

Re-Opening Akron Central School District 2020-2021



Akron Elementary School
Akron Middle School
Akron High School

Updated as of July 29, 2020

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LETTER FROM SUPERINTENDENT

Dear Akron Central School District Community Members:

The strength of the Akron Central School District is derived from the many individuals that make up the fabric of our educational community. Now is the time for students, parents, community members, faculty and staff to demonstrate solidarity and a commitment to ensure the wellbeing of everyone. It is through this mosaic of effort that we will overcome the challenges that we will encounter in the upcoming school year and ensure a safe environment for all. Together we can reopen our schools and pursue our mission *to ensure that each student realizes his or her unique human potential and contributes positively to society.*

The Akron Central School District's COVID-19 Reopening Plan establishes and explains the necessary policies, practices and conditions necessary to meet the [New York State Department of Health \(NYSDOH\) Guidelines for In-Person at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#) and [New York State Education Department \(NYSED\) Recovering, Rebuilding, and Renewing: The Spirit of New York's School Reopening Guidance](#). In addition, the information contained in this document takes into consideration the current guidance available from the agencies and organizations listed below:

- Center for Disease Control (CDC)
- New York Forward
- Occupational Safety and Health Administration (OSHA)
- United States Department of Labor (DOL)
- United States Department of Health (USDOH)

The reopening plan is divided into logical categories, following the format of the NYSED Reopening Guidance document. Each category contains guidance, procedures, protocols and/or other measures which explain practices that need to be adhered to in order to protect the health and safety of all. This document is meant to be viewed as a collection of best practices and possible solutions to the challenges we face moving forward. As this health situation continues to evolve, the reopening plan must be considered "a living document" and it will be updated in response to the changing nature of the pandemic, community input, and evidence of best practice.

This plan represents the compilation of countless hours of reading, analysis, discussion and meetings concerning COVID-19 and the development of best practices that will impact teaching, learning, and the safe use of our educational facilities. I would like to thank the Board of Education, District Administrators, Union Leadership, Faculty and Staff, as well as the parents and community for their exemplary work, either directly or indirectly, in the creation of this document.

The COVID-19 pandemic has challenged all of us in ways we could have never anticipated. Yet through it all, the strength, compassion, and commitment to students has served as our guiding principle and a source of inspiration. I am confident that our combined effort will continue to carry us through these challenging times and into a brighter and better future.

Sincerely,

Patrick D. McCabe

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

To ensure that a myriad of voices were heard, building administrators held in-person and virtual meetings that included parents and other stakeholders from across the district in developing their plans. In addition, the numerous phone calls and emails received combined with the parent perception survey and transportation survey proved to be critically important in the decision making process. Reflecting all of these inputs and considerations, the reopening plan document presented herein is student-centered, with equity and flexibility at its core. Additionally, the District recognizes the need for regular and frequent communication with parents and the critical importance of parental involvement and family engagement.

The district will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the COVID-19 pandemic. The most highly utilized channels shall include email and the automated phone messaging system to provide timely alerts and/or requests to reference documents and resources that have been posted to a dedicated COVID19 page on the district website. The school website (www.akronschools.org) is the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the district and each school building. The website has a dedicated page to all correspondence, sorted chronologically, regarding the coronavirus pandemic.

Information related to student schedules, extracurricular activities, special events, and the teaching and learning process will be communicated through the buildings. Parents are encouraged to contact the school with questions or concerns relating to the reopening and/or their child's education program.

To ensure all parties associated with the school are aware and informed of the mandated health and safety protocols, the Akron Central District will do the following:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Provide applicable instruction and training to all students and staff on how to follow safety protocols correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing and respiratory hygiene.
- Encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.
- Provide weekly reminders to parents to conduct health screenings of students that include specific information on how to report illness and way to best support student health
- Establish a communication plan for employees, visitors, and parents/guardians
- Ensure that communication is provided in the language(s) spoken at home among families and throughout the school community.
- Ensure that written plans are accessible to those with visual and/or hearing impairments.

BUILDING PROCEDURES

New building procedures have been established in an effort to help maintain proper social distancing and minimize any potential spread of the coronavirus. These procedures will be explained to all students, staff, and visitors while also being reinforced through daily practices.

Building Entrances: The District has established designated entry point for staff, visitors, and students

Faculty and Staff Entrances

- Staff must wear masks during arrival, dismissal, while navigating the building, and any time they are within 6ft of another person.
- Elementary school staff will enter at door #3
- Middle school staff will enter at door #18
- High school staff will enter at door #48
- Staff requiring a handicap accessible entrance will use door #40

No other entry points will be permitted for faculty and staff.

Visitors Entrance

Visitors will continue to use door #53, the designated main entrance near the flag poles. The current safety system will remain operational. Specifically, visitors are required to have their driver's license scanned and the system will be linked to a criminal records check and the District's information system. In addition, visitors will need to complete a COVID-19 health screening questionnaire prior to entering the building.

- Visitors must wear masks during arrival, dismissal, while navigating the building, and any time they are within 6ft of another person.

Student Entrance

In addition to the health screenings that are to be performed at home, students will:

- Students wear masks during arrival, dismissal, and any time they are navigating the building
- Visual checks of students as they enter the building.

Students that ride the school bus enter at:

- Elementary - door #53 (left side)
- Middle - door #53 (right side)
- High - door #49

Students that walk enter at:

- Elementary - door #7
- Middle - door #22
- High - door #47

Parent Drop Off- In order to maintain a safe and efficient arrival process, parents that drive their children to school must utilize the designated drop off entrances and follow new traffic patterns (see Appendix A)

Students that are dropped off enter at:

- Elementary - door #7
- Middle - door #22
- High - door #47

Building procedures and movement throughout the buildings:

- Signage will be posted throughout the building to reinforce 6 ft distancing
- Locker usage will be staggered by cohort and kept to a minimum
- One way direction of hallway traffic during transitions
- Students must report directly to designated areas and not congregate in hallways
- All classrooms will be equipped with desk protective dividers, masks, hand sanitizer, and disinfectant wipes
- Only touchless features on water stations will be available

HEALTH AND SAFETY

The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our district.

Focused on preventive actions, Akron Central School District will:

- perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff;
- will instruct students and staff in healthy hygiene practices; proper hand and respiratory hygiene;
- maximize social distancing;
- require wearing appropriate Personal Protective Equipment (PPE) and Cloth Face Coverings;
- develop plans to manage and isolate ill persons until they can be sent home;
- develop cleaning and disinfection procedures for the school in accordance with CDC and DOH guidance.

In each of these categories, Akron Central School District has considered those recommendations that are essential as they represent the minimum standards. Additional considerations are based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH) and will also be reviewed and included as feasible in reopening plans. Schools and districts must continually monitor the CDC and DOH websites to keep current with the latest COVID information and guidance.

Akron Central School District has designated Mr. Patrick McCabe as the COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Health Checks and Screenings

Active surveillance for severe acute respiratory syndrome coronavirus will be essential to informing school policy and public understanding over time. Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors.

