High School. The Elementary/Junior high school will have a combination of bottle fillers and drinking fountains to comply with the 1 to 100 building code. The District is sourcing additional bottle fillers to eliminate the need for drinking fountains.

Ventilation
The District will maintain adequate, code required ventilation as designed.

Child Nutrition

Safety and Sanitation

Waste and Laundering
Single-use items and used disinfection materials will be treated as regular waste, following food safety guidelines.

Laundry for clothing, towels, linens and other items
- Cloth materials (i.e., linens, aprons, etc.) will be washed and dried on the highest temperature setting allowable for the fabric.
- Items will be laundered according to the manufacturer’s instructions.
- Employees will wear disposable gloves when handling dirty laundry.
• Employees will not shake dirty laundry
• Employees will clean and disinfect clothes hampers.
• Employees will remove gloves and wash hands immediately.

Cleaning/Disinfecting Protocols

General Cleaning
• Cleaning protocols will be reviewed for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions and dishes/utensils.
• All staff will be trained on any new PPE, cleaning products and techniques.
• The facility will be cleaned and disinfected per current NYSDOH/CDC protocols.
• The District will maintain logs including the date, time, and scope of cleaning and disinfection.

General Disinfecting
• Areas or items will be cleaned with soap and water or another detergent. Cleaning agent will be replaced frequently. Once clean, areas or items will be disinfected.
• Soft Surfaces – Surfaces will be cleaned using soap and water or with other appropriate cleaning agents.
• EPA-registered disinfectants will be used. Staff will follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
  ○ Keeping surfaces wet for the entire contact time (see product label).
  ○ Precautions such as wearing proper PPE and ensuring proper ventilation during use of the product.
  ○ Diluted bleach solutions may also be used if appropriate for the surface.
  ○ Unexpired bleach will be effective against coronaviruses when properly diluted.
  ○ Leave bleach solution on the surface for at least 1 minute.

Cleaning Daily Cafeteria/Kitchens
• Lunch tables will be cleaned and disinfected after each service.
• Food preparation areas will be cleaned and disinfected daily.
• Floors will be fully mopped.
• Windows in the door will be cleaned at minimum once per week.
• Walls will be spot cleaned.
• Sink and toilet area will be cleaned and disinfected.
• All paper and soap products will be restocked.
• Baseboards will be cleaned weekly.
• Light fixtures will be cleaned weekly.

Food Service Staff
Training Department Specific
PCS has implemented the following SafeSchools (Online) Training Plan for the 2020 - 21 school year:
● Asbestos Awareness (Full Course)
● Bloodborne Pathogen Exposure Prevention (Full Course)
• Bullying: Recognition & Response (Full Course)
• Coronavirus Awareness (Full Course)
• Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings (Full Course)
• Coronavirus: Cleaning and Disinfecting Your Workplace (Full Course)
• Cybersecurity Overview (Full Course) - All Employees
• Emergency Operations Planning: Implementing the Plan (Full Course)
• Fire Extinguisher Safety (Full Course)
• Hazard Communication: Right to Understand (GHS) (Full Course)
• School Violence: Identifying & Addressing (Full Course)
• Sexual Harassment: Staff-to-Staff (Full Course (New York))
• Sexual Harassment: Student Issues & Response (Full Course)
• Student Mental Health (Full Course)

**Required PPE**
- Gloves
- Face Covering/Mask

The District will purchase face coverings/masks, gloves, and hand sanitizer. Staff will properly use and dispose of PPE.

**Roles and Responsibilities**

**Supervisor**
- Create weekly/bi-weekly plans per guidance
- Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease
- Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and personal protective equipment
- Provide ongoing communication to staff and feedback to staff on a weekly basis
- Participate in planning meetings as needed

**Food Service Staff**
- Maintain physical distancing to the greatest extent practicable
- Wear cloth face coverings at all times unless the employee is not in the food preparation area or in the serving area
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor
- Wear all required personal protective equipment (PPE) when cleaning and using chemicals
- 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 or 70% isopropyl alcohol
Food Preparation Areas and Contact Surfaces

- Shared workspaces will be minimized
- Employees will be dedicated to certain tasks, at separate workstations
- Adhesive floor mats will be placed at entrances and at the entrances of food preparation areas
- Exposed clean silverware, dishes, glasses, pots and pans will be covered
- Plasticware will be wrapped
- Condiments will be pre-packaged
- Disposable napkins will be used

Contact Vendors and Suppliers

The District maintains two (2) weeks-worth of inventory at any given time during the school year. This does not include some non-perishable items. The District has direct contacts with its local, regional and government vendors and is able to source needed products or substitutes. During the 2019 – 20 mandated school closure the District was able source all items for its Food Security Plan. The District will continue to monitor its inventory and engage its vendors accordingly.

USDA Waivers Approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021

The District will apply for the following waivers:

- Non-congregate feeding
- Meal service time flexibility
- Bulk meals
- Parent/guardian Meal Pick Up
- Meal Pattern Flexibility
- “Offer Versus Serve” Flexibility for Senior High Schools

Meal Service

The following changes will be implemented during meal service:

- There will be no self-serve food items.
- Napkins and plasticware will be provided directly by staff.
- The District will use disposable utensils.
- There will be no serving line.
- Meals will be delivered to students on carts either in the cafeteria or classroom.
- Other spaces will be used for cafeteria overflow: band/chorus rooms, gymnasiums, etc.
- Choices will include one (1) hot meal option and one (1) cold meal option.
- Choices will continue to meet meal pattern requirements.
- The District will continue to meet the dietary needs of its students.
- Cohorts will be divided in eating spaces.
- Physical distancing will be enforced in all eating areas.
• Food-sharing is prohibited.
• Small appliances will be discontinued.
• Pot lucks will be discontinued.
• Condiments will be prepackaged.
• Students may eat outside with their classes so long as there is adequate supervision, physical distancing, and appropriate weather.
• A la carte items and vending machines will be discontinued.
• Breakfast will be a grab-and-go option for students heading to their classrooms.
• Staff will use adequate PPE when delivering food and interacting with students.
• Parents/guardians will be provided with information on MySchoolBucks.
• Payment for meals will occur through MySchoolBucks and teacher collections in homerooms/classrooms.
• The District will send Free and Reduced Price lunch applications to all families with a cover letter encouraging completion.
• The District will continue to use its counting logs for individuals eating offsite.

Meals Consumed Onsite
The following changes will be implemented for meals consumed onsite:
• There will be no self-serve food items.
• There will be no serving line.
• Meals will be delivered to students on carts either in the cafeteria or classroom.
• Other spaces will be used for cafeteria overflow: band/chorus rooms, gymnasiums, etc.
• Choices will include one (1) hot meal option and one (1) cold meal option.
• Choices will continue to meet meal pattern requirements.
• The District will continue to meet the dietary needs of its students.
• Cohorts will be divided in eating spaces.
• Physical distancing will be enforced in all eating areas. Signage will be installed to promote physical distancing.
• Food-sharing is prohibited.
• Condiments will be prepackaged.
• Students may eat outside with their classes so long as there is adequate supervision, physical distancing, and appropriate weather.
• A la carte items and vending machines will be discontinued.
• Breakfast will be a grab-and-go option for students heading to their classrooms.
• Windows and doors will be opened as much as possible to promote outdoor air circulation. Windows and doors will not be opened if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) to children using facilities.
• Students will be required to wash hands before and after meal service.
• Hand sanitizer stations will be established in cafeterias and all alternate eating spaces.
• Meal times and locations will be staggered to ensure physical distancing.

