



Reopening Plan

Bainbridge-Guilford Central Schools
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Introduction

Schools and education organizations are faced with unprecedented challenges due to the global pandemic caused by COVID-19. In the midst of the pandemic, schools were forced to close their doors to students and transition to remote learning. Over the course of fourteen weeks from Mid-March Until the end of June, school looked more different than it ever had before, and the last days of school culminated with teachers and students giving their summer farewells via video conference or drive-bys rather than waving to each other from buses.

As we look to enter the 2020-2021 school year, educators find themselves having to plan for the possibilities of face-to-face learning, remote learning, and blended learning all at the same time. The purpose of this plan is to offer some certainty during uncertainty. That is, when we return to school face-to-face, what will be the protocols we use to keep the children and adults in our schools safe? If we are to return to school remotely, how will we ensure all students receive the education they are each entitled to?

At this time due to limited funding, classroom space, and staffing, the BGCS D simply isn't able to open its doors for all students at one time and maintain social distancing guidelines, while adhering to student and staff safety guidelines. Therefore, our school district will create guidelines for a hybrid learning model for on campus and remote instruction, as well as a fully remote plan for instruction.

These plans were developed by engaging a cross-section of stakeholders from our various divisions and departments as well as from each of our employee groups. Subcommittees met to address all aspects of the New York State Education Department's reopening guidance for Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools.

As these plans evolved, we viewed ourselves as a school with students, teachers, support staff, classrooms, and offices. Additionally, we addressed our unique context as an essential partner to our sixteen component school districts across our DCMO BOCES region.

The following plan is the Bainbridge-Guilford Central School's plan to our employees, customers, and community, to ensure the students and adults who are in our educational care are provided with the quality education and services they expect from us in an environment that is safe and remains flexible in our rapidly changing world context.

Acknowledgements

Dedicated members of the BGCS D staff and community served as contributors to the BG Reopening Plan. Many thanks for their expertise and dedication not only to the outstanding educational experience of our students, faculty, and staff, but also for making the health and safety of our education community their top priority during the COVID-19 global pandemic. The Reopening Planning Committee members represented the diversity of our organization, including members from our collective bargaining units, parents, faculty, staff, law enforcement, Chenango County Department of Health, Lourdes Hospital, Board of Education members and administration.

BGCS D COVID-19 Reopening Planning Committee Members

- Timothy Ryan; Superintendent
- William Zakrajsek; Jr-Sr HS Principal/Athletic Director
- Jennifer Henderson; Greenlawn Elementary Principal/Director of Special Education/DIMT
- Linda Maynard; Guilford Elementary Principal/District Data Coordinator
- Scott Graham; Assistant Principal/Director of Technology
- Janice Rideout; School Business Manager
- James Rideout; Director of Facilities II/Health and Safety
- Daniel Diemer; School Resource Officer/DIMT
- Heather Amatucio; Jr-Sr HS Nurse
- Kelly Cirigliano; Greenlawn Elementary Nurse
- Lori Pike; Guilford Elementary Nurse
- Tina Ammon; Board of Education Vice-President
- Shelly Bartow; Board of Education Member
- Rebecca Sullivan; Board of Education Member
- Chris Farberman; Parent member
- Deborah Fletcher; Parent member
- Jennifer Hawkins; Parent member
- George Gallandorm; Parent member
- Jennifer Lamoree; Parent member
- Melissa Lawrence; Parent Member
- Barbara Ann Meagle; Parent member
- Susan Rowe; Parent member
- Nancy Peck; BGSSA president
- Teresa Burnett; BGSSA Vice-president

- Lori Basso; School Social Worker
- Nanci Miller; School Counselor
- Keren Seiler; School Counselor
- Joanne Moxley; School Social Worker
- Karlee Hoyt; Chenango County Behavioral Health
- Joanne Auman; Teacher
- Amanda Carlin; Teacher
- Dawn Christophersen; Teacher
- Sharon Morris; Teacher
- Alyssa Hardy; BGTA president
- Israel Lorimer; BGTA Vice-president
- Shannon Hartz; NYS Trooper
- Jered Porter; NYS Trooper
- Kyle Fuller; Head Bus Driver
- Isaiah Sutton; Chenango County Department of Health
- Kimberly Morris-Schinn; LINKS Co-chair
- Judy Hinman; LINKS Co-chair

Communication and Family Engagement

To help form our reopening plan, the Bainbridge-Guilford Central School District has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.bgcsd.org and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including the school website, Facebook page, twitter, robocalls, and written communication, as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

Bainbridge-Guilford Central Schools Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

BGCSD developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website

- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Town Hall Meetings (Zoom, WebEx, Google Classroom, etc.)