The district is developing plans for daily health checks for students. If a student presents a temperature of 100.0°F, he/she will be denied entry into the facilities or sent to the health office. The health office staff will follow protocols outlined by the DOH and CDC.

The district is prohibited from keeping records of students, faculty, staff, and visitors health data (e.g., the specific temperature data of an individual, but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

STUDENT HEALTH SCREENING PROCEDURES

The District will be providing periodic screening questionnaires that parents/guardians are monitoring their child for COVID-19 symptoms - such as an automated telephone message, email, or text;

The District asks the parent/guardian to confirm that the child does not have fever, shortness of breath or cough. The District asks parent/guardian to make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Parents are required to keep sick children home.

Per the CDC, a wide range of symptoms associated with COVID-19 has been reported – ranging from mild symptoms to severe illness. Anyone can have mild to severe symptoms.

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.

EMPLOYEE HEALTH SCREENING PROCEDURES

Faculty and staff are required to stay home if they are sick. If employees believe they are experiencing symptoms, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor.

On a daily basis, employees will have their temperature taken and, prior to or upon arriving to work, expected to respond to the following questions:

1. Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19?;
2. Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?;
3. Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days?: and/or
4. Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days?

Visitors, contractors, and vendors will be required to have a temperature check and completion of screening questionnaire.

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

Employees who respond “yes” to any of the health screening questions are expected to stay home and contact their supervisor for further instructions.

Signs will be posted throughout the facilities and school buildings reminding employees of the COVID-19 symptoms and to frequently self-monitor.

Healthy Hygiene Practices

Healthy hygiene practices will be taught and re-taught for both students and staff. Additionally, Akron Central Schools will post signs throughout the school and will regularly share messages with the school community. Signage will be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Signage will be posted in highly visible areas:

- Entrances
- Restrooms
- Cafeteria or other dining areas

- Classrooms
- Administrative offices
- Auditorium
- Janitorial staff areas

HAND HYGIENE

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19.

Hand hygiene includes:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. [NYSED's Memo: Handwashing Recommendations and Alcohol-based Hand Sanitizer Use in Schools](#) provides information to schools regarding the use of alcohol-based hand sanitizers;
- Provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able;
- Signage will be placed near hand sanitizer indicating visibly soiled hands should be washed with soap and water; and
- Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.

[The CDC guidance on when and how to wash your hands](#) provides information on when handwashing should occur, how to wash hands correctly, and how to correctly use alcohol-based hand sanitizers. The school district will provide the following:

- Adequate facilities and supplies for hand washing including soap and water;
- Paper towels or touch free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolize germs);
- No-touch/foot pedal trash can;
- Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes;
- Time in the schedule to allow for frequent hand washing; and
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.
- Portable sinks may be an option for schools to increase access to soap and water. At a minimum, students and staff should wash hands, as follows:
 - Upon entering the building and each classroom;
 - After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping or blowing nose, or coughing into hands;
 - Upon coming in from outdoors; and
 - Anytime hands are visibly soiled.

RESPIRATORY HYGIENE

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.

A supply of tissues and no touch/floor pedal trashcans will be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

Social Distancing

Social Distancing also called “physical distancing” means keeping a six-foot space between yourself and others. Akron Central Schools will develop, implement, and enforce social distancing in all school facilities and on school grounds, including transportation. We will ensure this by:

- Keeping student groupings are as static as possible by having the same group/cohort of students stay together.
- Maintaining 6 feet social distancing in classrooms at all times, unless separated by a physical barrier.
- Staggering arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms. Student will have designated entry points if riding the bus, walking/driving or being dropped off by a parent/guardian.
- Following all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use.
- Establishing designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, to the greatest extent possible.
- Reducing in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations:
- Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating.
- Whenever possible, holding physical education and music classes outside and encourage students to spread out
- Stagger the use of restrooms, allowing use at other times when necessary.
- Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
- Turning desks (including teachers) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
- Opening windows to improve ventilation. Windows will not be open if there is a health or safety risk (e.g., allergies, or potential fall);
- Keeping individual student belongings separated. Limit use of shared supplies to one group of students, clean between use by cohorts of students;

- Using visual aids (e.g., painter’s tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing;
- Using alternate spaces (e.g., classroom) for eating lunch and breakfast.
- Restricting the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced.
- Assigning lockers or other student storage areas by cohort or eliminate their use – however, students should not carry an unreasonable number of books or materials throughout the day.
- Limiting gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such space are wearing acceptable face coverings;
- Playgrounds may continue to be used when proper safeguards are in place. In elementary school settings, playground use will be staggered.
- Washing hands before and after touching play structures and keep 6 feet of space from other children as much as possible.
- Building in visual cues that demonstrate physical spacing;
- Ensuring that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.
- Canceling/limiting student assemblies, athletic events/practices, performances, school-wide parent meetings.
- Field trips will be virtual opportunities.
- Limiting visitors to school buildings. Online meetings with parents and other persons will be used when feasible.

Personal Protective Equipment (PPE)

The District will maintain protocols and procedures for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Specifically, appropriate PPE means, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. The District will provide information to staff and students on proper use, removal, and washing of cloth face coverings.

Acceptable Face Coverings/Disposable Masks

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person

unexpectedly cannot socially distance. All students and staff members must wear acceptable face coverings:

- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms; and
- In other congregate settings, including buses.

The District will provide face covering to employees and students if they forget their own. The District will also have an adequate supply in case of need for replacement per Executive Order 202.16. Akron Central Schools will allow an employee to wear their own face covering. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Face coverings should **not** be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

The District will instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.
- Information and resources to assist schools in instructing on the proper use and cleaning of facemasks are on the CDC webpage on [cloth face coverings](#).

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member

Medically Vulnerable/High-Risk Groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Schools will need to make accommodations and be able to accommodate the needs of these students in the school community. Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Transitioning these students back to school requires:

- Planning and coordination of:
 - school health services personnel
 - special education personnel
 - pupil personnel services and
 - administration.
- Being aware that such families are already under significant stress and COVID-19 has made their situations more critical.
- Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:
- Additional PPE for staff caring for such students;
- Assigning only one staff member to care for the student; and/or
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

Finally, if the parents/guardians of medically vulnerable or high risk children choose not to send their child back to school, schools will need to provide instruction remotely. Please see the section on Special Education for more details.

Management of Ill Persons at School

Students and staff with symptoms of illness must and will be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.

If a school nurse is not available, the school district will have to 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

Akron Central School District will follow [Education Law § 906](#), which provides whenever a student in school 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. School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such 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 also will be done in a manner that protects the student's confidentiality. If there are several students waiting to see the school nurse, arrangements will be made to have students wait at least 6 feet apart.

There will be two areas in the health office. One area for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms will have a supervising adult present and will have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff will follow [Transmission-based precautions](#) which includes the use of appropriate PPE (see section on PPE).