Meals Consumed Offsite (with election of waivers)
The following changes will be implemented for meals consumed offsite:

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• Meals will be available for pickup from 11:00 AM – 1:00 PM in the Elementary/Junior High School bus loop.
• Vehicles will pull up to the door nearest the cafeteria.
• A staff member will deliver meals directly to the vehicle.
• Pedestrians may pick up at the same point.
• Physical distancing will be maintained by pedestrians.
• Staff members delivering meals will wear appropriate PPE.
• Families will contact the School Business Administrator (Email: rpettys@perry.k12.ny.us, Phone: ((585) 237 – 0270 ext. 1004) if they are having difficulty accessing the school meal distribution site.

Transportation
The Perry Central School District will coordinate its reopening plan with its contract service provider: the Letchworth Central School District.

The School Bus
Density Reduction, Physical Distancing, Bus Capacity
• Children will sit one (1) child per seat as denoted in the following diagram.

![Bus Diagram]

• Siblings or those that live in the same household will sit together.
• Decals will indicate where students may sit and to mark six-foot distances in aisles.
• The Letchworth Central School District will determine if sneeze guards are required to protect the driver. If mandated, the Perry Central School District will purchase the sneeze guards.
• Students will wear face coverings while in transit.
• Parents/guardians will be surveyed regarding an “opt-out” option.
• The District will remind students/parents/guardians that physical distancing requirements extend to the bus stop.

Cleaning and Disinfecting
• Buses and other transportation vehicles will be cleaned and disinfected daily and in between runs if scheduled for multiple routes.
• Daily Cleaning
  o All trash removed
  o Floors swept and dust mopped
- Walls and windows cleaned
- High Touch Surfaces
  - Bus seats and seat backs
  - Seat belts
  - Door handles, handrails
  - Driver operator area
- EPA approved cleaning and disinfecting products will be used. Labels will be read and directions will be followed. Appropriate PPE will be worn by staff who are cleaning and disinfecting transportation.
- Proper ventilation will be ensured during cleaning.
- Windows, and roof hatches will be opened, and fans will be turned on during route operation.
- Eating and drinking is prohibited on the bus.
- All cleanings and inspections will be documented.
- District will emphasize to parents/guardians and students prior to reopening schools that it has thoroughly disinfected all buses and student transportation vehicles.

School Bus Staff

Roles and Responsibilities

**Supervisor**

- Ensure employees are equipped with proper PPE and protective measures to keep them safe
- Ensure employees maintain annual training requirements. Update employees on new policies and/or procedures adopted during COVID-19 pandemic.
- Enforce physical distancing, density reduction, bus capacity, routing issues, cleaning and disinfection procedures and practices.
- Inventory and order PPE with sufficient lead time for use when schools open.
- Provide access to mental health resources for transportation staff in crisis or under stress.
- Review employee medical records (19a files).
- Regularly inspect busses and other transportation vehicles for cleanliness.
- Enforce and communicate the self-screening program for staff before coming to work.
- Provide ongoing communication and feedback to staff on a regular basis.

**Employees**

- Self-screen before coming to work. Do not come to work if sick.
- Maintain physical distancing.
- Wear an appropriate face covering that covers the mouth and nose when physical distancing measures cannot be maintained.
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor.
- Wear all required PPE when cleaning and using chemicals.
- 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% ethanol

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or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles. Wash hands with soap and water as soon as possible.

Students on Transportation

Children on the Bus

- Children will sit one (1) child per seat as denoted in the following diagram.

![Diagram of bus seating arrangement](image)

- Siblings or those that live in the same household will sit together.
- Decals will indicate where students may sit and to mark six-foot distances in aisles.
- Students will wear face coverings while in transit.
- The District will remind students/parents/guardians that physical distancing requirements extend to the bus stop.

Loading/Unloading & Pickup/Drop-off

- Students will be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school.
- Dismissal times will be staggered to promote physical distancing.

Transporting to BOCES

- The District will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, the District will supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation.

Special Education Considerations

- The District may implement multiple bus runs for some of its smaller vehicles to ensure physical distancing.
- The District will communicate additional COVID-19 accommodations for individual students to its contract service provider.

Protocols Once Students Disembark from Transportation

Students will maintain physical distancing when they disembark from transportation. Students will proceed to their assigned entrances at their respective schools.
Pupil Transportation Routing
The District will collaborate with its contract service provider to ensure routing maintains appropriate ridership on transportation.

Social-emotional Well-being
Mental Health and Trauma-Responsive Practices
Adverse childhood experiences (ACEs) and trauma can have a negative impact on young people’s social emotional well-being, and consequently, their capacity to learn. Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes. In addition, anxiety and depression may present or worsen in response to these additional stressors and traumas.

Trauma-responsive practices help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

The District currently participates in the Genesee Valley BOCES Trauma, Illness and Grief cooperative service. The District’s Trauma, Illness and Grief Manual may be found at: https://www.perry.k12.ny.us/site/handlers/filedownload.ashx?moduleinstanceid=4688&dataid=10013&FileName=Perry%20Central%20School%20District%20TIG%20Manual.pdf.

Multi-tiered Systems of Support (MTSS)

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<td>Tier 2</td>
<td>Targeted explicit instruction in SEL competencies, strategies, and skills</td>
<td>Individual/small group counseling</td>
<td>Faculty/staff mentor</td>
<td>Peer Tutoring and Paired Reading</td>
</tr>
<tr>
<td></td>
<td>Practice and coaching with feedback</td>
<td>Support groups (e.g. anger management, etc.)</td>
<td>Daily Check In/Check Out</td>
<td>Small group supplemental instruction</td>
</tr>
<tr>
<td></td>
<td>Peer-to-peer SEL workshops</td>
<td>Family Engagement</td>
<td>Daily Progress Reports (DPR)</td>
<td>Guided instruction</td>
</tr>
<tr>
<td></td>
<td>SEL focused community building circles</td>
<td>Substance abuse prevention counseling</td>
<td>Social and Academic Instructional Groups (Small Group)</td>
<td>Visual/auditory aids/cues and manipulatives</td>
</tr>
<tr>
<td>Tier 1</td>
<td>Explicit instruction in SEL Competencies</td>
<td>Mental health education</td>
<td>Schoolwide Behavioral Expectations Circles</td>
<td>Community Building Circles</td>
</tr>
<tr>
<td></td>
<td>integration of SEL within the content areas</td>
<td>Mental health screening</td>
<td>Evidence-based classroom management</td>
<td>Negotiation Skills Training</td>
</tr>
<tr>
<td></td>
<td>General teaching practices that model and support SEL</td>
<td>Prevention/Intervention supports (e.g. stress management, wellness, drug/substance abuse/suicide prevention, etc.)</td>
<td>Guidance conference(s)</td>
<td>Peer Mediation</td>
</tr>
<tr>
<td></td>
<td>School climate surveys (student, staff, families)</td>
<td>Trauma-Informed/trauma-sensitive approach</td>
<td>Training of peer educators</td>
<td>Restorative Circles</td>
</tr>
<tr>
<td></td>
<td>SEL Plan based on survey and other student data</td>
<td>Peer education</td>
<td>Student leadership opportunities</td>
<td>Community service</td>
</tr>
<tr>
<td></td>
<td>Family engagement</td>
<td></td>
<td>Bullying prevention (i.e., DASA)</td>
<td>Community circle keeper training</td>
</tr>
</tbody>
</table>

Adapted from Illinois 55/HS State Group and Erie 2 BOCES
Pupil Personnel Services (PPS) Roles within MTSS

The building principals have established Pupil Personnel Teams. The teams consist of:

- Building Principal
- School Psychologist
- School Counselors
- Licensed Clinical Social Worker
- School Nurse
- School Resource Officer
- Child Protective Service Workers (By invitation)
- School Resource Officer
- Probation Officers (By Invitation)

The team meets weekly to discuss tiered interventions and supports for students.