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions.
- The facts as we currently know them (NYSDOH, CDC, NYSED).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encourage personal responsibility for yourself and your work area.

Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator

Health and Safety

General Expectations for Social Distancing for Faculty, Staff, Students, and Visitors

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within the BGCS D facilities will practice social distancing expectations:

1. Ensure 6 ft. distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings.
2. Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
3. The posting of social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site.
4. Limit in-person gatherings as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.
5. Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

General Expectations for Personal Protective Equipment (PPE) for Faculty, Staff, Students, and Visitors

To ensure all faculty, staff, students, and visitors comply with protective equipment requirements.

1. The BGCS D will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
2. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
3. Training will be provided to all staff members on the proper use of face coverings including:
 - a. How to Wear Face Covering Appropriately
 - b. How to Put on/Remove Face Covering
 - c. How to Properly Remove a Face Covering
 - d. Proper Care of Face Coverings
4. When in contact with shared objects or frequently touched areas, gloves will be provided; employees are encouraged to wash hands before and after contact
5. Touching of shared objects and surfaces is discouraged
 - a. Examples of some frequently touched areas in schools
 - i. Classroom desks and chairs, Lunchroom tables and chairs, Door handles and push plates, copy machines, handrails, kitchen and bathroom faucets, light switches, Handles on equipment (e.g., athletic equipment), buttons on vending machines and elevators, shared telephones, shared desktops, shared computer keyboards and mice, bus seats and handrails, etc.

6. Frequently touched surfaces and objects will be cleaned and disinfected several times a day to further reduce the risk of germs on surfaces and objects

General Expectations for Hygiene and Cleaning for Faculty, Staff, Students, and Visitors

To ensure all faculty, staff, students, and visitors comply with hygiene and cleaning requirements, the BGCSD will do the following:

1. Adhere to hygiene and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs onsite that document date, time, and scope of cleaning to be maintained by the Facilities and Maintenance Department.
2. Provide and maintain hand hygiene stations for personnel, including hand washing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% ethanol or 70% isopropyl alcohol for areas where hand washing is not feasible.
3. Staff Training will be provided to promote healthy hygiene practices. Training will include, but is not limited to:
 - a. Proper hand washing techniques
 - b. Use of hand sanitizer
 - c. Respiratory etiquette, including covering coughs and sneezes
 - d. Proper use of face coverings
 - e. Encourage staff to stay home when sick
4. Post signs on how to stop the spread of COVID-19, proper hand washing technique, promote everyday protective measures, and the proper wearing of a face covering
5. Conduct regular cleaning and disinfection daily, or more frequently as needed, along with frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas, must be completed. Documentation of areas cleaned and cleaning schedule to be included.

Standard Operating Procedure: Medical/Nursing (Medical Director, Nurse, Health Aide)

Please also refer to the following documents for more guidance

- General Practices
- Communication
- Cleaning
- SOP – Cleaning and Maintenance
- SOP - General Office
- Daily Screening and Returning to Work
- Training
- Posters

- Building Considerations
- Special Considerations
- NYS Forward Plan

Additional Training (Department Specific)

- Respirator (N95 or equivalent) Training

Required Personal Protective Equipment (PPE)

- Gloves
- Face Coverings/masks
- Face shields (if applicable)
- Respirator (N95 or equivalent)
- Gowns

Face coverings/masks should be available and used per district policies/regulations and procedures. Face coverings/masks, gloves, gowns and hand sanitizer are available for you to use while you are in the building or working on site. Use and dispose of Personal Protective Equipment (PPE) properly. Make information on the appropriate use and disposal of Personal Protective Equipment (PPE) available to all staff.

If soap, towels, hand sanitizer, gowns or face coverings are not available, please alert an administrator or custodian immediately.

Hand Washing before putting on gloves and after glove removal is very important. If you do not have hand washing facilities available use a 60% ethanol or 70% isopropyl alcohol hand sanitizer.