Students suspected of having COVID-19 awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

- Students will be escorted from isolation area to the parent/guardian;
- The parent or guardian be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- Symptomatic students or staff members follow CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, they will call 911 and notify the operator that the person may have COVID-19;

School staff will be aware of the symptoms of [Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#) which is a serious condition associated with COVID-19 in children and youth. Schools will notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:

- fever
- abdominal pain
- vomiting
- diarrhea
- neck pain
- rash
- bloodshot eyes
- feeling extra tired
- Schools must call for emergency transport (911) following district policies, for any student
- trouble breathing
- pain or pressure in the chest that does not go away
- new confusion
- inability to wake or stay awake
- bluish lips or face
- severe abdominal pain

If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee will notify the local health department to determine what steps are needed for the school community.

Return to School after Illness

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

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they will not be at school and will stay at home until:
 - It has been at least ten days since the individual first had symptoms;
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
 - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#). CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

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. Schools must cooperate with state and local health department contact tracing. Akron Central Schools will assist public health departments 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 local health departments 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](#). This does not mean schools are required to have staff members take the contract tracing program. Questions should be directed to the local health department.

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

School Closures

Schools will collaborate with their local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. School administrators will consider closing school if absentee rates impact the ability of the school to operate safely. Akron Central Schools may choose to modify operations prior to closing to help mitigate a rise in cases. Akron Central Schools will consult our medical director and/or the local department of health when making such decisions.

Cleaning and Disinfection

The District will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19”. Disinfecting products specifically labeled for SARS-CoV-2 have been procured and will be used. Disinfection will occur using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Frequent disinfection of surfaces and objects touched by multiple people will be on-going. School wide cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses; specifically:

- Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building. Outdoor area and equipment will be cleaned on a regular basis.
- High Traffic Areas- additional cleaning and disinfecting will be conducted in high traffic (bathrooms, buses) and high-touch areas. Examples of high touch surfaces include but are not limited to:
 - Tables
 - Doorknobs
 - Light switches
 - Countertops
 - Handles
 - Desks
 - Phones
 - Keyboards and tables
 - Toilets and restrooms
 - Faucets and sinks
- The District has identified cleaning and disinfection frequency for each area of the campus and the Director of Facilities will maintain logs that include the date, time, and scope of cleaning and disinfection throughout the facility.
- Food service preparation, distribution and dining areas will receive additional cleaning cycles throughout the day.
- If an employee becomes ill with COVID-19, the building will be disinfected and closed for a determined amount of time, both in accordance with CDC and NYSDOH recommendations.

- Cleaning plans and training include considerations regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection.

Other cleaning and disinfecting Information:

- The District will follow the manufacturer's instructions for cleaning and disinfection of electronic devices such as laptops, iPads or Chromebooks, keyboards and computer mice, etc., between use. Students will be encouraged not to share their assigned Chromebooks or personal electronic devices.
- There is a schedule for cleaning and/or changing heating/air conditioning system filters.
- Increasing air flow will be accomplished by opening windows, if it can be done safely, and conducting classes outdoors when possible.
- Musical instruments and art supplies will be not shared and will be cleaned between use per the manufacturer's directions.
- Playgrounds will be cleaned per CDC guidance- high touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely.
- Shared athletic/gym equipment (e.g., balls, protective gear) will be cleaned between use per manufacturer's directions.
- School health office cleaning will occur after each use of:
 - Cots
 - Bathroom
 - Office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) following manufacturer's directions.

Before Opening:

Prior to reopening the school buildings administrators will consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources.

- Administrators will also ensure that appropriate inventory of personal protective equipment (PPE) and cleaning/disinfection have been purchased.
- The District will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- The District will also train all faculty and staff on the precautions either remotely or in- person.
- A deep cleaning of all buildings will take place prior to students and staff being reintroduced.
- Buildings and grounds staff will receive training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.
- Distance guards installed in all high traffic areas.
- Installation of 6 foot markers to ensure social distancing within the buildings and at designate entrance and exit points.

Hygiene

- Buildings and grounds employees will provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Sanitizing products will be provided and located on/near commonly shared equipment and supplies (e.g. copiers). Prior to use of a shared piece of equipment, the employee will sanitize the parts that will be touched. After use of a shared piece of equipment, the employee will sanitize the areas that were touched.
- Employees must practice hand-washing or hand sanitization procedures after touching common use items.
- Hand sanitizing dispensers will be provided to all classrooms.

Health Physicals and Screenings

Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the Department of Health released the memo Health Examinations in Light of COVID-19 Pandemic, which provides direction to schools when students are delayed in obtaining required health physical examinations, along with information on the required health exam form Required NYS School Health Examination Form. The memo states:

- Schools are to continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021.
- Parents/guardians are provided with additional time to provide the completed health exam to the school.
- Student athletes are able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria.
- Beginning February 1, 2021 health examinations for schools are to be completed on the Required NYS Health Examination Form or an electronic health record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall.
- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner's Regulations section 136.3(e).

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration will be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps must be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students will be provided instruction that conveys critical information including:

- If it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety.
- Maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site.
- Staggering by classroom in order to minimize contact of students in hallways, stairwells, and at the evacuation site.
- If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose
- If schools are operating in a “hybrid” in-person model, such as one where students attend school alternate days to reduce the occupancy of the school building, the District will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks.
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing.
- Conduct lockdown drills in the classroom without hiding/sheltering but provide an overview of how to shelter or hide in the classroom

FACILITIES

When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

Akron Central Schools will implement the health guidance related to social distancing and other safety measures that have been put in place to slow the spread of COVID-19. This will include meeting cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the Reopening Plan.

Emergency Drills

Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the drills shall be conducted using standard operations and procedures to the greatest extent possible without deviating from current health and safety requirements. Any changes will be specified in district safety plans.

Inspections: the Building Condition Survey or Visual Inspection will be performed as required by NYSED.

Hallway Doorways: in order to increase fresh airflow, these doors are normally held in the open position and are automatically released by the fire alarm system.

Security Cameras: may be used to track the movement of an individual through a building that is suspected to have or has the COVID-19 virus.

Exterior Doors: signage is posted on exterior doors to inform building occupants and visitors of what needs to be considered prior to coming into the building.

Established a protocol for all people that enter the building

- Sign-in
- Screening process
- Temperature taking of person
- Sign-out when leaving the building

Fire Code Compliance

The district does not intend to make alterations to any physical spaces that would compromise compliance with existing Fire Prevention and Building Codes. The District will maintain buildings according to all codes established from NYS & NYSED.

- Do not block egress paths with screening stations, barriers or other items
- Maintain at least 36" aisles between desks
- Maintain at least 8' clear width in hallways

- Only install products that are fire retardant or fire proof

Cleaning & Disinfecting

When cleaning and disinfecting, staff must always wear Personal Protective Equipment (PPE) appropriate for the chemicals being used. Additional PPE may be needed based on an area of the building and the product used.

- Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and be appropriate for the surface.
- Frequently touched surfaces in common areas shall be cleaned and disinfected at least daily. Examples include (but are not limited to):
 - Door knobs
 - Light switches
 - Handrails
 - Faucet handles
 - Drinking fountains
- For frequently touched electronic devices hand sanitizing stations are provided with directions to sanitize hands before and after use of the device. Examples include (but are not limited to):
 - Touch screens
 - Copier controls
 - Tablets

HVAC System- Ventilation

The buildings and grounds staff will ensure ventilation systems operate properly and modify settings to increase circulation of outdoor air to the greatest extent possible

- Allow for opening of windows and doors, unless they pose a safety or health risk to students using the facility.
- Utilize recommended air filtration products and increase filter replacement cycle
- Building ventilation systems will be adjusted to run according to optimal manufacturer recommendations while maximizing fresh air flow.
- Ventilation and air filtering capacity may be increased, within design parameters, as needed.
- Increase in MERV filter ratings will be used according to manufacturer specifications.
- HVAC system maintenance, including filter changes and inspections will be done on a regularly scheduled basis with additional safety protocols and PPE for workers. When maintenance tasks are completed, maintenance personnel should immediately wash their hands with soap and water or use an alcohol-based hand sanitizer.

Water Systems

- Lead in Water Testing- will be performed in accordance with NY DOH regulation 67-4.
- The building water distribution system shall be flushed on a regular basis before buildings are reoccupied. In addition, building staff will inspect and clear (flush) all water-using appliances such as:
 - Ice machines
 - Dishwashers

- Mechanical equipment
- Cooling towers
- Boilers
- Pumps
- Backflow preventers
- Hydration stations equipped with bottle filler drinking fountains are available throughout the campus. Students and staff will be encouraged to use personal water bottles. Paper cups and an open garbage can for waste will be available in the cafeteria. Traditional drinking fountains will be closed to reduce the spread of the virus.

Other Means to Control Infection:

- Scheduling- School leaders will manage time and schedules to reduce student use of the halls.
- Classroom doors- To reduce the spread of the virus from touching door levers and knobs, doors may be fixed in the open position. These doors automatically close by the fire alarm system.
- Plastic separators-The use of light-transmitting plastics occur in locations where social distance or mask requirements cannot be complied with or easily regulated.
- Alcohol-based hand sanitizer- In areas where adequate hand washing facilities are not easily accessible, alcohol-based hand sanitizer dispensers will be available. This shall include all common areas and classrooms.
- Controlling points of congregations- Distance guards installed in all high traffic areas. This shall include installation of 6 foot markers to ensure social distancing within the buildings and at designate entrance and exit points.

CHILD NUTRITION

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished. Akron Central School District did an incredible job, with tremendous community support, in ensuring that students received nutritious meals while schools were closed this past year. No child will ever go hungry, and school reopening plans must provide for the feeding of all students who require food assistance.

Akron Central School District will:

- Provide all students enrolled in the SFA with access to school meals each school day.
- Will adhere to all applicable health and safety guidelines.
- Will take measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- Will have and follow protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- Will have and follow protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- Will ensure compliance with Child Nutrition Program requirements.
- Will communicate with families through multiple means in the languages spoken by families.

Safety and Sanitation

All food service workers will be monitored on a daily basis according to the District's protocols (see the Health and Safety section). Kitchen areas will be cleaned and disinfected on a daily basis. Food service workers will wear face coverings, gloves and disposable aprons.

Equipment, including high touch objects will be disinfected daily or more often given the rate of usage. The Akron Food Service department will ensure the following:

- Having adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas (see the Health and Safety section)
- Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads;
- Use timers for cleaning reminders;
- Wear single-use gloves when handling or delivering all foods;
- Wear a disposable apron when handling or delivering foods;
- Allow only program staff, custodial staff, and approved volunteers to enter program areas.

Meals Consumed Onsite

The Akron Food Service department will ensure the following:

- Meals will be served in the classroom, cafeteria, and other areas to allow for social distancing;
- Remove or suspend the use of shared tables, salad bars and other self-service refrigerators and buffets for food and condiments;
- Discourage food sharing between students;
- Coordinate with custodians to establish sanitation procedures;
- Clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students;
- Consider increasing access points for providing meal service;
- Provide physical distancing guides in food service areas such as:
 - tape on floors
 - signage is visible
 - increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables
- Plan for one class at a time to go through the cafeteria line and return to the classroom if meals will be eaten in the classroom;
- Use pre-portioned condiments that cashiers & servers place on each tray;
- Place meals on a counter or tray line for quick pick up;
- Utilize a “Grab and Go” concept as much as possible;
- Use Google Docs for teachers to take meal orders in classrooms and send orders to the kitchen;
- Consider student meal pick up at building entrances or security checkpoints;
- Coordinate with school personnel in order to meet the feeding safety needs of students with disabilities;
- When students eat in classrooms:
 - train teachers on food allergies, including symptoms of allergic reactions to food
 - train all non-food service staff on any meal service-related activities they will be responsible for
 - obtain or develop posters or other aids to assist non-food service staff to implement meal service.

Meals Consumed Offsite

The Akron Food Service department will ensure the following:

- Assess service methods (grab and go, curbside pick-up, delivery, etc.);
- Determine if there are students who are unable to access school meal distribution sites and identify ways to address these gaps;
- Bulk meals packaged in boxes or containers for multiple days of meals picked up/delivered at one time;
- In hybrid situations, where students are attending in person and remotely, create an area with cones or signs where families can easily pull in to receive foods away from where students will be entering;
- Place meals for curbside pick-up on a table or place in the trunk of the vehicle.

TRANSPORTATION

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will be applied to the school bus, as well. Pupil transportation also presents certain unique challenges, especially with regard to the transportation of homeless students, students in foster care, students in nonpublic, and students with disabilities. If Akron Central School is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private or other students attending out of district placements.

Akron Central School District will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools. Buses will operate between 30%-50% capacity. **Parents are strongly encouraged to transport or walk their children to school to reduce density on school buses.**

School Bus and School Bus Staff Requirements

Akron Central District requires the following:

- Drivers will remind students to wear masks at the bus stops.
- Drivers will ensure students are wearing masks and social distancing on the bus.
- To support contact tracing, attendance will be taken on each run.
- Drivers will assign students to specific seats on each run.
- All buses will be cleaned/disinfected after each bus run.
- Wheelchair school buses must configure wheelchair placement to ensure social distancing.
- When temperatures are above 45 degrees, school buses may transport passengers with roof hatches or windows slightly opened to provide airflow.
- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 upon arriving to work and prior to transporting students.
- If personnel are experiencing any of the symptoms of COVID-19 they will follow the District's procedures and protocols as outlined per the CDC.
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield and/or gloves.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

- Transportation departments/carriers will be provided Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. No hand sanitizer is permitted on school buses.

Students on Transportation Requirements

- All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
- Students must wear a mask at the bus stop and on a school bus.
- Students who are unable to tolerate a face covering due to a medical condition or disability should refer to the Medically Fragile and/or Special Education section of the plan.
- Students will social distance on the bus.
- Students will be provided a mask when boarding the bus if they do not have one.
- Siblings or children who reside in the same household may be assigned seats together.
- Students must follow social distancing protocols when they embark and disembark the bus.
- Arrival and departure times will be staggered to ensure social distancing.
- Loading and unloading locations for students who are transported by bus, car or are pedestrians will be separated.
- Students will enter and exit the building using the same set of doors.