At the Tier 1 level, the school counseling/social work department implements strategies to support the learning environment for everyone in the school community. The District’s Comprehensive School Counseling Program may be found at: https://www.perry.k12.ny.us/site/default.aspx?PageID=2581.

At the Tier 2 and 3 levels, the school counseling/social work department provides targeted interventions and supports for groups and individual students.

Social Emotional Learning (SEL) and Transformative SEL

Technical Assistance Centers

- **NYS Community Schools Technical Assistance Centers** - These regional centers provide technical assistance, professional learning, and communities of practice around family and community engagement, collaborative leadership, expanded learning, and integrated student supports.
- **NYS Mental Health Education Resource & Training Center** - Offers support to schools around mental health instruction, including assistance to identify resources and develop lesson plans/curriculum, develop and implement plans for professional development, establish community partnerships and services, and engage and support families.
- **NYS Safe and Supportive Schools Technical Assistance Centers** - Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

Supporting Young People and Families

- **Memo RE: Resources for Mental Health and Talking to Young People About COVID-19** – NYSED
- **New York State Parent Portal** - The Parent Portal includes tips for staying safe and healthy as well as ways to have fun during self-isolation. Other resources include parenting in a pandemic, activities to do inside and outside, such as participating in daily video chats with families, recording yourself reading a favorite book or message, and more.
- **A Trauma-Informed Approach to Teaching Through Coronavirus** - National Child Traumatic Stress Network
• [Addressing Grief](#) and [Addressing Grief: Tips for Teachers and Administrators](#)- National Association of School Psychologists
• [Coalition to Support Grieving Students](#) - provides resources to school communities in the ongoing support of their grieving students
• [When School Starts Back: Supporting Grieving Students During a Pandemic](#) – webinar series with Dr. David Schonfeld presented by the Georgia Department of Education
• [How can educators and families support students’ mental health and social emotional needs?](#) - Institute of Education Sciences

Self-Care
• [CDC Guidance for Managing Stress and Anxiety](#) – Tips for supporting adults during a crisis
• [SAMHSA: Coping With Stress During Infectious Disease Outbreaks](#) – Fact sheet on the signs of stress in yourself or others
• [CDC Guidance for Emergency Responders](#) - Tips for taking care of yourself as an “emergency responder” during this time

Supporting Adults
• [SEL Signature Practices Playbook](#) – CASEL offers protocols for use during team meetings to “check-in” on emotions and set the stage for shared learning and work
• [National Child Traumatic Stress Network: Coping with Stress](#) – For use in supporting your team to support field-based teams
• [Advancing Adult Compassion Resilience: A Toolkit for Schools](#) from WISE Wisconsin and Rogers InHealth - This toolkit offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilience perspectives and skills

Online Learning
• [A New Realm: IFSEL’s Tips for Distance Learning](#) - The Institute for Social and Emotional Learning has a number of ideas and practices specifically designed to help teachers navigate online teaching, but can easily help parents encourage SEL with their students.
• [Taking School Online with a Student-Centered Approach](#) - Facing History and Ourselves provides resources for navigating new technologies and ways of teaching during an immensely challenging and uncertain time in our communities, when students’ (and teachers’ own) social-emotional needs are just as critical as academic goals.

Supporting School Transitions
• [Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community](#) - In response to COVID-19, school leaders can take action now using CASEL’s guide to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.
District Resources

- **CASEL’s District Resource Center** - The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student's education. Find research, knowledge, and resources curated from school systems across the U.S. to support high-quality, systemic implementation of SEL.
- **The CASEL Guide to Schoolwide Social and Emotional Learning** - Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

Additional Resources

- **Social Emotional Learning Benchmarks, Guidance, and Resources from the New York State Education Department**
- **Teaching Tolerance** - Speaking Up Against Racism Around the New Coronavirus
- **America’s Promise** - A compilation of resources from America’s Promise Alliance
- **The Collaborative for Academic, Social, and Emotional Learning** - CASEL has curated a helpful list of guidelines and resources for parents, caregivers, and teachers to promote SEL while schools are closed.
- **The National Association of School Psychi atrists** - health crisis resources
- **Resources for Schools and Districts Responding to the COVID-19 Crisis** - REL Northeast & Islands
- **Children’s Institute** - The Children’s Institute offers a list of resources to help parents alleviate children’s stress over school closures and another set of resources with activities for children, both on and offline.
- **New York State Network for Youth Success** - resources the Network has been curating regarding the COVID-19 pandemic

Restorative Practices

Regardless of which restorative practice that may be used to address an incident of misconduct, each practice is based upon students’ voluntary participation, willingness to take responsibility for one’s actions, and readiness to repair harm so that the students involved and the school community as a whole can move forward feeling safe and respected.

**Community Building Circles:** Community building circles provide a forum through which students can bond with one another and with caring adults. As a prevention strategy, the circle process enables a group to get to know one another, build relationships, establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, and resolve difficult issues, etc. Especially important, when schools use the circle process with adults in the school community, the practice provides a vital opportunity for school personnel and parents to build relationships with one another.

**Collaborative Negotiation:** Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom they disagree to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.
Peer Mediation: An impartial, third party student peer mediator facilitates the negotiation process between peers who are in conflict so that they can come to a mutually satisfactory resolution. Mediation recognizes there is validity to conflicting points of view the disputants bring to the table and helps disputants work out a solution that meets both sets of needs.

Restorative Circles: When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the wellbeing of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community. Formal Restorative Conference: A trained facilitator brings together individuals who have acknowledged causing harm with those who have been harmed. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other’s perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired.

Planning and Capacity Building
The District’s Comprehensive School Counseling Program may be found at: https://www.perry.k12.ny.us/site/default.aspx?PageID=2581.

Adult SEL & Well-being
PCS has mandated the following SafeSchools training for all staff:

- Student Mental Health (Full Course)

The School Counseling and Social Work Department will provide training for District staff in the following areas:

- Models of quarantine and why peers and/or staff may be absent for days or weeks
- Realistic guidelines for teachers to limit pressure of curriculum
- Appropriate responses to anxiety
- Hotline trainings and/or clear understanding what crises may rise to that level of intervention
- Physical distancing and feelings of rejection and disappointment
- Self Care

Staff will be provided with Employee Assistance Program contact information and menu of supports.
Student SEL & Well-being
Staff have been directed to focus their summer curriculum and professional work on considering students’ overwhelming anxiety as they reintegrate or come to school for the first time. Staff have been directed to focus on relationship building and establishing classroom communities.

