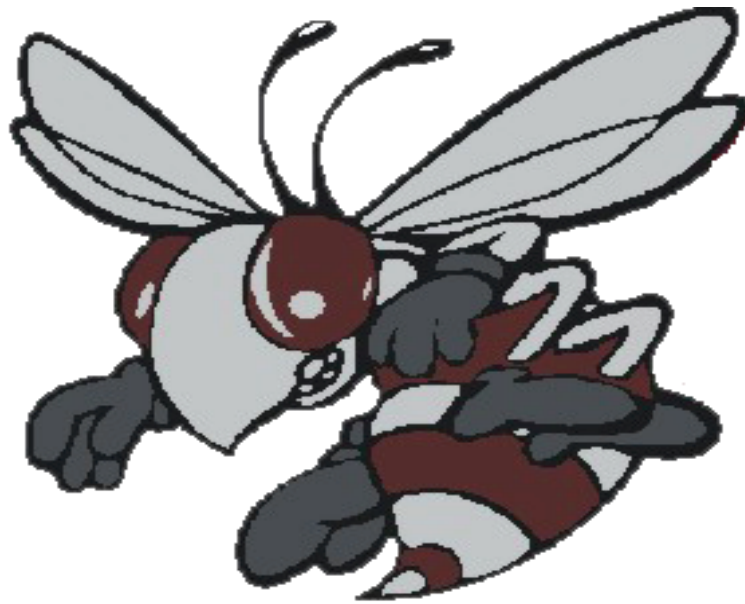


# Reopening Plan for Byron-Bergen Central School District



Byron-Bergen Elementary School (UPK-5th Grade)  
Byron-Bergen Junior Senior High School (6-12th Grade)

July 31, 2020

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# Letter from the Superintendent of Schools

Dear Byron-Bergen Central School District Family:

During the mandated school closure, many of 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. 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 Byron-Bergen 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 and Human Resources

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,

Mickey Edwards  
Superintendent of Schools

# Communication and Family Engagement

## Reopening Committee

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

- Administrators
- Teachers
- Related Service Providers
- Support Staff
- Operations and Maintenance
- Public Health/School Nurse
- School Food Service Manager
- Transportation Director
- Parents/Guardians
- Byron-Bergen Faculty Association
- District Communication Specialist

## 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 – [www.bbschools.org](http://www.bbschools.org)
- Facebook Page - <https://www.facebook.com/BBCSDBuzz/>
- Twitter - <https://twitter.com/BBCSDBuzz>
- Instagram - <https://www.instagram.com/bbcsdbuzz/>
- Bright Arrow Connect (also known as “Robo Call”), email and text system.
- E-Buzz electronic newsletter - biweekly updates
- District mailing

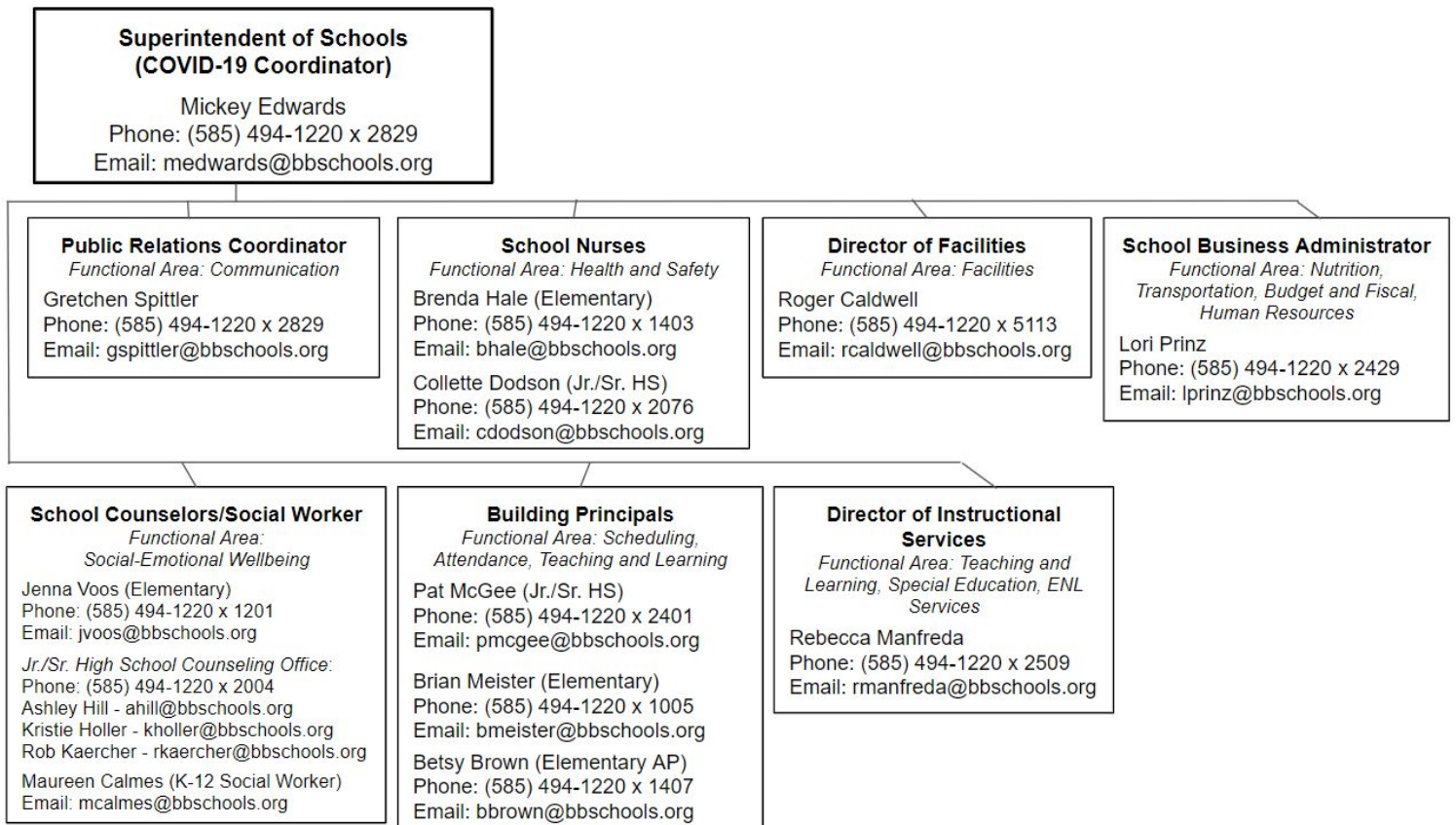
Signage will be posted in conspicuous areas to promote best practices and the safety of building inhabitants.