	Elementary School	Middle School	High School
Arrival/Departure by bus	Auditorium Doors – Left Side	Auditorium Doors – Right Side	Door #49
Arrival/Departure by other vehicle and walkers Note: Students cannot enter the building prior to 7:30AM	Door #7	Door #22	Door #47

*See Appendix A for a detailed map.

SOCIAL EMOTIONAL WELL-BEING

Communities and schools are facing unprecedented challenges as they respond to the compounded difficulties of a global pandemic, an economic recession, and civic unrest in response to structural racism. But these challenges also offer unprecedented opportunities to re-envision and renew the capacity of our schools and communities to be welcoming, supportive, inclusive, and equitable environments. To meet these challenges, individuals must start with the inner work of healing their own hearts and minds, finding the capacity within themselves to support healing for students, families, peers, and communities.

Along with physical health and well-being, Akron Central School District has prioritized social emotional well-being -- not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

The following considerations are intended to assist in creating a welcoming and caring school community that ensures its members are met with compassion and the support they need to achieve and thrive. Academic learning cannot be effective until the basic human needs for physical and emotional safety are met. Below is the link for of the District's detailed plan:

[Social Emotional Plan for Students, Faculty and Families](#)

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.

Multi-Tiered Systems of Support (MTSS)

MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive.

Pupil Personnel Services (PPS) Roles within MTSS

Pupil personnel service (PPS) staff, which include school counselors, school social workers, school psychologists, mental health counselors and school nurses are uniquely poised to be the primary source of expertise upon which the entire school community can draw. These professionals have overlapping skills, such as counseling, assessment, consulting, collaboration, parent/school liaison, professional development for faculty and staff, and crisis response. They share in facilitating social emotional and physical well-being, strengthening family, school, and community partnerships, increasing access to instruction and promoting a positive school climate.

Restorative Practices

Restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior. Replacing traditional discipline with restorative alternatives offers opportunities for youth to learn from mistakes and may reduce disciplinary disparities and negative outcomes.

TECHNOLOGY AND CONNECTIVITY

Access to Devices

Akron Central School District provides adequate access to a computing device. Each student is issued a Chromebook grades K-12. In addition, each teacher and administrator has a Chromebook.

Access to High-Speed Broadband

In person learning and hybrid learning, students have sufficient access to high-speed broadband as the Chromebook devices access the District's WIFI. We understand that high-speed broadband is essential for educational equity. Unfortunately, there is a lack of telecommunications infrastructure in our district boundaries. Akron Central Schools will survey and determine the level of access all students and teachers have in their places of residence in order to address the need to assist with options for internet access to students and teachers who currently do not have sufficient access. In the limited cases where students may still lack internet access in their places of residence, despite best efforts, Akron Central has boosted our WIFI signals to parking lots for those students to utilize their Chromebooks. For students with extremely limited internet access, we will provide materials and assignments on a flash drive or other file storage device.

The District will provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional models. Akron Central School District will provide instruction on using technology and IT support for students, teachers and families. The District will also provide professional development for teachers and leaders on designing effective online/remote learning experiences. Akron Central School District will ensure student data privacy. Security will be maintained and in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

Learning Platforms

The learning platforms used by buildings for in-person, hybrid and remote learning are:

Grade K	Seesaw
Grade 1-5	Google Classroom
Grade 6-8	Google Classroom/Schoology
Grades 9-12	Schoology

SCHOOL SCHEDULES

Akron Central Schools have a comprehensive plan for a schedule that includes in-person instruction, remote instruction or a hybrid of both in-person and remote. The district has collaborated with district stakeholders when considering alternate schedules. The District will need to restructure our programs using flexible scheduling models—taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction.

The district's plan may address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year. In cases where in-person instruction is not feasible, phased-in and hybrid models of education is a consideration if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations.

If COVID-19 cases develop, the district may consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, the district may choose to temporarily move classes where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared. To maximize in-person instruction, the district may consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- finding alternative spaces in the community to allow for more in-person instruction;
- adjusting class or work hours, where appropriate and possible;
- limiting in-person presence to only those staff who are necessary to be at the school during normal school hours;
- maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines;
- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts (e.g., alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).

The district will collaborate with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules. Regardless of the instructional model implemented, equity and access must be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

In-person Instructional Model

As each building developed their in-person instructional model plan, the following were all considerations:

- Consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?
- Prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures.
- Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, easels, stage floors, and music stands.
- As with speaking loudly, singing can transmit the virus. Consider taking extra precautions such as having chorus outside and increasing the distance between students.
- Consider asking students to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.
- Do not share instruments among students or staff.
- Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument.
- Consider limiting use of or alternatives for hard-to-clean supplies that are usually recycled such as clay.
- Create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom.
- Have hand hygiene supplies close to shared materials and surfaces.
- Increase transition time to account for time needed for cleaning.

Asynchronous Learning - Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous Learning - Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an In Person learning experience.

Remote Instructional Model

As each building developed their remote instructional model plan, the following were all considerations:

- Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Consider in advance what materials might be suggested for students to have on hand at home or create assignment that can be completed with items easily found at home.
- Create a plan for how to give students assignments, feedback, and track their progress.
- Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Develop digital and non-digital options for sharing student's creative works within the classroom community and with the broader school community.

Hybrid Instructional Model

As each building developed their hybrid instructional model plan, the following were all considerations:

- Organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
- Anchor standards, Creating and Presenting lend themselves more so to in-person instruction, while Responding and Connecting are standards that may be able to be addressed in a remote instructional model.
- Determine methodologies to connect with students and support learning while students are at home.
- During in-person instruction, prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
- Focus on personalized learning.
- Utilize resources such as digital field trips and online arts collections. Resources such as these can be found on the [Continuity of Learning Website](#).

Students will be back in school with an altered schedule to reduce student population within the building. Students would attend school in-person for a portion of the week and a portion of a week they would engage in remote instruction. Using this model, students will be actively involved in the school learning environment in a smaller group setting. (Ex. Two-Day Rotation Blended Learning – Alternating Days, A/B Week Blended Learning; Targeted Remote Learning, By Grade Span or Grade Level)

The district will use an A/B cohort model that isolates two distinct cohorts of students who attend school in-person on different days of the week. High-needs students should be prioritized for full-time in-person learning when feasible. Cohorts of high-needs students, including students with disabilities and English learners who are most in need of in-person

services. Students with disabilities will include those receiving special education programming in a 15:1 or 12:1:1 classroom setting due to their significant academic and therapeutic needs

Student Cohorts:

Cohort A- Students participate in remote instruction on Monday and attend school in-person on Tuesday & Thursday.

Cohort B- Students participate in remote instruction on Monday and attend school in-person on Wednesday & Friday

Cohort C- Students with special considerations and targeted needs participate in remote learning on Monday and attend in-person on Tuesday-Friday

Cohort D-Students participating in full remote learning.