Students will be provided instruction in the following areas:
- Models of quarantine and why peers and/or staff may be absent for days or weeks
- Explicit instruction on who the available staff is if students are feeling like they need help.
- Ensuring students know PPE is available and provided by the District in the event they do not have or forgot their personal PPE.
- Why Peers may be Exempt from PPE
- Physical distancing and feelings of rejection and disappointment
- Self Care
- Social Stories

Students will be provided a Google Form link on their Chromebook desktops to request access to a counselor. The Google Form may be found at: https://forms.gle/9NN2Q5ittCvp1Zt6A.

Using Data for Continuous Improvement
Google Form and intervention data will be collected and analyzed by Pupil Personnel Teams, and the Administrative Team. The School Counseling/Social Work Department may be asked to present data to the Board of Education.

Scheduling
Teacher Workday
- Staff must be screened and in their assigned spots at 7:45 AM
- Homeroom and grade level teachers will be in their classrooms to welcome students
- No late bus
- Masks must be worn during arrival and dismissal

Student Arrival Procedure
High School Arrival
- Bus will dismiss students at 7:45 AM. Each grade level will go through their assigned door and directly report to homeroom. Drivers and walkers will enter the school through the music door.

Elementary/Jr. High Arrival
- 7:45 AM walkers will enter through the cafeteria doors and head directly to class.
- 7:45 AM parent drop off will be at the gym doors and students will head directly to class (1st-8th grade).
  - K students will report to the library to their assigned tables. K teachers will be supervising.
7:50 AM Jr. High students will be let off the buses. 7th graders will enter through the cafeteria doors. 8th will enter through the main entrance. All students will go directly to their classrooms.
7:55 AM K students will be let off the bus and enter the building at the main entrance and head straight to the library to their assigned seats.
Starting at 8:00 AM buses will stagger the dismissal of the rest of the students. K-3 will enter the main entrance and 4-6 will enter the cafeteria door.

Departure Procedure
High School Departure - 2:35 PM through assigned doors
Elementary/Jr. High Departure - all teachers (K-8) will be walking students out of the buildings to ensure physical distancing protocols.
- 2:40 PM - 4th, 5th and 6th graders
- 2:43 PM - 3rd, 2nd
- 2:45 PM - 1st, Kindergarten
- 2:50 PM - Jr. High Students

Monday Departure
Elementary/Jr. High Departure- all teachers (K-8) will be walking students out of the buildings to ensure physical distancing protocols.
- 1:15 PM - K, and 1st
- 1:17 PM - 2nd and 3rd
- 1:20 PM - 4th, 5th and 6th
- 1:25 PM - 7th and 8th

High School Departure - 1:35 PM through assigned doors

Bell Schedules
Senior High School Bell Schedule (Tuesday - Friday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>enter building</td>
</tr>
<tr>
<td>7:48</td>
<td>warning bell</td>
</tr>
<tr>
<td>7:50-7:53</td>
<td>Homeroom</td>
</tr>
<tr>
<td>7:57-8:39</td>
<td>1st</td>
</tr>
<tr>
<td>8:43-9:25</td>
<td>2nd</td>
</tr>
<tr>
<td>9:29-10:11</td>
<td>3rd</td>
</tr>
<tr>
<td>10:15-10:57</td>
<td>4th</td>
</tr>
<tr>
<td>11:01-11:43</td>
<td>5th Class</td>
</tr>
<tr>
<td>11:01-11:31</td>
<td>5th Lunch</td>
</tr>
</tbody>
</table>
Junior High School Bell Schedule (Tuesday-Friday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>walkers/drop off enter building</td>
</tr>
<tr>
<td>7:50</td>
<td>Bussers enter building</td>
</tr>
<tr>
<td>7:52</td>
<td>warning bell</td>
</tr>
<tr>
<td>7:55-8:02</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:04-8:43</td>
<td>1st</td>
</tr>
<tr>
<td>8:45-9:24</td>
<td>2nd</td>
</tr>
<tr>
<td>9:26-10:05</td>
<td>3rd</td>
</tr>
<tr>
<td>10:07-10:46</td>
<td>4th</td>
</tr>
<tr>
<td>10:48-11:27</td>
<td>5th</td>
</tr>
<tr>
<td>11:29-12:08</td>
<td>6th</td>
</tr>
<tr>
<td>12:10-12:49</td>
<td>7th</td>
</tr>
<tr>
<td>12:49-12:53</td>
<td>Adv</td>
</tr>
<tr>
<td>12:55-1:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:27-2:06</td>
<td>8th</td>
</tr>
<tr>
<td>2:08-2:47</td>
<td>9th</td>
</tr>
<tr>
<td>2:49-2:50</td>
<td>Adv</td>
</tr>
</tbody>
</table>

**Career and Technical Education (CTE)**

Perry Central School District CTE students will be attending the Charles G. May Center Campus on Mondays and Tuesdays in person. Fridays will be reserved for remote CTE learning.

**Budget and Fiscal**

**Economic Overview**

Both the national economy and New York State’s economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March
2020. What is still unknown is the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted.

It is important to understand the fundamentals of education finance policy in New York State to develop the most responsible—and flexible—budget plans for reopening schools. The Superintendent of Schools and School Business Administrator maintain certifications as School District Business Leaders. The economic demographics of school districts across the state vary widely, from some of the wealthiest districts in the country to some of the poorest. The various state aid formulas work to complement that reality, with the wealthiest district receiving less state aid and the districts with less local fiscal capacity receiving more.

New York State government operations are funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

School District Fiscal Preparedness
Another major factor in the fiscal outlook for school districts is the availability of undesignated reserve funds, which districts set aside for times of fiscal hardship. Again, the individual district circumstance can vary widely. According to the most recent data available to the Department, overall unexpended fund balances total 13.83 percent of all school spending outside the big five city school districts, but the level available in individual districts ranged from 0.04 percent to 86.19 percent.

These reserves are approximately two thirds capital, retirement, and employee benefit accrued liability reserve (EBALR) reserves. Unrestricted reserves total approximately 4.5% of total proposed spending, again excluding the five dependent city school districts. Relaxing rules around withdrawals from certain purpose driven reserves would provide districts additional flexibility in budgeting for the upcoming years with a diminished prospect of increases in state aid, but such changes would require enactment of legislation.

The Office of the New York State Comptroller (OSC) issues fiscal stress scores for school districts and municipalities across the state annually. The Perry Central School District received “No Designation” ratings for both fiscal and environmental stress.

The District’s Audit/Finance Committee meets monthly beginning the month of October through June.

The District engages the services of Bernard P. Donegan, Inc. for long-range financial planning.

The District reviews, updates and approves its Reserve Plan annually. The District’s Reserve Plan may be found at: https://www.perry.k12.ny.us/site/handlers/filedownload.ashx?moduleinstanceid=4459&dataid=9769&FileName=Reserve%20Plan%202019-20.pdf.