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>.

Interpretation services will be utilized to translate District correspondences to Spanish.

# Organizational Chart



## Health and Safety

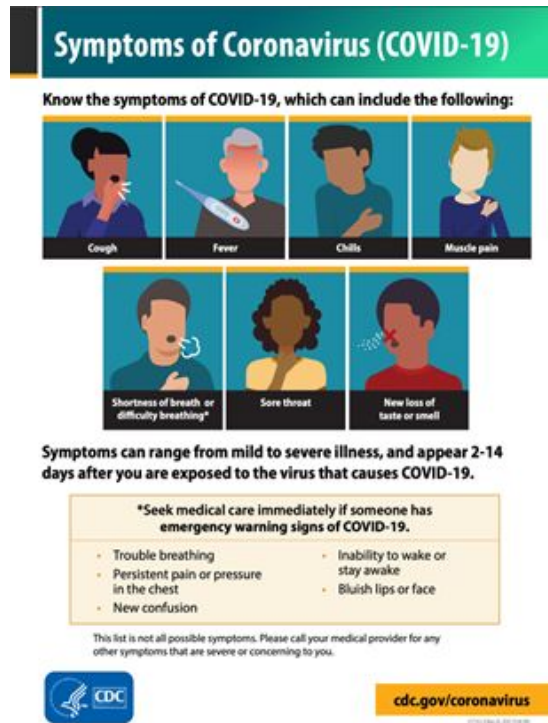
### Health Checks

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

CDC Symptoms of Coronavirus -

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

The following sign will be distributed and will be posted throughout the District's facilities.



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 the form prior to visiting the District’s buildings.

- Form - To be developed by EduTech.
  - ❖ 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 periodically. Students will be instructed on how to complete the questionnaire. Students may require assistance due to their unique needs.

- Form - Byron-Bergen Form (<https://forms.gle/9hCHphEupEvdED8X8>)
  - ❖ The form will be loaded as a desktop icon on the students’ one-to-one devices.

## Screenings

Daily temperature checks are required for staff, students and approved visitors. Temperature checks must 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."  
[https://www.youtube.com/watch?v=G-m0aNDw\\_zQ&feature=youtu.be](https://www.youtube.com/watch?v=G-m0aNDw_zQ&feature=youtu.be)
- Staff and students will be required to complete temperature screenings at home.
- Approved visitors will be required to have a temperature screening by a trained staff member before entering the building.
- Trained staff conducting temperature screenings will:
  - ❖ Utilize no-touch, infrared thermometers;
  - ❖ Wear a face covering;
  - ❖ Wear gloves; and
  - ❖ Perform a visual inspection of an individual prior to conducting a temperature screening.
- Individuals will maintain physical distance (6 ft) while waiting for their temperature screening.