Procedures to Consider

Health Education & Communication:

Communicate to students, staff, parents and community members: (develop a hotline or website for latest info and updates); weekly updates) Chenango County Department of Health has a specific link for COVID-19 purposes only. Within the link there are branches for different questions, guidelines, information, and contacts. Within the mandatory requirements it is suggested that we have these

written protocols. (A link that is specific to COVID-19 that when accessed branches off into information, guidelines, signs-symptoms, and contact information)

- Post signs in the Nurse's area(s) on how to stop the spread of COVID-19, stay home when sick; adhere to social distance; respiratory and cough etiquette; properly wash hands, promote everyday protective measures, and properly wear a face covering;
- Hand washing should be the primary way to clean your hands. Hand washing should be done with soap and water for at least 20 seconds. Hand sanitizer should only be used if soap and water is not available. Hand sanitizer works best on clean hands. Hands should be rubbed with sanitizer until completely dry. Time in schedule for handwashing; promote hand hygiene before meals; after recess; or Physical Education; before and after removing PPE
- Have on hand approved letters/messages for COVID-19 cases or potential cases for various school audience
- Determine procedures for sick child pickup if suspected Covid-19. Individual to wait in supervised isolation with appropriate PPE. Individual should be escorted from isolation to parent with appropriate PPE. Instruct parent to call provider; give resource for Covid-19 testing. For example, parent/guardian should stay in their car and call to announce their arrival. The sick child will be escorted out at a safe distance, while wearing PPE, to have the parent/ guardian sign the student out
- Encourage parents to be on the alert for signs of sickness in the children and keep them home when they are sick. Provide resources to parents/guardians to educate regarding observing signs and symptoms of Covid-19.
- Remind/encourage students and staff to stay home if they feel sick
- Review and understand the process for staff calling in sick. Consider providing a list of questions to supervisors to clarify what type of sickness is occurring (COVID related or not). Illnesses may need to be tracked differently in the future. Manage and isolate sick.
- Advocate to staff and students on wearing, putting on and removing face covering and/or Personal Protective Equipment (PPE). Send a fact sheet home with students that provide similar guidance to parents
- Communicate the importance of social distancing, monitoring symptoms of COVID-19 and when to stay home; proper hand and respiratory hygiene.
- Confirm that Nurse substitutes are willing to work and have been trained on new protocols (Due to need for N95 masks in potential COVID-19 cases, Nurse substitutes will need to be fit tested for these masks)
- Ensure that PPE, cleaning supplies, face coverings of appropriate size are available for Nursing staff. Maintain a plan to have adequate supply of face coverings for staff, students and PPE for School Health Professionals.
- Re-enforce that proper decontamination procedures are followed; cleaning and disinfecting.
- Train unlicensed assistive personnel on the administering of the flow chart, proper temperature taking procedure (if applicable). Provide PPE or barrier for staff conducting screens.

- Designate a coordinator to be main contact for confirmed Covid-19, Timothy R. Ryan.
- Maintain records confirming screens on students, staff, visitors, contractors, vendors
- Protocol to accommodate high risk students and staff; live with a person who is of high risk (ie. >65 years old; pregnant; underlying health condition; chronic lung; asthma; heart conditions; immunocompromised; Diabetes; Chronic Kidney Disease; liver disease; sickle cell anemia; neurologic; metabolic; genetic conditions; congenital heart disease.
- Recognize number of students/staff that can return with regard to social distancing, safe transport in regard to required square foot per person in different settings (ie. classroom, café', vocational/tech/special education, gyms, bus)

A separate room/area for sick and non-sick students

- All three buildings will have one room designated an “isolation room” for any student or staff member that is showing the signs/symptoms of COVID-19
- Medication dispersal/treatments area
- Non-COVID suspected student illnesses (injury, stomachache, etc.)