The District’s financial audits may be found at: https://www.perry.k12.ny.us/Page/2576.
Governor Cuomo’s Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of $825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds.

Pandemic Adjustment and CARES Act Funds
State Aid was reduced in the 2020-21 school year by a total of $1.13 billion through a “Pandemic Adjustment”, which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.
The District has been allocated $175,174 for ESSERF and $29,689 for GEERF. The District has made application for utilization of both funding sources. The District has collaborated with its non-public schools during the application process.

**Potential Further Aid Reductions**

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was $13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly $1.2 billion. Combined with other budget actions, the remaining gap was projected to be $8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap.

The District has adjusted its 2020 – 21 budget to absorb an additional eight percent (8%) reduction in aid ($621,448).

**180 Day Calendar and Attendance Reporting for State Aid Purposes**

School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.
Impact of Low Attendance on State Aid

School districts have expressed concerns about the impact that students choosing to stay home during the pandemic will have on their state aid calculations. State Aid formulas use multiple attendance counts in the calculation of aid apportionments for school districts. Statewide over 70 percent, largely in Foundation Aid, is based on Average Daily Membership or district enrollment, which is a measure of student registration in the district and does not take attendance into account. These aid formulas should not be impacted by attendance rates. Some formulas use Average Daily Attendance in the calculation of reimbursement rates, and Education Law §3602(1)(d)(2) provides for the commissioner to exclude from that calculation “days on which school attendance was adversely affected because of an epidemic....”

NYSED plans to advance a proposed COVID-specific change to such regulations in September for consideration by the Board of Regents.

Flexibility of Non-NYSED-Governed Activities

While budget and fiscal matters have implications in nearly all operational and instructional program areas, the laws, regulations, and business rules are largely outside of the discretion of the State Education Department. Below are a few areas where recommendations have been made to NYSED staff that deserve further consideration by state policymakers:

- Reserve funds: consideration for providing temporary flexibility in the immediate use of designated or restricted reserve funds, and requirements to repay funds over a set period of time;
- Transportation issue: as mentioned in the Transportation section of this guidance, providing flexibility on the adoption of contracts with providers and pursuing a streamlined bus driver licensing process with the Department of Motor Vehicles to ease the burden of hiring new bus drivers;
• Personal Protective Equipment (PPE) and technology purchases: provide more avenues for shared service agreements and ease burdens on BOCES to expanding service in this area.

Flexibility for Budgetary Transfers
It is anticipated that there may be costs in 2020-21 that districts did not budget for in necessarily the correct account codes. In particular, the need for additional equipment has been noted above. Flexibility for budget transfers in the 2020-21 school year only for additional equipment needed (associated with re-opening and the maintaining of buildings primarily) would help school districts in that position. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. This determination appears to be based primarily on Formal Opinion of Counsel No. 213 (www.p12.nysed.gov/mgt_serv/budgeting/handbook/appendixg.html).

In addition, school districts are encouraged to maximize their state-aided hardware in order to ensure that all necessary equipment is being purchased.

Tax Collection
Tax Collection Method:
• Please make out school tax checks to Perry CSD - Tax Collector
• Checks can be mailed to the following address:
  Perry Central School District - Tax Collector
  PO Box 6697
  Ithaca, New York 14851
• In person payment can be made at any Bank of Castile location during normal banking hours.
• Cash payments will be accepted for Bank of Castile customers only.
• Non-Bank of Castile customers must pay in the form of a personal check, official bank check, or money order.
• Any taxpayer can send their non-cash payment to the address listed above.
• Tax bills and information may be found on the District website (www.perry.k12.ny.us).

Other Considerations
All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. Districts should not assume additional state or federal support will be available beyond what has already been budgeted for the 2020-21 school year and should plan those needs accordingly.
Attendance

Attendance for Reporting Purposes
The District will use Schooltool for tracking in-person, hybrid and virtual learning attendance.

Student interactions/engagement are tracked using the following methods for attendance purposes:

- Call logs with parents/guardians and students.
- Email correspondence.
- Google Classroom assignment completion.
- Google Hangout participation.
- Clever application log-in. This allows the District to track students' progress in: iReady (Math and ELA), iXL and myOn.
- Castle Learning reports.
- Common Lit reports.

Attendance for State Aid Purposes
School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

As discussed in the Budget and Fiscal Matters section of this guidance, the minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue to submit the same information through SAMS that has been required in previous years, namely aggregate instructional days and hours, as well as daily calendars. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis.” Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

Chronic Absenteeism
Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.
Classroom teachers, grade level and department chairpersons, building principals and the Director of Pupil Services are responsible for identifying students who are not participating. Interventions are scaffolded as follows:

- Google Hangout/Meet to establish face-to-face contact.
- Phone call to parent/guardian.
- Email to student and parent/guardian.
- Home visitation (Exercising physical distancing protocols)

When contact is established by the aforementioned parties, a plan is developed to overcome any learning barriers. If students cannot access virtual instruction, hard-copy materials are delivered to households and collected when assignments are completed.

**Education Neglect**

The District will collaborate with the Wyoming County Department of Social Services when it has questions regarding educational neglect. The Statewide Central Register of Child Abuse and Neglect will only be contacted as a last resort. An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child’s prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child’s educational progress, or imminent danger of such an adverse effect.

**Persons in Need of Supervision (PINS)**

The District will collaborate with the Wyoming County Department of Social Services when it has questions regarding PINS and before taking action.

Under the Family Court Act Article 7, a PINS proceeding may, in certain circumstances, be initiated to have a person under eighteen years of age, who does not attend school, is incorrigible, ungovernable, habitually disobedient and beyond the lawful control of a parent, or other person legally responsible for such child’s care, or appears to be a sexually exploited child, adjudicated by the Family Court as a PINS.

**Technology and Connectivity**

**Students with 1:1 Devices**

All students in grades UPK – 12 have access to District-owned devices.

**Student Internet Access**

**Elementary School**

Approximately 82% of students have “all the time” access to the internet at a sufficient level to participate in all learning activities, at their places of residence, that is provided by the student’s family or guardian.
High School
Approximately 80% of students have “all the time” access to the internet at a sufficient level to participate in all learning activities, at their places of residence, that is provided by the student’s family or guardian.

Teacher Home Access
Approximately 97% of teachers have “all the time” access to the internet at a sufficient level to participate in all learning activities at their places of residence.

Barriers to Access
Elementary School
The top barriers preventing “all the time” access to the internet at a sufficient level to participate in all learning activities, at students’ places of residence are availability (20% of those without access) and cost (80% of those without access).

High School
The top barriers preventing “all the time” access to the internet at a sufficient level to participate in all learning activities, at students’ places of residence are availability (20% of those without access) and cost (80% of those without access).

Learning Management System
The District utilizes Google Apps for Education as its learning management system.

Technical Support
The District has directed parents/guardians to contact its Computer Technical Administrator—Mark Eberstein (markeberstein@perry.k12.ny.us)—for technical support. The District has developed a wireless internet solution in its Elementary/Junior High School Parking Lot. Parents/guardians may drive in to the lot, park, and students may access the wireless network using District devices while adhering to physical distancing protocols.

Professional Development
The District has adjusted its calendar to frontload its Superintendent’s Conference Days. Staff will be provided with additional support from staff experts and time to develop remote learning resources.