## Healthy Hygiene Practices

Healthy hygiene practices will be taught and re-taught to 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; i.e., hallway traffic patterns, etc
- Entrance and egress
- Cleaning and disinfection procedures

The District will provide trainings through:

### 1. Daily General Announcements:

- COVID-19 Everyday Prevention Actions -  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/CDC-COVID-19-PSA-Everyday-Prevention-Actions.pdf>
- COVID-19 Readiness -  
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/CDC-COVID-19-PSA-Readiness.pdf>
- Coronavirus Stops with Me -  
[https://www.cdc.gov/coronavirus/2019-ncov/downloads/2020\\_06\\_30\\_SG-PSA-Re-RECORD.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/2020_06_30_SG-PSA-Re-RECORD.pdf)
- Cleaning and Disinfection -  
[https://www.cdc.gov/coronavirus/2019-ncov/downloads/PSA\\_Cleaning-and-Disinfection.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/PSA_Cleaning-and-Disinfection.pdf)



- What To Do If You Are Sick - [https://www.cdc.gov/coronavirus/2019-ncov/downloads/PSA\\_What-to-Do-When-Sick.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/PSA_What-to-Do-When-Sick.pdf)

## 2. Videos

- Symptoms of Coronavirus Disease 2019 - <https://youtu.be/7zzfdYShvQU>
- How does COVID-19 spread? - <https://youtu.be/WfJSVbQtHsk>
- What You Need to Know About Handwashing - <https://youtu.be/d914EnpU4Fo>

## 3. Conspicuous signage will be placed in the following areas:

- Entrance
- Restrooms
- Cafeteria
- Classrooms
- Offices
- Auditoriums/Gymnasiums
- Operations and Maintenance Spaces

*Signage will be posted on the following topics:*

Wash Your Hands - <https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

Handwashing is Your Superpower - [https://www.cdc.gov/coronavirus/2019-ncov/downloads/superhero\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/superhero_poster.pdf)

Stop the Spread of Germs - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs.pdf>

Symptoms of Coronavirus Disease 2019 - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>

Please Wear a Cloth Face Covering - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>

Protect Yourself and Others from COVID-19 - [https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young\\_Mitigation\\_recommendations\\_and\\_resources\\_toolkit\\_01.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young_Mitigation_recommendations_and_resources_toolkit_01.pdf)

Cover Coughs and Sneezes - [https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf)

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

Soap dispensers, paper towels, and hand sanitizer will be provided.

Students, staff and approved visitors will wash their hands:

- Before, during, and after preparing food
- Before and after 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:

1. Wet their hands with clean, running water and apply soap.
2. Lather their hands by rubbing them together with the soap.
3. Scrub their hands for at least 20 seconds.
4. Rinse their hands well under clean, running water.
5. Dry their hands using a clean towel.

Hand sanitizer will be provided in all 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/a220fnvLyxY>

## Physical Distancing (Social 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
- Desks will be turned to face in the same direction to the greatest extent practicable.
- Windows and doors may be opened to improve ventilation
- Limit the use of shared supplies.
- 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 condition
  - ❖ 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.

## Personal Protective Equipment (PPE)/Face Coverings

Students, staff and approved visitors will utilize face coverings **at all times**.

It is understood that there may be the following *exceptions*:

- Individuals who are physically distanced (Six (6) feet) **and** in a secure setting (classroom, office, cafeteria).
- Individuals who are **not** physically distanced, in a secure setting, **and** protected by transparent barriers.
- Individuals who have provided the District with medical documentation supporting accommodations. Accommodations will be determined on a case-by-case basis.

The District will allow individuals to wear their own face coverings as long as they cover the individual's mouth and nose. The District will provide training for students and staff on the use and care of face covering. The trainings include:

- SafeSchools - Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings (Full Course)
- Students – Prevent COVID-19: Wear a Cloth Face Covering - <https://www.youtube.com/watch?v=dy9TzRwVWoA> [https://www.youtube.com/watch?v=9Tv2BVN\\_WTk](https://www.youtube.com/watch?v=9Tv2BVN_WTk)
- Students and Staff – How to Wash Cloth Face Coverings - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html>

The School Nurses will be provided additional PPE to care for individuals expressing COVID-19 symptoms. Such PPE may include, but is not limited to:

- Respirators (N95) masks that are fitted
- Eye protection
- Face shields
- Gloves
- Disposable gowns

## 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 School**

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 6 feet apart. Health offices in both buildings have general admission areas, bathrooms, bed areas/isolated examination areas. 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>

Droplet Precautions - <https://www.cdc.gov/infectioncontrol/pdf/droplet-precautions-sign-P.pdf>

Airborne Precautions - <https://www.cdc.gov/infectioncontrol/pdf/airborne-precautions-sign-P.pdf>

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a specially identified area that is separated from others. Once individuals have exited the isolation room, the room will be closed until cleaning and disinfection has occurred.