Monitoring For COVID-19

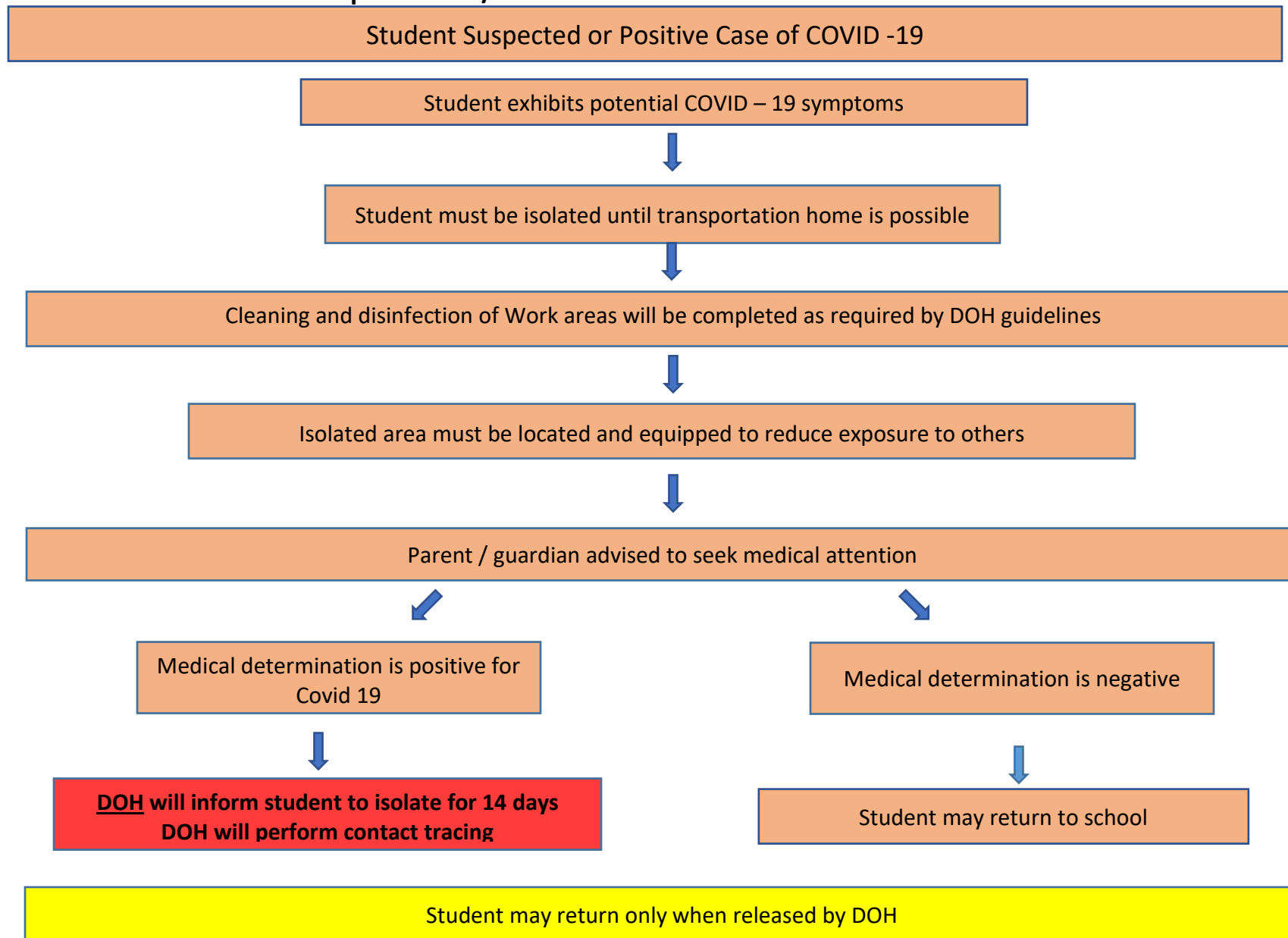
- Check State and Local Health Department notices daily about transmission in the area and adjust operations accordingly
- Check for signs and symptoms - based on state guidance; Dept of Health