Learning Models
In-person
- Grades 4 - 12 bring Chromebooks back and forth to school.
- Pre-K - 3 take home when necessary.
- Charging stations will be established in classrooms.
- On site filtering handled by GoGuardian and iBoss.
Remote
- All students bring home Chromebooks and are required to use them for school work
- Offsite filtering handled by GoGuardian and iBoss.

Hybrid
- Grades 4 - 12 bring Chromebooks back and forth to school.
- Pre-K - 3 take home when necessary.
- Charging stations will be established in classrooms.
- On site filtering handled by GoGuardian and iBoss.

Teaching and Learning
Early Learning
Prekindergarten
All children are capable of learning, achieving, and making developmental progress through access to a high-quality Prekindergarten program. It is essential the District create a plan for providing continuity of instruction for in-person, remote, and hybrid learning models.

Health and Safety Considerations
- Family style eating is prohibited due to physical distancing and health and safety requirements. Given the District’s program is two (2) half-day cohorts, the students do not eat lunch together. Students do participate in snack breaks. During these breaks, students will be socially distanced to maintain health and safety requirements.
- The pre-kindergarten classroom has an interior bathroom. The bathroom will be sanitized and disinfected after each use. Students may also use common restrooms. In all instances, students will be accompanied by adults to ensure proper handwashing protocols are followed.
- Given the District’s program is two (2) half-day cohorts, there is no need to sanitize and disinfect napping materials.
- During center-based instruction, lessons will rotate rather than the students. Students will continue to maintain appropriate physical distance during instruction.

Instructional Practices and Programming Considerations
- The District’s program will refrain from strategies and practices that encourage physical contact.
- While technology may increase distance learning options, there are many ways students can continue learning that do not require access to a computing device. If students are required to participate in a remote learning option, the District’s program will limit screen time to promote hands-on learning activities.

Budget and Fiscal Considerations
- The District is currently waiting for its 2020 – 21 universal pre-kindergarten grant allocation and the NYSED’s 2020 – 21 universal pre-kindergarten grant application.
- When both the aforementioned items are released, the District will submit its application to operate its universal pre-kindergarten program.
• The District has already obtained its collaborative partnership agreement with the GLOW YMCA.

**Staffing Regulatory Flexibility**
• Instruction will be delivered by a certified teacher.
• The two (2) half-day sections will have eighteen (18) or fewer students. Therefore, the District is required to have one (1) teacher and one (1) paraprofessional in the classroom during both sections.

**Cohorts Consideration**
• The District’s two (2) half-day sections are independent cohorts.

**Flexibility in Duration of Half-Day and Full-Day Programs**
• The District will provide flexibility in scheduling on Mondays (Early release for all students) to provide teachers with an opportunity to engage students who are learning in a remote environment.

**Prekindergarten/Kindergarten Screening Considerations**
• The District has conducted its pre-kindergarten and kindergarten screenings.
• Students who have not participated in these processes may do so at the beginning of the school year. The District has ensured appropriate health and safety measures throughout screening processes.

**Considerations for Volunteers, Visitors, and Service Providers**
• During the COVID-19 public health crisis, volunteers and visitors will be prohibited in District facilities.
• Outside service providers must adhere to the health screening protocols when delivering services in the District’s facilities.

**Grades K – 6**
Per Commissioner’s regulations, all students will receive instruction that is designed to facilitate their attainment of the State learning standards. The District’s students will 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.

**In-person Instructional Model**
• Class/section sizes will be created to accommodate physical distancing (Six (6) feet of distance between students or physical barriers).
• Students and staff will adhere to the District’s protocols regarding face covering requirements.
• To the greatest extent practicable, special area teachers (Art, Music, and Library) will move to classrooms to limit cross-contact.
• Diagnostics will be delayed to allow students to adjust to their environments.
A teacher of record will be assigned to students who are unable to attend for medical purposes. Instruction for students who are unable to attend for medical purposes will be accomplished through:
  - synchronous Google Meets.
  - Recordings watched via Google Classroom.

Classroom professionals will be provided with cleaning and disinfecting materials to utilize during the school day.

Classroom professionals will limit the use of communal equipment. If communal equipment is necessary, classroom professionals will clean and disinfect equipment between uses.

Classrooms will be cleaned and disinfected by the Operations and Maintenance Department during the second shift.

Remote Instructional Model

A teacher of record will be assigned to students. Instruction for students will be accomplished through:
  - synchronous Google Meets.
  - recordings watched via Google Classroom.

To the greatest extent practicable, students will adhere to the same schedule as if in-person.

Learning Materials and Content

- Paper textbooks, and other content
- Digital copies of textbooks
- Digital content and activities provided by the District, either free or subscription-based
- Online learning courses or course content modules

Communication Tools

- Telephone and/or video calling
- Email
- Video conferencing
- Social media
- Website
- Learning Management System (Google Apps for Education)

Teacher and Student Interface

- Teacher office hours, virtually (online) via video conferencing and/or chat, and/or phone
- Scheduled teacher/student(s) check-ins, virtual (online) and/or via phone
- Asynchronous communication, feedback, and support via email or the Learning Management System (Google Apps for Education)

Instruction

- Hard copy (paper) instructional materials provided to students
- Instructional materials provided via technology, such as posted on a teacher website or available through the Learning Management System (Google Apps for Education)
- Individual or small-group synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Large-group or whole class synchronous instruction facilitated using technologies such as telephone or video conferencing.
- Recorded instruction disseminated through technology, including via podcast, dedicated website, or Learning Management System (Google Apps for Education).

**Technology Access**
All teachers and students are provided with computing devices.

**Hybrid Instructional Model**

2:2:1 Model
- Cohorts of students (To be determined by District administration) will be established.
- Cohorts will attend in-person instruction for two (2) days. One (1) cohort will attend for two (2) days while the other cohort is learning remotely.
- Students will receive remote instruction/office hours for the other three (3) days of the week their cohorts are not receiving in-person learning.
- Students with special considerations will still attend in-person, every day.

**Instructional Models**
- Model 1 – Classes/sections may be live-streamed and, to the greatest extent practicable, students will maintain the same schedule as if in-person.
- Model 2 – Focus on priority standards while in-person. While learning remotely, students are engaged in independent learning activities aligned to priority standards.

**Grades 7 – 12 – Units of Study**
Per Commissioner’s regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State’s learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject.

The definition of a “unit of study” has been revised in Commissioner’s Regulations to further clarify what may be considered in the design of such units of study.
- Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but
not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Units of Credit
The priority for the instruction is 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 District. Any student who achieves the learning outcomes for the course will be granted the unit of credit for such course if applicable.

Science Laboratory Requirements
Per Commissioner’s Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement 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. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The District is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Laboratory experiences will be recorded as part of the District’s continuity of learning plan and records of satisfactory lab reports will be maintained. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Arts
In-person Instructional Considerations
- Classroom professionals will limit the use of communal equipment. If communal equipment is necessary, classroom professionals will clean and disinfect equipment between uses.

Remote Instructional Considerations
- Classroom professionals will adapt their instruction to accommodate lack of materials in the home environment.