## **Return to School After Illness**

The District will consult with the Genesee County Health Department about the requirements for determining when individuals, particularly students, who screen positive for COVID-19 symptoms can return to the in-person learning environment. This protocol will include, at a minimum, documentation of evaluation by a health care provider (health care provider note clearing a person to return to school), negative COVID-19 testing, and symptom resolution, or if COVID-19 Positive, release from isolation as required by the NYS Department of Health and NYSED guidance.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

## 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 consult with the Department of Health to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the 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, and 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.
- 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
- Take steps to ensure all water systems and features 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.

## Step 1. Clean

- Wear required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner
- Read all labels and follow instructions (PPE may be required)
- 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

- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- 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:
  - ❖ Keeping the surface wet for the entire contact/dwell time (see product label)
  - ❖ Precautions such as wearing gloves and making sure you have good ventilation during use of the product

## 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

- 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 will be encouraged to support general cleaning within the classrooms and will be provided with appropriate cleaning supplies and training
- 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. 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

## Common Areas (Hallways, Cafeteria, Auditorium, etc.)

- 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 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 countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Clean/Disinfect classroom sink and toilet area if applicable



- Vacuum carpet daily if applicable
- Re-stock all paper and soap products

## **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 countertops
- Window in the door is cleaned at minimum once per week
- Carpets are spot cleaned
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products

## **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 countertops
- Window in the door is cleaned at minimum once per week
- Re-stock all paper and soap products

## **Restrooms**

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces:
  - ❖ Sinks

- ❖ Faucets
- ❖ Soap dispensers
- ❖ Drinking Fountains
- ❖ Door handles and push plates
- ❖ Light switches
- ❖ 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
- Re-stock all paper and soap products

## 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 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event will be required
- Listen for updates and respond accordingly

#### Hold-In-Place

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

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event will be required
- 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
- Bring all necessary items needed: extra face coverings, and hand sanitizer

## **Lockout**

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

## **Lockdown**

- During a Lockdown, there will be a violation of the 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

# **Facilities**

## **Required Square Footage**

While recommendations on physical distancing suggest that maintaining a six-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. Desks have been arranged in a grid pattern to ensure physical distancing.

## **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. The District will establish cleaning and disinfecting schedules for lavatories. Signs promoting physical distancing will be placed in all lavatories.

## **Drinking Water Facilities**

The District will be utilizing existing bottle fillers at both the Elementary and Junior/Senior High School.

## **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 agents 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.

### **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.

### **Food Service Staff**

#### **Required PPE**

- Gloves
- Face Covering/Mask
- Transparent barriers

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
- Follow US CDC Guidelines for Cleaning and Disinfecting Your Facility  
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- 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
- 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.
- Other spaces will be used for cafeteria overflow: gymnasiums, etc.
- Choices will include one (1) hot meal option and two (2) cold meal options.
- 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.
- Staggered arrival and dismissal times for lunch.
- Face coverings will be required when not seated.
- Physical distancing will be enforced in all eating areas.
- Food-sharing is prohibited.
- Small appliances (i.e., microwaves) 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.
- Vending machines will be discontinued.
- Breakfast will be a grab-and-go option for students heading to their classrooms at Junior/Senior HS. Breakfast will be delivered to Elementary School 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 student in-person payments.
- 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 Offsite (with election of waivers)**

The following changes will be implemented for meals consumed offsite:

- Meals will be available for pickup in the Junior/Senior High School bus loop.
- Vehicles will pull up to the overhead door nearest the cafeteria.
- Physical distancing will be maintained.
- Staff members delivering meals will wear appropriate PPE.

Families will contact the Food Service Manager if they are having difficulty accessing the school meal distribution site. Email: [mdellapenna@bbschools.org](mailto:mdellapenna@bbschools.org) or Phone: 494-1220 x 1015 (Elementary School) or 494-1220 x 2142 (Jr/Sr HighSchool)

## **Transportation**

### **The School Bus**

#### **Density Reduction, Physical Distancing, Bus Capacity**

- Children may sit one (1) child per seat. Some exceptions include:
  - ❖ Siblings or those that live in the same household may sit together.
  - ❖ Students who attend daycare together may be seated together.
- Signs will indicate where students may sit.
- Students will wear face coverings while boarding the bus, in transit, and disembarking the bus.
- Parents/guardians will be surveyed regarding an “opt-out” of transportation option.
- The District will remind students/parents/guardians that physical distancing requirements extend to the bus stop.
- Students will not be allowed to carry hand sanitizer on the bus.