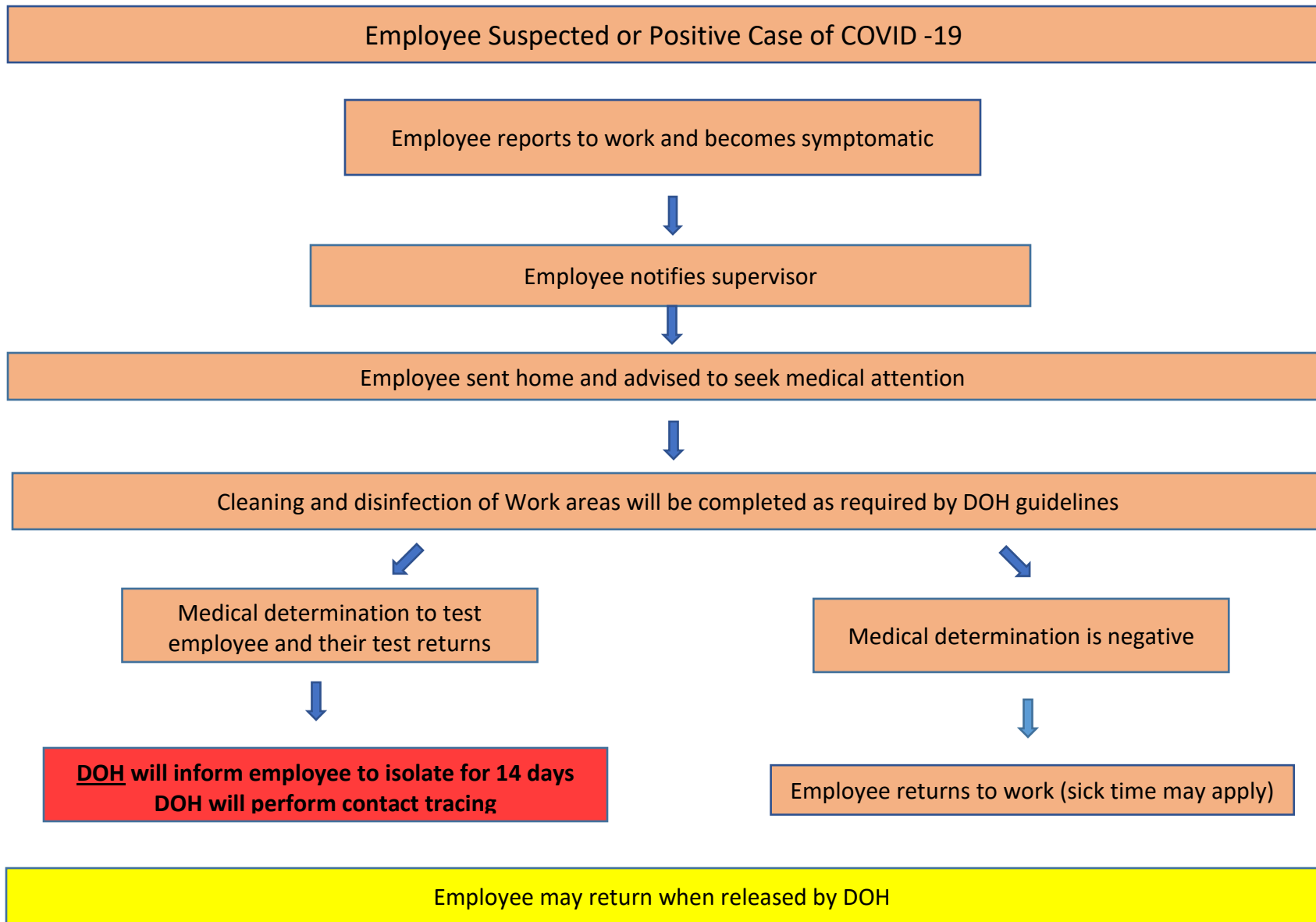
Student Screening May be required: - May include the following based on state guidance:

- Encourage parents to screen child before school. Check temperature and symptom screening. (accept screening info via: email; telephone line; text app; paper check list)
- Individuals who have a fever of 100.4°F or above or other signs of illness will not be admitted to a school building or onto a school bus (most common symptoms are: fever, chills; cough, shortness of breath; fatigue; muscle/body aches; headache; new loss of taste or smell; sore throat; congested or running nose; nausea/vomiting or diarrhea)
- The BGCS D will inform and encourage staff to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure (during or outside school hours)
- Instruct staff to observe for signs of any type of illness (ie. Flushed cheeks; rapid/difficulty breathing- without recent physical activity); fatigue or irritability; frequent use of bathroom)
- Implement screenings safely and respectfully, in accordance with any applicable privacy laws or regulations
- Confidentiality shall be maintained. The BGCS D will ensure students are treated equally; and will ensure students are not singled out whose parent/guardian did not conduct screening at home.

- Implement flexible sick leave policies and practices
- Monitor absenteeism and have a roster of trained back-up staff for the health office
- Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students
- Designate a staff person to be responsible for responding to COVID-19 concerns. Designate staff to review incoming reports
- Employees should know who this person is and how to contact them (contact trace- accurate attendance; student schedules up to date, keep visitor logs)
- Create communication systems for staff and families for self-reporting of symptoms and notification of exposures and closures
- Address visitors, guests, contractors, vendors health screening through the use of the health questionnaire.
- Make available tablets to enter screening questionnaire for those who did not complete before coming to school.
A consistent screening process will be used for EVERYONE.