In-person Instructional Model
- Class/section sizes will be created to accommodate physical distancing (Six (6) feet of distance between students or physical barriers).
- Students and staff will adhere to the District’s protocols regarding face covering requirements.
• A teacher of record will be assigned to students who are unable to attend for medical purposes. Instruction for students who are unable to attend for medical purposes will be accomplished through:
  o synchronous Google Meets.
  o Recordings watched via Google Classroom.
• Classroom professionals will be provided with cleaning and disinfecting materials to utilize during the school day.
• Classroom professionals will limit the use of communal equipment. If communal equipment is necessary, classroom professionals will clean and disinfect equipment between uses.
• Classrooms will be cleaned and disinfected by the Operations and Maintenance Department during the second shift.

Remote Instructional Model
• A teacher of record will be assigned to students. Instruction for students will be accomplished through:
  o synchronous Google Meets.
  o recordings watched via Google Classroom.
• To the greatest extent practicable, students will adhere to the same schedule as if in-person.

Learning Materials and Content
• Paper textbooks, and other content
• Digital copies of textbooks
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• Online learning courses or course content modules

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Technology Access
All teachers and students are provided with computing devices.

Hybrid Instructional Model

2:2:1 Model
• Cohorts of students (To be determined by District administration) will be established.
• Cohorts will attend in-person instruction for two (2) days. One (1) cohort will attend for two (2) days while the other cohort is learning remotely.
• Students will receive remote instruction/office hours for the other three (3) days of the week their cohorts are not receiving in-person learning.
• Students with special considerations will still attend in-person, every day.

Instructional Models
• Model 1 – Classes/sections may be live-streamed and, to the greatest extent practicable, students will maintain the same schedule as if in-person.
• Model 2 – Focus on priority standards while in-person. While learning remotely, students are engaged in independent learning activities aligned to priority standards.

Physical Education
Participating in Physical Education (PE) is important for our students’ health and well-being. Not only do PE activities benefit students’ physical health, but research indicates regular physical activity improves students’ mental health as well as contributes to academic success. 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.

Instruction
• To the greatest extent practicable, the District will continue to implement its physical education plan:
  https://www.perry.k12.ny.us/site/handlers/filedownload.ashx?moduleinstanceid=4501&d
In order to satisfy the mandated minutes as specified in Part 135 of the Commissioner’s Regulations for all three (3) instructional models, the District will incorporate the following strategies into its PE instruction:

- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).

- In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).

- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).

- Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).

- Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time.

- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Career and Technical Education (CTE)
Genesee Valley BOCES Introduction

The Career and Technical Education Center (CTE) is dedicated to teaching students both industry and work-readiness skills in a variety of technical areas, as well as support academic skills mainly in the areas of Math, Science and English. In a blended learning environment, teachers will be on campus five days per week. Students will follow the schedule outlined below.

In following a two day schedule students enrolled in programs that require hours for certification will be assured that these hour can be met. Additionally, the academic credits that can be earned by virtue of being enrolled in an approved CTE program will be preserved. This flexibility to earn potentially up to three academic credits including Math, Science, English, PE, and/or Health may prove to be a valuable tool to assist students meeting all CTE and academic credit requirements for graduation.
For students in a remote high school experience CTE teachers will use Google Classroom to connect, post assignments, and give traditional assessments (tests and quizzes). Webex or Zoom will be used to deliver real-time lessons. All students, whether learning virtually or in-person will take part in the live lessons. Teachers will also provide recorded lessons for students to review as reinforcement, or if they have missed a lesson. After the live lesson, students working virtually will complete work assigned through the Google Classroom. Students on campus will work in shops/labs to gain hands-on experience. Teachers will assess skill attainment at this time. Teachers will also reach out to industry partners to provide demonstrations as well as assign real-life simulation activities provided through a variety of career and technical education publishers. All assignments and projects will continue to align with related technical assessments and industry certifications that will be completed while students are on campus.

### 2020 – 2021 CTE Schedule

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<th>Districts</th>
<th>Full Day attendance</th>
<th>Approximate Number of Students on Campus</th>
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Athletics and Extra-curricular Activities

Interscholastic Athletics

Per the NYDOH Guidance, interscholastic sports are not permitted at this time, and additional information on athletic activities is forthcoming.

The New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the NYSPHSAA website.

The NYSPHSAA issued the following statement regarding the status of interscholastic athletics:
Extra-Curricular Activities

- **All** internal facility use requests (Inside the District’s buildings) are restricted to District-sponsored activities only.
- External facility use requests (Outside the District’s buildings) are permitted for all organizations/groups (District-sponsored and community) so long as the groups abide by the District’s reopening plan and adhere to all local, regional, and state health and safety protocols.
- District-sponsored activities will receive preference when scheduling external facility use requests.
- Only Board of Education appointed coaches and advisors may supervise District-sponsored activities.

Special Education

Least Restrictive Environment (LRE)

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. The District’s Special Education Plan outlines its comprehensive approach to ensuring its students are in the least restrictive environment. The District’s Special Education Plan may be found at: https://www.perry.k12.ny.us/site/handlers/filedownload.ashx?moduleinstanceid=4503&dataid=6671&FileName=Special%20Education%20Plan%20-%202019%20-%2020.pdf.

LRE Documentation

The District’s Director of Pupil Services maintains direct contact with the parents/guardians of students receiving special education services. The Director of Pupil Services will contact families regarding the District’s or their students’ private school special education placements’ continuity of instruction plans.

IEP Implementation

Until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, the District will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to
provide all services in the same mode and/or manner they are typically provided. The District will determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as it plans its three (3) instructional models including in-person, hybrid and remote learning. When providing remote services, the District will continue to use the information included in OSE’s March 27, 2020 and April 27, 2020 guidance documents.

Progress Monitoring
Teachers and service providers will continue to collect data, whether in-person or remotely, and use the data to monitor each student’s progress toward the annual goals and to evaluate the effectiveness of the student’s special education services.

Compensatory Services
Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/CSEs must make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the District’s reopening plan and continue if the school must close again over the next school year.

Partnership and Collaboration to Reflect All Settings Where Students are Served
District administration participates in annual visits to its off-site special education placements. The purpose of these visits is to thoroughly understand the instructional programming and environments in which ours students are learning. To the greatest extent practicable, the District will continue this practice.

The District will monitor, review and provide comment on all off-site continuity of education plans.

In-person Instructional Model
- Small bus runs will be staggered for arrival and departure times.
- Related service providers will collaborate with classroom teachers for scheduling push-in and pull-out sessions.
- Students will receive instruction in physical distancing and PPE.
- Students with sensory needs may require alternative PPE.
- Classroom and related service settings will ensure physical distancing (Six (6) feet or barriers).
- Classroom and related service settings will be provided necessary PPE and cleaning and disinfection supplies for their instructional spaces.
- Therapy items may be limited due to cleaning/disinfection requirements.
- Testing materials, porous items, and shared items will be cleaned and disinfected.
• Material barriers, transparencies, gloves, and photocopies will be used to minimize risk of spreading germs.

Remote Instructional Model
• Schedule of classes will be determined requiring student participation.
• Classroom and related service provider instructional/therapy time will be respected.
• Resource room will be offered and conducted in the remote environment.
• Teletherapy services will be scheduled in the remote environment.