## **Cleaning and Disinfecting**

- Buses and other transportation vehicles will be cleaned and disinfected daily and inbetween runs if scheduled for multiple routes.
- Daily Cleaning
  - ❖ All trash removed
  - ❖ Floors swept and dust mopped
  - ❖ Walls and windows cleaned
- High Touch Surfaces
  - ❖ Bus seats and seat backs
  - ❖ Seat belts
  - ❖ Door handles, handrails
  - ❖ Driver operator area
- 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.
- If weather conditions permit, windows or roof hatches will be opened during route operation.
- 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 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.

- Drivers and Aides will not be allowed to carry hand sanitizer on the bus.
- Drivers will keep a daily log of student riders for all bus runs to assist with contact tracing if necessary.

## **Loading/Unloading & Pickup/Drop-off**

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

### *Junior/Senior High School Arrival and Dismissal*

- Buses will stagger the dismissal of students. Students will go through an assigned door and directly report to their homeroom. Drivers and walkers will enter the school through their assigned door.
- Students will be dismissed to buses using a staggered schedule. Drivers and Students who are picked up will be dismissed after the buses are loaded and departed.
- There will be no late runs.

### *Elementary School Arrival and Dismissal*

- Students who are dropped off will enter through the cafeteria doors and head directly to class. Buses will stagger the dismissal of the students. Students will enter through an assigned door and directly report to their classroom.
- Students will be dismissed to buses using a staggered schedule.
- Students who are picked up will be dismissed after the buses are loaded and departed.
- There will be no early runs.

## **Transporting to BOCES**

- Drivers will keep a daily log of student riders for all bus runs to assist with contact tracing if necessary. Upon request, the District will supply this information to BOCES.

## **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 if needed.

## **Social Emotional Well-Being**

### **Mental Health and Trauma-Responsive Practices**

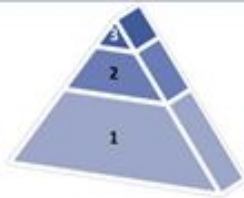
Adverse childhood experiences (ACEs) and trauma can have a negative impact on young people's social emotional well-being, and consequently, their capacity to learn. Students and adults are grappling with new and exacerbated traumas that can have far-reaching impacts on health and educational outcomes. 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 Comprehensive Schoolwide Counseling Plan may be found here: [Byron-Bergen Comprehensive Counseling Plan](#)

## Multi-tiered Systems of Support (MTSS)



**Tier 3: Tertiary Interventions** - Specialized, individualized, serves high-risk students (1 -5% of total population)

**Tier 2: Secondary Interventions** - Specialized, serves groups with at-risk behaviors (5-15% of total population)

**Tier 1: Universal Interventions** - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	<ul style="list-style-type: none"> <li>Individual instruction in SEL competencies strategies and skills</li> <li>Practice and coaching</li> </ul>	<ul style="list-style-type: none"> <li>Crisis intervention</li> <li>Individual counseling/support plan</li> <li>Family Collaborations</li> <li>Referral to services</li> </ul>	<ul style="list-style-type: none"> <li>Wraparound services</li> <li>Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs)</li> <li>Faculty/staff mentor</li> <li>Academic and/or behavioral coach</li> </ul>	<ul style="list-style-type: none"> <li>Family Conferences/ Collaborations</li> <li>Formal Restorative Conference(s)</li> </ul>	<ul style="list-style-type: none"> <li>Intensive instruction (1-2 students)</li> <li>After school tutoring</li> <li>Computer-assisted programs</li> <li>Specialty-designed instruction (SDI)</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>Targeted explicit instruction in SEL competencies, strategies, and skills</li> <li>Practice and coaching with feedback</li> <li>Peer-to-peer SEL workshops</li> <li>SEL focused community building circles</li> </ul>	<ul style="list-style-type: none"> <li>Individual/small group counseling</li> <li>Support groups (e.g. anger management, etc.)</li> <li>Family Engagement</li> <li>Substance abuse prevention counseling</li> <li>Referral to services</li> </ul>	<ul style="list-style-type: none"> <li>Faculty/staff mentor</li> <li>Daily Check In/Check Out</li> <li>Daily Progress Reports (DPR)</li> <li>Social and Academic Instructional Groups (Small Group)</li> <li>Individual Behavior Contract</li> <li>Academic and/or behavioral coach</li> <li>Targeted afterschool support program(s)</li> </ul>	<ul style="list-style-type: none"> <li>Peer Mediation</li> <li>Restorative Problem-Solving Circles</li> <li>Formal Restorative Conference</li> <li>Community service</li> </ul>	<ul style="list-style-type: none"> <li>Peer Tutoring and Paired Reading</li> <li>Small group supplemental instruction</li> <li>Guided instruction</li> <li>Visual/auditory aids/cues and manipulatives</li> </ul>
Tier 1	<ul style="list-style-type: none"> <li>Explicit instruction in SEL Competencies</li> <li>Integration of SEL within the content areas</li> <li>General teaching practices that model and support SEL</li> <li>School climate surveys (student, staff, families)</li> <li>SEL Plan based on survey and other student data</li> <li>Family engagement</li> </ul>	<ul style="list-style-type: none"> <li>Mental health education</li> <li>Mental health screening</li> <li>Prevention/ Intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.)</li> <li>Trauma-Informed/ trauma-sensitive approach</li> <li>Peer education</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide Behavioral Expectations</li> <li>Evidence-based classroom management</li> <li>Guidance conference(s)</li> <li>Training of peer educators</li> <li>Student leadership opportunities</li> <li>Bullying prevention (i.e., DASA)</li> <li>Culturally responsive practices</li> <li>Student government, extracurriculars</li> <li>Afterschool and summer programs</li> <li>Community schools</li> <li>Community service opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Community Building Circles</li> <li>Negotiation Skills Training</li> <li>Peer Mediation</li> <li>Restorative Circles</li> <li>Community service</li> <li>Student circle keeper training</li> <li>Family Engagement</li> <li>Responsive discipline policies</li> </ul>	<ul style="list-style-type: none"> <li>Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction</li> <li>Goal-setting for learning</li> <li>Student self/peer assessments</li> <li>Project based learning/ assessments</li> <li>Family engagement</li> <li>Universal Design for Learning</li> <li>Health Education Coordination</li> </ul>