Guidance Flow Charts for Suspected and/or Positive Cases:





If you come in contact with Suspected or Positive Case of COVID -19



Public Health will Interview You about the Contact



Public Health will ask YOU:
Have you been in contact with anyone closer than 6 feet for at least 10 minutes or longer?
If the answer is YES to this question you have been in "close contact"

DOH contract tracing

If the Answer is YES



DOH will inform you to go in isolation



Additional DOH gathering information



DOH determination

Sick Student/Employee

Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect if feasible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and ensure they are stored properly away from children.

Positive COVID 19, Contact & Return to Work and /or School

- Refer to the NYSDOH *Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure*
https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivateemployeeereturntowork_053120.pdf
- Following a positive case, illness; or following quarantine due to contact with a confirmed case- coordinated with local health department
Return to school
 - 1) No Covid-19 diagnosis- feel well and fever free for 24 hours, diagnosed with other condition and PCP note to return to school.
 - 2) Covid 19 Diagnosis Stay home for 10 days from first symptom, at least three days from fever and three days since individual symptoms improved including cough and shortness of breath. 4) Exposed 14-day quarantine.

Test refusal

- Individual must quarantine for 14 (fourteen) days (With this being said, student would be considered under the virtual learning model for that duration and should receive instruction if different from hybrid model of instruction).

Reopening

- Where appropriate, implement policies and procedures for immediately isolating people and arrange for pick up quickly who have signs and/or symptoms of COVID-19; follow up with primary care physician and resource for Covid-19 testing.
- Potentially infectious people will be moved to the isolation location away from staff, students, and other visitors while ensuring proper supervision.
- Steps will be taken to limit the spread of the respiratory secretions of a person who may have COVID-19
 - A face covering/mask, will be provided and/or available, and ask the person to wear it, if tolerated. Note: A face covering/mask (also called a surgical mask, procedure mask, or other similar terms) on a patient or other sick person

should not be confused with PPE for a worker; the face covering/mask acts to contain potentially infectious respiratory secretions at the source (i.e., the person's nose and mouth).

- Restrict the number of personnel entering isolation areas. Provide adequate PPE
- Protect Nursing staff in close contact with (within 6 feet of) a sick person or who have prolonged/repeated contact with such persons. Provide adequate PPE, N95, fit-tested, eye protection, gloves, and gowns.
- Admin contact Health Dept. for confirmed Covid-19.

Cleaning (Nurses Office)

Nurse's Offices need to be thoroughly cleaned on a regular, defined basis. Cleaning of this area must occur at least daily.

- First clean surfaces using an appropriate cleaner
- After cleaning the area, use an EPA-registered disinfectant. (EPA's list of products for use against SARS-CoV-2, the virus that causes COVID-19)
- Follow the instructions on the label to ensure safe and effective use of the product.
- Keep the surface wet with disinfectant for the entire contact time (see product label for dwell time). Precautions such as appropriate PPE and making sure you have good ventilation should be followed during use of the product
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces
- Clean and disinfect health cots after each student use
- Health office equipment
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces frequently(for example):
 - Desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Tables and furniture wiped clean, counter tops, high and low dusting

- Window in the door is cleaned daily or at least once per week
- Walls are spot cleaned
- Clean/Disinfect sinks and toilet area
- Maintain logs, date, time, scope of cleaning (Consider these logs to be placed in consistent locations)
- No students should be present at time when disinfections are in use and should not participate in cleaning or disinfecting

Launder

Consider laundering/cleaning of the isolation curtains in the Nurse's Office regularly.

- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick may be washed with other people's items. Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away

Suggested Guidance for School Nurse's Regarding Office Procedures

- High exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19. These include the School Nurse and support staff exposed to known or suspected COVID-19 patients
- Staff at high or very high exposure risk will need to use Personal Protective Equipment (PPE) including gloves, a gown, a face shield or goggles, and either a face mask or a respirator, depending on their job tasks and exposure risks
- Those who work closely with (either in contact with or within 6 feet of) individuals known to be, or suspected of being, infected with SARS-CoV-2, the virus that causes COVID-19, should use respirators
- National Institute for Occupational Safety and Health (NIOSH)-approved, N95 filtering facepiece respirators or better must be used in the context of a comprehensive, written respiratory protection program that includes fit-testing, training, and medical exams
- The use of facemasks for persons with respiratory symptoms and fever over 100.4 °F is recommended if available and tolerated by the person and developmentally appropriate. Facemasks can be made available to the student awaiting parent/guardian pickup. Facemasks must be sized appropriately for student use
- All nursing staff should have their temperature taken before and after each shift
- Nurses will perform assessments and check the temperature for students/staff who have been sent to the nurse office for treatment