Bilingual Education and World Languages

Initial Identification of Potential ELLs
NYSED has approved temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154-2.3(a) at the commencement of the 2020-21 school year.

• Qualifying schools that reopen using in-person instruction or blended/hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year. After this 20-day flexibility period, all schools that reopen using in-person or hybrid instruction will be expected to complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner’s Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process should be followed in person for new entrants following the district’s safety protocols to ensure compliance with the Governor’s Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening.

Units of Study for English as a New Language (ENL) and Transitional Bilingual Education (BE) Programs
All ELLs must be provided the required instructional Units of Study in their ENL or BE program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.

Communications and Language Access
All communications for parents/guardians of ELLs must be in their preferred language and mode of communication.
The District will, to the greatest extent practicable, provide interpretation and translation through a qualified interpreter/translator in the languages most commonly spoken in the District (Spanish, Mandarin, and Nepali), and at a minimum in those languages spoken by a large number and percentage of ELLs.

**Professional Learning for Educators**
The District does qualify for, and has received a “School District Waiver CR Part 154 Professional Development Requirements Specific to English Language Learners (ELLs).”

**Professional Certificate Holders in the Title of English to Speakers of Other Languages**
The Perry Central School District is a member of the Mid-West Regional Bilingual Education Resource Network (Mid-West RBERN). The District currently sends its Teacher of English to Speakers of Other Languages (TESOL) to Mid-West RBERN professional development offerings. The TESOL teacher will also participate in regional professional development offerings hosted by the Genesee Valley Educational Partnership. The District will monitor the TESOL teacher’s professional development participation with MyLearning Plan. This will ensure teacher’s professional development is in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

**All Other Holders of Professional Certificates in Classroom Teaching Service**
The Perry Central School District is a member of the Mid-West Regional Bilingual Education Resource Network (Mid-West RBERN). The District currently sends its Teacher of English to Speakers of Other Languages (TESOL) to Mid-West RBERN professional development offerings. The TESOL teacher will turnkey essential professional development for other holders of professional certificates. District teachers will also participate in regional professional development offerings hosted by the Genesee Valley Educational Partnership. The District will monitor professional certificate holders’ professional development participation with MyLearning Plan. This will ensure professional development in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners.

**Level III Teaching Assistants**
The Perry Central School District is a member of the Mid-West Regional Bilingual Education Resource Network (Mid-West RBERN). The District currently sends its Teacher of English to Speakers of Other Languages (TESOL) to Mid-West RBERN professional development offerings. The TESOL teacher will turnkey essential professional development for teaching assistants. District teaching assistants will also participate in regional professional development offerings hosted by the Genesee Valley Educational Partnership. The District will monitor professional certificate holders’ professional development participation with MyLearning Plan. This will ensure professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.
Progress Monitoring
The District will utilize sample NYSESLAT Resources and Materials to progress monitor its students and determine the best course of study for individuals. Resources may be found at: https://www.engageny.org/resource/overview-new-york-state-english-a-second-language-achievement-test-nyseslat.

Educational Technology
OBEWL has created a Resource Collection for ELLs and World Language Students to support educators in adapting and developing lessons and units of study to meet the needs of ELLs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom. In addition, the Regional Bilingual Education Resource Networks (RBERNs) have created a repository of professional learning videos, known as RBERN on Demand, which includes a section on technology integration for ELLs.

Students with Interrupted/Inconsistent Formal Education (SIFE)
NYSED has approved a temporary emergency regulatory change that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time.

NYSED recognizes the complex additional educational needs of SIFE and has created and provided numerous resources to guide and support educators in addressing the unique needs of these students. Tools, resources, and strategies for supporting and scaffolding instruction for SIFE identified in previous guidance for districts to utilize during COVID-19 closures remain relevant and useful to support SIFE instructional needs during and after the transition to reopen schools in 2020-21.

Emergent Multilingual Learners (EMLLs) in Prekindergarten
The EMLLs profile process allows prekindergarten programs to assess the home language exposure of children in Prekindergarten. EMLLs are identified by the Profile as having exposure to a language other than English but are not assessed for English proficiency (which occurs in kindergarten when the ELL identification process is conducted).
Family Partnerships and Communication
All communications for parents/guardians of ELLs must be in their preferred language and mode of communication.
The District will, to the greatest extent practicable, provide interpretation and translation through a qualified interpreter/translator in the languages most commonly spoken in the District (Spanish, Mandarin, and Nepali), and at a minimum in those languages spoken by a large number and percentage of ELLs.

Culturally Responsive-Sustaining Education Framework

NYSED has created the [Culturally Responsive-Sustaining (CR-S) Education Framework](#) to help educators create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students’ abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. The Framework provides guidelines that address contributions to be made by multiple stakeholders—including teachers, administrators, students, and community partners—in developing a strong CR-S education. Districts are encouraged, to the greatest extent possible, to continue to apply the principles of the CR-S Framework in planning for the reopening of schools in 2020-21.

Staffing

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. Adequate staffing in each instructional model is necessary to execute the District’s reopening plan. The District will take the following measures:

- Direct supervisors will continue to evaluate leave requests to ensure appropriate coverage by substitutes.
- Construct a continuous posting for instructional, support staff, and school nurse substitutes.
- Ensure all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.
- Consider utilizing incidental teaching when determining how to staff classrooms.
- Employ substitutes to address staffing needs.
- Develop a voluntary period-by-period list of instructional staff who may be able to cover classroom assignments.
- Analyze leave requests to discern the appropriate type of leave:
  - Families First Coronavirus Response Act
  - Family Medical Leave Act
  - Accrued Leave
  - Unpaid Leave
- Modify the District’s calendar to support staff in receiving additional trainings related to COVID-19.
- Provide professional development in constructing engaging learning opportunities in the virtual environment.
- Train staff in the measures indicated in the “Health and Safety” portion of this document.
- Modify the work week to allow for early student release on Mondays. This measure will act as a “pressure relief” valve for educators who must engage students in-person and in the remote environment.
- Purchase necessary PPE, cleaning/disinfecting materials, barriers, and signage to ensure the safety of its staff.
- Provide employees training on the Employee Assistance Program.
• Engage the Genesee Valley Healthcare Consortium for educational materials and opportunities to promote health and wellness.
• Collaborate with the Wyoming County Department of Health regarding public health trends and make informed decisions based on current statistics.
• Engage the districts within Genesee Valley BOCES to develop innovative programming during the pandemic.
• Advocate to local, state and federal lawmakers for additional funding for school districts.

Teacher and Principal Evaluation System (Education Law §3012-D/APPR)

Pursuant to Education Law 3012-d, the District will fully implement its currently approved APPR plans in each school.

Certification, Incidental Teaching, and Substitute Teaching

Pursuant to Education Law 3001, individuals employed by the Perry Central School District will hold a valid certificate.

Student Teaching

The District will continue to welcome student teachers into its classrooms whether in-person or remote during the 2020 – 21 school year.

• Student teachers can play important roles in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times.
• The District will continue to collaborate with its regional higher education partners to offer appropriate field experiences for their students.
• All individuals participating in field and student teaching experiences must be approved by the Board of Education and must adhere to all guidelines contained within the District’s reopening plan.