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
- Genesee County Mental Health Provider (By invitation)
- Genesee Council on Alcoholism and Substance Abuse Representative (By invitation)
- Child Protective Service Workers (By invitation)

- Probation Officers (By Invitation)

The team meets regularly 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. 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.
- [Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource](#) - National Association of School Psychologists
- [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

- [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 Psychologists](#) - 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.





## Adult SEL & Well-being

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 encouraged to focus 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

Byron Bergen Central School District has mandated the following SafeSchools training for all staff:

- Student Mental Health (Full Course)

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/DwtgYxuQ5pzXjRRH7>.

## Using Data for Continuous Improvement




























Google Form and intervention data will be collected and analyzed by Pupil Personnel Teams and the Administrative Team.

## School Schedules

### Teacher Workday

- Staff must be screened and in their assigned spots at their contractual start time
- Homeroom and grade level teachers will be in their classrooms to welcome students
- No late bus or early bus
- Masks must be worn during arrival and dismissal

### School Schedules for the beginning of the 2020-21 School Year:

<b>REOPENING SCHOOL SCHEDULE</b>						
We will offer the following instructional models.						
		 Attends School (In-Person Learning)		 Remote Learning		
		Mon	Tues	Wed	Thurs	Fri
UPK - 5th Grade at ES	All Students					
6th - 12th Grade at Jr/Sr HS <b>Cohort 1</b>	Students with last name A - L. ** CTE Students will attend BOCES full day.					
6th - 12th Grade at Jr/Sr HS <b>Cohort 2</b>	Students with last name M- Z. ** CTE Students will attend School at BB.					
6th - 12th Grade at Jr/Sr HS <b>Cohort 3</b>	Students with special considerations as determined by CSE/Administration.					
Kindergarten - 12th Grade <b>VIRTUAL Cohort</b>	Parents who choose 100% Remote Learning for their child(ren).					

*\*\*We will do our best to accommodate siblings and blended families so students are on the same schedule.*

# Budget and Fiscal Matters

## 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 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 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 New York State Comptroller's Office, 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 percent 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 Byron-Bergen Central School District received "No Designation" ratings for both fiscal and environmental stress.

The District's Audit/Finance Committee meets as needed throughout the school year.

The District engages the services of RG Timbs, 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: <http://www.bbschools.org/DistrictBudget.aspx>

The District's financial audits may be found at: <http://www.bbschools.org/FinancialReports.aspx>



## **2020 – 21 Enacted State Budget**

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 Governor’s 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 \$180,527 for ESSERF and \$30,596 for GEERF. The District is making application for utilization of both funding sources. The District will be collaborating 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 ten percent (10%) reduction in aid (\$838,320).

### **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 expand 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 <http://www.p12.nysed.gov/mgtserv/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 Byron-Bergen Central School

- Checks can be mailed to the following address:

Byron-Bergen Central School  
PO Box 853  
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 <http://www.bbschools.org/SchoolTaxInformation.aspx>

## 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 and Chronic Absenteeism

### 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:

- Daily classroom attendance
- Call logs with parents/guardians and students

- Email correspondence
- Google Classroom assignment completion
- Google Hangout participation
- Class Link application log-in. This allows the District to track students' progress in: iReady (Math and ELA), and iXL
- Castle Learning reports (Jr./Sr. High School)

## **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, building principals, nurses, and the counselors 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.