- Nurse shall check if the student/staff have symptoms that include fever or chills, cough, shortness of breath or difficulty breathing, vomiting diarrhea, fatigue, muscle/body aches/headache, new loss of taste of smell, sore throat, congested or runny nose, etc. If yes, they are sent to the newly created specialized room to wait for parent pickup
- Allow for appropriate social distancing between cots and chairs in the nurse's office. Pre-determine how many people can be in the area before re-opening. As of right now, 36 square feet per person is acceptable
- Consider using visual aids (i.e., painter's tape, stickers, etc.) to illustrate traffic flow and appropriate spacing to support social distancing
- Have teachers and staff call before sending students to the nurse's office (minimize crowding in the office space, give nurse warning of a student exhibiting flu-like symptoms). Keep in mind that emergency visits should be seen by the nurse during this time
- Keep door(s) in the Nurse's office shut to allow time for the Nurse to put on PPE before coming in contact with the student. Door knobs will be frequently cleaned
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of high-touch surfaces
- Have hand sanitizer and tissues readily available for use by students and staff (supervision required)
- Have open or foot operated trash containers available in the nurse's office
- Have adequate hand towels or touch-free paper towels
- Supply tissues
- Use screens to set up areas for daily nurse duties – giving meds, general first aid. Set up in a separate area
- Nurses should clean and disinfect between students
- Nurses should contact 911 for emergency symptoms (i.e. Trouble breathing; pain or pressure in chest; new confusion; inability to wake/stay awake; bluish lips/face; severe abdominal pain).

When to Close:

Bainbridge-Guilford Central School - Considerations for Closure The BGCS D Considerations for Closure chart will be consulted for decision-making regarding closures. This chart and criteria are a guide for closure decisions and may not determine actual closures. Final decisions regarding any closures are to be determined by the Superintendent, in conjunction with the D I M T and county health officials. The BGCS D Plan for Remote Instruction will be followed in the event of any closure.				
Level of Community Spread based upon regional 7-day infection average (Low – Medium – Substantial)	Criteria 1 Zero students or staff members infected within/ across all buildings	Criteria 2 1 student or 1 staff member infected within a single building	Criteria 3 2-4 students or staff members infected within a single building	Criteria 4 5+ students or staff members infected within a single or across both buildings
Low/No Spread 5% or less (5 or less cases per 100,000)	All buildings remain open.	Consider affected building closure for up to 48 hours. Consult County Health Officials.	Consider building closure for up to 72 hours. Consult County Health Officials.	Consider district closure for at least 14 days. Consult County Health Officials.
Medium Spread 6% to 8% (6 to 8 cases per 100,000)	All buildings remain open.	Consider building closure for up to 48 hours. Consult County Health Officials.	Consider building closure for up to 72 hours. Consult County Health Officials.	Consider district closure for more than 14 days. Consult County Health Officials.
Substantial Spread 9% or more (9 or more cases per 100,000)	Close all buildings Consult County Health Officials.	Close all buildings. Consult County Health Officials.	Close all buildings. Consult County Health Officials.	Close all buildings. Consult County Health Officials.

Reopening Plan Mandatory Requirements

District/school plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

District/school plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.

District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

District/school plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

District/school plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

District/school plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

District/school plan has written protocol regarding students taking mask breaks.

District/school has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

District/school plan has written protocol to clean and disinfect schools following CDC guidance. District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.

District/school has written plan for district/school run before and aftercare programs.

The BGCS D designates COVID-19 safety coordinator as Timothy Ryan, Superintendent of Schools, 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.

Safety Drills and Visitors on Campus

Emergency Response Protocols:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

Shelter-In-Place

Identify areas that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Hold-In-Place

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

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between people cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

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

Lockdown

During a Lockdown, there will be a violation of the 6 foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Visitors on Campus

- Limit nonessential visitors to all school buildings, including district offices and transportation facilities
- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site
- Screen before entry to the building
- Restrict outside usage of building (all outside groups, recreational sports)
- Update website and or communicate information to the school community to update and prepare for reopening
 - Communicate what entryways are open with a log at these areas
- Add signage outside the building to inform visitors of new policies and posters
- Keep track of time in and out of anyone that enters the building (teachers, visitors)
 - Operations and Maintenance staff should check in and out at each building visited
- Maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at the work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means

Facilities/Cleaning

Entering the campus and safety precautions

The procedures to be implemented are for the safety and security of all staff, students and visitors to the BGCSD which we know will be inconvenient at times. These procedures will also assist the BGCSD with a mandatory health screening assessment and contact tracing.