Hybrid Model				
Mon	Tues	Wed	Thurs	Fri
All virtual. No Students in building. Day used for launching weekly instruction, conferring with students	A	B	A	B
	C	C	C	C
D	D	D	D	D

Cohort A- Students participate in remote instruction on Wednesday and attend school in-person on Monday & Tuesday.

Cohort B- Students participate in remote instruction on Wednesday and attend school in-person on Thursday & Friday

Cohort C- Students with special considerations and targeted needs participate in remote learning on Wednesday and attend in-person on Monday, Tuesday, Thursday, Friday.

Cohort D-Students participating in full remote learning.

Hybrid Model				
Mon	Tues	Wed	Thurs	Fri
A	A	All virtual. No Students in building. Day used for instruction, conferring with students	B	B
C	C		C	C
D	D	D	D	D

TEACHING AND LEARNING

Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

[Elementary Plan](#)

[Middle School Plan](#)

[High School Plan](#)

Academic Intervention Services

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district-developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:

- Developmental reading assessment
- Benchmark and lesson embedded assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117

Attendance

Akron Central School District is responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

The 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Chronic absence includes all absences from instruction, both excused and unexcused.

Career and Technical Education (CTE)

While planning for CTE instruction, the District will work with the coordinating BOCES (Erie 1 BOCES; Genesee Valley BOCES or Orleans Niagara BOCES) and follow their re-opening plans for those students that attend their CTE programs.

English Language Learners (ELL)

Akron Central School District will ensure all ELLs are afforded the opportunity for full and equal participation, whether it be through an in-person, remote, or hybrid model of instruction. Akron Central School District will consider the unique needs of ELLs and strengthen supports necessary for English language development.

Communicating with Multilingual Families

Communication with parents/guardians will be provided in the preferred language and mode of communication of the students’ families, in accordance with Federal and State requirements. Akron Central School District will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children’s education during the reopening process.

Screening, Identification, & Placement of ELLs

Akron Central School District will continue to administer the Home Language Questionnaire (HLQ) and conduct the individual interview as the first steps of the ELL identification process. Parents may complete and submit the HLQ digitally. Qualified personnel will be available to determine if a language other than English is spoken at home. Qualified personnel may conduct an individual interview with students and/or parents remotely. The interview will include a review of the student’s abilities or work samples including: Reading and Writing in English; Reading and Writing in the student’s home language; and Mathematics.

These items are collected or generated during the interview and may include writing samples or exercises completed at the time of the interview. Parents/guardians can submit the work samples through email, through pictures of the students’ work, and/or by using other digital platforms.

Akron Central School District will maintain all documents related to its students, including the HLQ, the individual interview, and any other records generated as part of this remote identification process. Once the school district re-opens, it will re-conduct the ELL Identification process in person, including a full parent orientation as mandated by CR Part 154. Akron Central School District will complete the ELL identification process within 30 school days of the

start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-2021 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within 10 school days of initial enrollment, as required by Commissioner's Regulation Part 154.

Continuity of ELL services

ENL teachers will continue to provide appropriate instruction and support to all students with English language acquisition needs. Provisions of required instructional Units of Study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. For students unable to attend school, Akron Central School District will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support. Teachers will utilize each student's level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual students' levels of language proficiency into account as instruction is planned with the appropriate scaffolds. ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and supports to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

Grades K-6

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must insure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas. There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (PE) (see separate section on PE). Educational programs delivered in these grades should employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners.

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

Grades 7–12 – Units of Study

Per Commissioner's regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State's learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit

of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject. Under normal circumstances, in a face-to-face, in-person teaching environment, the State requires that school schedules for students be built in adherence to this time requirement.

As a result of the COVID-19 pandemic, schools must plan for various contingencies that may make it impossible for a specified amount of face-to-face contact between teachers and students. In order for schools to plan for various types of instructional models, including remote and hybrid models, schools should consider the time requirement of 180 minutes of instruction/week as a benchmark for comparison when designing and delivering instruction aligned to the intermediate and commencement level standards. It is important to ensure that all students have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course. The key question that districts should consider when developing or adopting new modalities of instruction is the following:

Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it.

The definition of a "unit of study" has been revised in Commissioner's Regulations to further clarify what may be considered in the design of such units of study.

Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face-to-face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to:

- meaningful and frequent interaction with an appropriately certified teacher;
- academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction.

Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Units of Credit

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

Libraries

School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills. The District will look for meaningful ways in which school library media specialists can support high-quality instruction in hybrid and remote models

Physical Education

Participating in Physical Education (PE) is important for our students' health and well-being. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. School re-opening plans will ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE teacher will plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

Per New York State Health Department Guidelines the District will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in-person in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).

Science Laboratory Requirements

Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The District's science teachers will align laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Teachers will determine a method

for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis will be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Special Education

In accordance with the Individuals with Disabilities Act (IDEA) and ensuring the provision of Free and Appropriate Public Education (FAPE), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education.

Akron Central School District's reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. Akron Central School District's reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

Akron Central School District's reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

Akron Central School District's reopening plan ensures access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Akron Central School District addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication. Akron Central School District's CPSE and CSE committees will prepare contingency plans to address students' remote learning needs in the event of potential future intermittent or extended school closures. Akron Central School District considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible.

Least Restrictive Environment (LRE)

Akron Central School District will continue to monitor class rosters monthly for Integrated Co-Teaching classrooms to ensure no more than twelve students with disabilities and maintain no more than 50% ratio of students with disabilities and non-disabled peers. Special class programs will be monitored for appropriate ratios of students with disabilities and staff requirements.

Least Restrictive Environment Documentation

Akron Central School District Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE) will continue to require all mandated members of the CSE/CPSE participate in annual review and requested review meetings to ensure that each student with a disability will receive access to the LRE. Meeting notices, Individual Education Programs, and meeting attendance will document the process, including who is involved in making those determinations. Parent voice will continue to be documented in the IEP consisting of both communication with case managers and participation in CSE/CPSE meetings. Prior Written Notices will also contain documentation of parent voice from participation in CSE/CPSE meetings.

IEP Implementation

Akron Central School District will continue to implement each Individualized Education Program as recommended by the CSE/CPSE. If a need arises for a hybrid of in-person and remote learning, the District will continue to provide services and accommodations with flexibility in mode and/or manner, group or individual sessions, frequency, duration and location of related services.

IEP Implementation Documentation

Each student will continue to have data collection on annual goals maintained by their case manager. Students' needs will be monitored by the case manager for varying needs as it pertains to the period of remote instruction and a return to a traditional classroom environment. The case managers will provide the parents/guardians with progress reports consistent with IEP requirements in preferred language. CSE/CPSE will be made available for the progress reports to review. Akron Central School District also conducts anniversary date annual reviews to enhance regular monitoring of student progress and needs for the CSE/CPSE to consider. Akron Central School District will provide monthly parent focus groups to allow for an avenue for parent/student needs to be addressed and allow the District to create parent training programs.

Provision of Services

Consistent with previously issued OSE guidance, Akron Central School District will ensure that, to the greatest extent possible, each student with a disability 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, Akron Central School District may not be able to provide all services in the same mode and/or manner they are typically provided. Akron Central School District will need to 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 Akron will plan for various types of instructional models including in-person and remote learning. When providing remote services, Akron Central School District will continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents as most recent available.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Akron Central School District will continue to provide progress reports to parents in their native language consistent with students' IEP recommendations.