## **Educational Neglect**

The District will collaborate with the Genesee 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 Genesee 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 Kindergarten – 12th Grade will have access to District-owned devices.

## Student Internet Access

Approximately 93% of students have reliable internet access to participate in learning activities at their places of residence.

## Teacher Home Internet Access

All teachers will have reliable internet access to provide learning activities for students. Approximately 97% of teachers have reliable internet access at their places of residence.

## 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 the building principals for technical support. The District has developed a wireless internet solution in its Junior/Senior High School Parking Lot. Parents/guardians may drive into the lot, park, and students may access the wireless network using District devices while adhering to physical distancing protocols.

# Teaching and Learning

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 amongst the learners.

All instructional models may incorporate virtual synchronous and asynchronous learning. These terms are defined as:

- **Asynchronous:** Learning that occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written material and online presentations. Students show what they know by completing interactive learning activities, self-grading, and teacher graded assessments, and teacher graded work and projects.
- **Synchronous:** Learning that occurs when students join virtual meeting space at the same time. A synchronous session may include whole group instruction led by the instructor and small group work

## Grades UPK – 5th Grade

### In-Person Instructional Model:

- Students attend school in person on Monday - Friday.
- Students will stay in cohorts for instruction and Special Area time.
- Class sizes will be determined based on the ability to physically distance.
- Classroom layout will be designed to accommodate physical distancing, i.e., desks facing forward and 6 feet apart.
- Students and staff will adhere to the District's protocols regarding face covering requirements.
- To the greatest extent practicable, special area teachers (PE, Art, Music, and Library) will travel from classroom to classroom to limit cross-contact between cohorts.
- 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 Model:

- A teacher of record will be assigned to students.
- Instruction for students will be accomplished virtually through synchronous Google Meets and asynchronous learning activities, i.e., recordings watched via Google Classroom.

### Hybrid Instructional Model (2:2:1 Schedule):

- Two (2) cohorts of students (to be determined by District administration) will be established.
- Each cohort will attend school in person 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 that their cohorts are not receiving in-person learning.

***NOTE: At this time, the Elementary School can accommodate all students in UPK - 5th Grade using the In-Person Instructional Model, so the Hybrid Instructional model will not be available at the start of the 2020-21 school year.***

### **Communication Tools for Instructional Models**

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

### **Teacher and Student Interaction for Remote and Hybrid Instructional Models**

- 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)

## Technology Access

All teachers and students are provided with computing devices.

## Grades 6th – 12th

### In-Person Instructional Model:

- Students attend school in person on Monday - Friday.
- Class sizes will be determined based on the ability to physically distance.
- Classroom layout will be designed to accommodate physical distancing, i.e., desks facing forward and 6 feet apart.
- Students and staff will adhere to the District's protocols regarding face covering requirements.
- 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 Model:

- A teacher of record will be assigned to students.
- Instruction for students will be accomplished virtually through synchronous Google Meets and asynchronous learning activities, i.e., recordings watched via Google Classroom.

### Hybrid Instructional Model (2:2:1 Schedule):

- Two (2) cohorts of students (to be determined by District administration) will be established.
- Each cohort will attend school in person 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 that their cohorts are not receiving in-person learning.

***NOTE: At this time, based on NYSED and NYSDOH guidelines, the In-Person Instructional Model will not be available at the start of the 2020-21 school year.***

### **Communication Tools for Instructional Models**

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

### **Teacher and Student Interaction for Remote and Hybrid Instructional Models**

- 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)

## **Technology Access**

All teachers and students are provided with computing devices.

## **Career and Technical Education (CTE)**

### **Genesee Valley BOCES**

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 hours 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

Districts	Full Day attendance	Approximate Number of Students on Campus
<b>Batavia Campus</b> Alexander Batavia Byron-Bergen Cal-Mum Elba  <b>Mt. Morris Campus-</b> Warsaw Perry Wayland Geneseo Avon Letchworth	Mondays & Tuesdays	<b>Batavia Campus - 337</b>  <b>Mt. Morris Campus- 300</b>
<b>Batavia Campus</b> Attica Leroy Oakfield Pavillion/Wyoming Pembroke Notre Dame  <b>Mt. Morris Campus</b>  Dansville Mt. Morris Livonia York Keshequa	Thursdays & Fridays	<b>Batavia Campus - 334</b>  <b>Mt. Morris Campus-310</b>
<b>All Students/Districts</b>	Wednesday -  Virtual Learning/Planning, cleaning and disinfecting.	0 CTE students on campus

## Athletics and Extracurricular 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 composed 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:



**NEWS ANNOUNCEMENT**

For Immediate Release  
July 16, 2020

**Contact Information:**  
Chris Watson, Dir. of Communications  
Phone: 518-690-0771 Ext. 308  
cwatson@nysphsaa.org

**NYSPHSAA To Delay Fall Sports Start Date & Cancel Fall Championships**

Latham, NY – The Officers of the New York State Public High School Athletic Association (NYSPHSAA), voted to delay the official start date of the Fall 2020 sports season, cancel the Fall 2020 Regional and State Championships and prepare to implement a condensed season schedule in January 2021 if high school sports remain prohibited throughout 2020 due to COVID-19. This decision comes at the recommendation of the NYSPHSAA COVID-19 Task Force when they convened as a working group for the third time this morning.