Contingency Plans

Akron Central School District's contingency plan prepares for remote learning if an order for school closure is mandated. Each building is prepared to implement such remote learning within the Akron Central School District. Individual student needs will be addressed in regards to the disability and needs during future intermittent or extended school closure. Individual student needs will be met in collaboration with students' case-manager, parents/guardians, and CSE/CPSE. In March 2020, NYSED provided guidance in conformance with the Federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms.

Child Find

Akron Central District has provided Child Find notifications in the District Calendar, public newspaper, local library, and all child care settings located within the district. The District will continue to maintain screening procedures to identify potential students with disabilities. Akron Central School District will continue to evaluate whether in-person or remotely within required timelines. CSE/CPSE will continue to collaborate with parents while keeping in mind the impact closure has had on all students.

Referral

Akron Central School District will utilize Instructional Support Teams to implement response to intervention strategies. If the Instructional Support Teams suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and request for referrals by school staff will be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Initial Evaluation/Reevaluation

Akron Central School District will continue to conduct initial evaluations and reevaluations within required timelines. Personal Protection Equipment will be utilized when conducting evaluations. The use of technology will be utilized to meet timelines for evaluations and reevaluations that must be conducted remotely. Akron Central School District will continue to maintain current procedures to ensure initial and reevaluation timelines.

Eligibility Determination/Annual Review Meetings

Akron Central School District will conduct eligibility meetings within required timelines and continue with anniversary date annual review meetings.

Technology

Akron Central School District currently has 1:1 Chromebooks for all students. If remote learning is necessary, Akron works collaboratively with outside agencies and BOCES to provide students with necessary technology and programs to meet their needs during remote learning. The CSE/CPSE discuss student needs and discuss options for assistive technology to meet those needs.

Communication/Coordination

Akron Central School District will continue to collaborate with families and outside service providers to ensure student needs are met. A committee will be developed to identify high-needs students to be prioritized to meet academic and management needs.

Engagement with Parents of Students with Disabilities

Akron Central School District will continue to engage parents in their preferred language with Prior Written Notices regarding identification, evaluation, educational placement, and provision of FAPE to their child. The District's special education department will hold monthly parent forums to address concerns and needs that can be addressed by future parent training.

Procedural Safeguards and Prior Written Notice Requirements

Akron Central School District will continue to provide the procedural safeguards notice to parents. Akron Central School District will continue to provide parents with prior written notice in a reasonable time before a change in the identification, evaluation, educational placement or provision of FAPE to the student. The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice may be provided to the parent by email if the parent elected to receive documents by email. Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and tele-practice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to COVID-19, such changes will be made by the CPSE/CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

Partnership and Collaboration

Akron Central School District will continue partnerships with local agencies and BOCES who are able to meet the variety of needs for our students. Referrals will continue to be made to various agencies that may be able to address needs. The agencies and BOCES will provide on-going communication to the District identifying student needs requiring additional services or reducing services.

Accommodations and Modifications/Supplementary Aids and Services

General education teachers and providers will be provided electronic copies of student IEPs in order to meet accommodations. Special education teachers review student IEPs for accommodations, modifications, and services needed. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Universal Pre-Kindergarten

Akron Central School District will ensure that the needs of our youngest learners are addressed, whether instruction is provided in-person, remotely, or through a hybrid model. The District works closely with both UPK programs in the district and at Rattles to Reading Day Care. The Rattles to Reading Daycare will have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

The UPK classes will follow these guidelines:

- Family style eating will not be practiced due to social distancing requirements and for health and safety requirements.
- Napping materials will be sanitized daily and, to the extent practicable, assigned to individual students for the school year.
- Avoid centers that include multiple students using it at one time, such as water/sand tables, sensory tables, etc.
- Provide students with individual sets of materials to avoid sharing of common items.
- Follow proper sanitation guidelines from the Department of Health after children have been at a learning center or in small groups.
- While many half-day programs operate two sessions for 3 hours a day, the District may consider operating their half-day Prekindergarten for 2.5 hours of instructional time per day to allow for proper sanitization of the classroom between sessions.

Work-based Learning

The District will collaborate with all business and industry partners to identify and ensure safe and healthy work-based learning opportunities. Students will be provided opportunities to participate in work-based learning either in-person or remotely to the extent possible.

ATHLETICS

General Considerations

The New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force consisting 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 sport. 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. Fall sports have been delayed until September 21st, 2020. There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and changes of seasons based on potential risk by sport.

Athletic Training Services

- Athletic trainers will wear PPE at all times and will follow NATA guidelines.
- Students-athletes will need to schedule times to meet with the trainer for consultation. Social distancing will be utilized and the floors will be marked every 6 feet while waiting.

Social Distancing

- When applicable, student athletes, coaches and officials will maintain at minimum 6 feet during practices and games.
- No shaking hands or high-fives during practice or games.
- Coaches will use cones or like markers to delineate 6 feet on the sidelines during practices and games.
- **If Allowed...**Spectators will maintain at minimum 6 feet during games. Bleachers will be marked with social distancing signage.

Masks and PPE

- Face coverings will become part of the uniform for games and practices if applicable.
- Face coverings will be worn at all times when six foot social distancing is not possible.
- Coaches/ trainers will be provided appropriate PPE (gloves, masks, CPR masks) for 1st aid purposes.

Hygiene, Cleaning and Disinfecting

- Hand sanitizer will be available on every field and court.
- Indoor facilities will be disinfected nightly.
- Coaches will disinfect applicable shared equipment after or before practices or games.
- Students will be encouraged to use their own equipment to the extent possible.

Practices

In-person instruction with athletic participation allowed:

- Follow NFHS/NYSPHSAA Guidelines when available:
- Minimize contact, maximize skill development and limit full group activities to a reasonable level
- Coaches will be diligent and hyper focused on hygiene practices
- Coaches will wear masks when social distancing is not possible

Hybrid Instruction model with athletic participation allowed

- Follow In-person guidelines

Remote Instruction - Unlikely to allow interscholastic athletics unless the season has started there could be an expectation to maintain contact with rostered players.

- Coaches will provide instruction on skill development, strength and conditioning
- Coaches will provide video and strategic work for athletes to view and analyze
- Coaches will hold regular team meetings after school hours

Games/Contests

In-person with athletic participation allowed.

*Some of these practices will be contingent on league/section/state policies.

- Coaches will be diligent and hyper focused on hygiene practices.
- Coaches will wear masks when social distancing is not possible.
- ACS players and coaches will be screened prior to entering the field.
- There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and change of season based on potential risk by sport.

Spectators for contests

If allowed, the District will follow DOH guidelines.

Hybrid- instruction model with athletic participation allowed

- Follow In-person guidelines.

Remote instruction - Unlikely to allow interscholastic athletics

- Not applicable.