"As the state considers reopening, it is unrealistic to believe athletic seasons can start on August 24<sup>th</sup> as originally scheduled," said Paul Hamica, NYSPHSAA President. "The priority will continue to be on the educational process and a return to learning in the safest way possible."

The NYSPHSAA Officers' decision includes:

- Delay Fall sports start date until Monday, September 21st (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

"We recognize this is challenging for everyone, but the decisions made at the State level are based upon data and statewide infection rates all in an effort to stop the spread of COVID and reopen responsibly," said Dr. Robert Zayas, NYSPHSAA Executive Director. "At this time, Department of Health guidance presented on July 13<sup>th</sup> prohibits interscholastic athletics across the state. The Association will continue to follow state guidance and will work collectively with State officials to ensure high school athletics will start up responsibly in the future. As an association, we must be willing to be flexible and continue to explore all options with students' safety as our main focus," Zayas concluded.

With regional differences, schools and areas will be impacted differently by the COVID-19 crisis. At the discretion of the NYSPHSAA Officers and authorization from state officials, if the Fall sports seasons are interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancellation of high-risk sports, etc.) then a condensed seasons plan will be implemented.

The Condensed Season plan would entail the following, with the stipulated dates being tentative.

**Season I (Winter Sports)**

Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks \*Note: tentative dates  
Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), \*wrestling, \*competitive cheer.

\*Because of high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.

**Season II (Fall Sports)**

Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks \*Note: tentative dates  
Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling.

Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

**Season III (Spring Sports)**

Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks \*Note: tentative dates  
Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

The NYSPHSAA Officers have the ability to adjust seasons with the authority granted within the NYSPHSAA Constitution which states: "Article IV, 2: A committee of officers in consultation with the staff shall have the authority to act on all matters not provided for in this constitution and bylaws, and on such emergency business as may arise between regular meetings of the Executive Committee."

In an effort to assist schools in complying with recently released NYSDOH guidance, the NYSPHSAA COVID-19 Task Force is supportive of the use of the e2SCRN application. The e2SCRN application provides a unique online tool for schools to utilize if screening is part of their reopening plan as it complies with New York state and national restrictions and guidelines (i.e. Ed 2D Law, etc.). The E2scrn application allows a school or team to easily screen, trace and track students/ staff and immediately notify school administrators and health care officials of anyone exhibits COVID-19 symptoms.

A full report, including meeting minutes, will be released later this week. The next meeting of the COVID-19 Task Force has not been determined. Dr. Robert Zayas, NYSPHSAA Executive Director, will be available to the media, via a zoom press conference, at 3:00 PM today. To be invited to this press conference, media are asked to contact Chris Watson, NYSPHSAA Director of Communications, at cwatson@nysphsaa.org.

####

About NYSPHSAA (Twitter: @NYSPhsAA | Facebook: NYSPHSAA | YouTube: NYSPHSAAsports)  
The New York State Public High School Athletic Association Inc. is a non-profit, voluntary, educational service organization composed of public, parochial, and private schools dedicated to promoting equitable and safe competition for the students of its member schools. This organization conducts 12 championship events and governs the rules and regulations of high school athletics in New York State. Membership is open to secondary schools providing interscholastic athletics for boys and girls in grades 7-12.

## 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: [Special Education Plan 2020-2021.pdf](#)

## LRE Documentation

The District's building principals, school psychologists and Director of Instructional Services maintain direct contact with the parents/ guardians of students receiving special education services. The District's building principals, school psychologists and Director of Instructional Services will contact families regarding the District's or their students' private school special education placements' continuity of instruction plans.

## Individualized Education Program (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 Office of Special Education (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 a Free and Appropriate Public Education (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, CPSE/CSE 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 our 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**

- 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.

### **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, if applicable, 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 English Language Learners (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), 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 Byron-Bergen 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 the 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 Byron-Bergen 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 MyLearningPlan. 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.

## 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 Pre kindergarten

The EMLLs profile process allows pre kindergarten 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 and Human Resources**

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 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 training 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.
- 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 Genesee 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 Byron-Bergen 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.