Practice and Game Venues

The Akron Central School District will limit the use of school/district facilities to the district including school-sponsored extracurricular activities and groups. External community organizations may be permitted to use school/district facilities with the assurance that such organizations follow state and locally-developed guidance on health and safety protocols as long as schools are open for either in person or hybrid learning.

In-person instruction with athletic participation allowed

- Indoor facilities will be disinfected on a nightly basis by building and grounds staff.

- Areas will have social distancing measures in place for spectators, coaches, athletes and officials.

Hybrid instruction Model with athletic participation allowed.

- Follow In-person guidelines.

Remote instruction - Unlikely to allow interscholastic athletics

- Not applicable. Facilities will be closed to interscholastic teams if we are in a remote instruction model.

Locker Rooms/Fitness Room/Gymnasiums

In-person instruction with athletic participation allowed

- Locker rooms will be used only for athletics and social distancing measures will be utilized. Lockers assigned will be separated by 6 feet or more.
- Each team will have assigned times to use locker rooms and/or the fitness room.
- Use floor markings (six feet with masks) to ensure social distancing due to exertion and forceful expulsion of breath. These can be tape or physical artifacts such hula hoops or cones.
Utilize fitness room facilities but ensure 12 feet of social distancing.
- Maximize the use of outdoor activities whenever possible.

Remote instruction - Unlikely to allow interscholastic athletics

- Not applicable. Facilities will be closed to teams if we are in a remote instruction model.

Symptoms of COVID-19

- If a Student-Athlete shows symptoms of COVID-19 the coach must send that athlete home and contact that athlete's parents and a school official immediately following removal. The District and student athlete will then follow DOH guidelines for re-entry to school and athletics.

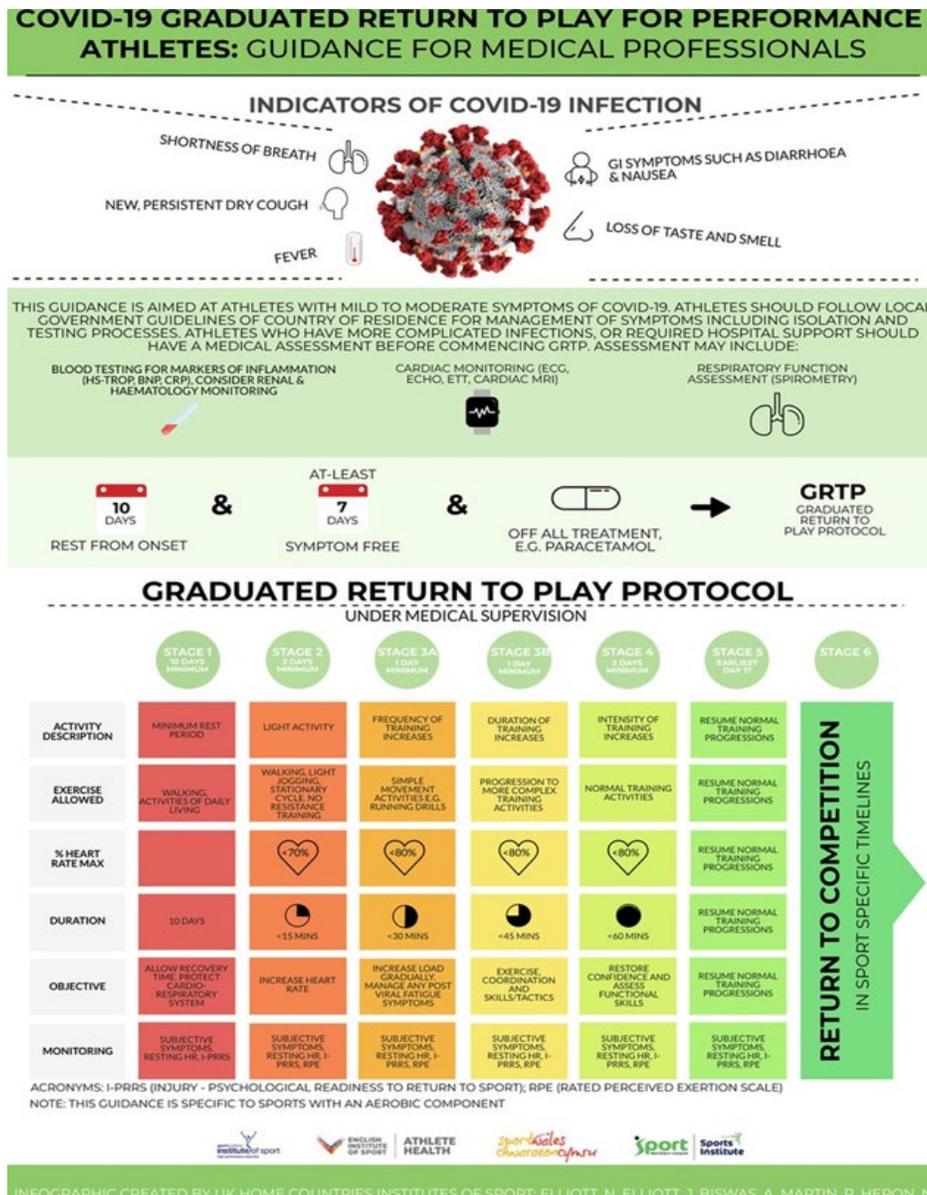
As of July 21st...In the event a student-athlete is found to be COVID-19 positive the following **may be** utilized:

1. Contact the Chief School Physician and make them aware of the diagnosis.
2. Immediate removal of the student-athlete from school and athletic participation.
3. Refer the student-athlete to their primary care physician for guidance.
4. Use contact tracing to identify potential at risk persons who may have had close contact (close contact is defined in most literature/protocols as exposure to a person within 6 feet for >15 minutes with or without a mask).
5. Document those persons who are determined to be "at risk" and refer them to their primary care physician.
6. At the discretion of the primary care physician, individuals who are deemed "at risk" may be required to self-isolate and monitor symptoms for 14 days AND/OR obtain a COVID-19 test for verification.

A. Those who test positive and develop symptoms in isolation, should then monitor symptoms for 10 days after onset and be fever free for 24 hours before returning to school or sport.

B. Those who test positive and do not develop symptoms can return after 10 days from the initial positive test.

The chart on the next page **could be** used to return student-athletes to participation following a **positive COVID-19 diagnosis**:



STAFFING AND HUMAN RESOURCES

Akron Central School District will ensure the following:

- All teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.
- May continue to utilize incidental teaching when determining how to staff their classrooms.
- May employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment;
- Will work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction;
- Will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model.

TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW §3012-D/APPR)

Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year. Governor Andrew Cuomo's Executive Order (202.39) related to APPR only suspended the requirement to complete APPRs for the 2019-20 school year. The District will work with the Akron Faculty Association relative to the current APPR plan.

SUBSTITUTE TEACHERS

Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in an area for which they are certified.

Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in the area for which they are seeking certification.

Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days in a school district or BOCES in a school year, except as described below.

During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year),

if the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district or BOCES may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

STUDENT TEACHING

Akron Central School will continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 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 work with the College/University Educator Preparation Programs to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.

APPENDIX A