1. One point of entry and one point of exit for all students arriving by bus and one point of entry and exit for students who drive/walk/dropped off.
2. One point of entry and one point of exit for all staff, different from students and visitors
3. One point of entry and one point of exit for all construction workers, vendors and visitors.
4. As of October 1, 2020 all Proximity Cards for construction workers or contractors Proximity Cards will be disabled. All workers still on site will have to comply with all entry/exit points established.
5. All construction workers, contractors, vendors and visitors will have to comply with all mandated or recommended PPE and Social Distancing requirements along with all designated entry/exit points or they will be asked to leave BGCSD property. Failure to do so may result in the district Construction Manager, Lee Stepp being contacted and charges being pursued.
6. All students and staff will comply with all mandated or recommended PPE and Social Distancing requirements along with all designated entry/exit points. Any violation of these requirements will be handled by the administration of the building where the violation occurs.
7. Proximity Card Readers, the BGCSD camera system and staff/student interviews will be utilized to assist in adherence to any procedures put in place as well as to assist in contact tracing if needed.

Facilities will be cleaned and disinfected on a regular basis. Appropriate PPE will be utilized for the product being used. Areas will be cleaned and documented with the date, time and scope of cleaning/disinfection in each area as follows:

Classrooms, Libraries, Auditoriums, and Gymnasiums – Daily cleanings as outlined below with high touch surfaces cleaned numerous times throughout the school day if occupied.

- Clean visibly dirty surfaces with standard cleaning solution
- Dust if needed
- Empty pencil sharpeners

- Sweep floors
- Empty trash cans
- Inspect supplies, refill if necessary:
 - Disposable Face Coverings
 - Disposable Gloves
 - Tissues
 - Hand Sanitizer
 - Paper Towels (if applicable in area)
 - Soap (if applicable in area)
 - Cleaning supplies
- Mop floor if necessary
- Disinfect all touchable hard surfaces with EPA approved disinfectant or with electrostatic machine

Restrooms – Daily cleanings as outlined below with more frequent cleaning of high touch surfaces throughout the school day.

- Clean dirty surfaces (toilets, sinks, partitions, etc.) with standard cleaning solution.
- Clean mirrors
- Check and refill if necessary feminine product dispensers, paper towels and soap dispensers
- Empty trash cans
- Sweep floors and mop floors
- Disinfect hard surfaces with EPA approved disinfecting product or with electrostatic machine

Hallways – daily cleanings will include wiping dirty surfaces, sweeping, mopping and disinfecting. High touch surfaces will be disinfected more frequently throughout the day such as handrails and door knobs. Lockers will be cleaned on the ‘deep clean’ day between cohorts.

Facilities Means to Control Infection

Bathrooms

- Hand dryers will be disabled and paper towel dispensers installed in their place.

- If there is more than one lavatory sink in any gang bathroom, every other sink will be disabled to maintain social distancing while washing hands.
- If more than two bathroom stalls or urinals are in gang bathrooms, every other stall/urinal will be shut down to maintain social distancing while using the facility. The handicap accessible stall will always be one of the available stalls.
- Proper hand washing signs and social distancing markers will be installed.

Drinking Fountains

The number of drinking fountains will be reduced to the amount required for occupancy to facilitate frequent cleaning. Some units are planned to be replaced with bottle fillers through a current ongoing capital project. Bottled water provided for Greenlawn and Guilford because of no current bottle filler.

Entryways and Offices

- Portable stand ribbon dividers will be used at entryways for students coming into the building during high times of traffic (coming off the school bus, etc.) by creating socially distanced queue lines.
- Touch-free hand sanitizer stations with at least a 60% alcohol based product will be available at each entryway for use upon entering the building including entrances from playgrounds.
- Polycarbonate sneeze guards will be installed in Main Offices and other offices that have high staff and student accessibility to office staff.

Ventilation

- Adequate code required ventilation will be maintained throughout the buildings
- Doors and windows may be opened for additional ventilation with the exception of doors with automatic closers and door which are fire-rated.
- Ventilation systems will incorporate high quality air filters with a MERV rating of 9 or higher.

Signage

Signage and markers will be placed throughout each building for the requirement to wear a mask, to encourage practicing social distancing, instructions on proper handwashing, no touching, no sharing of items, and the direction for foot traffic if in one direction only.

Required Personal Protective Equipment (PPE)

- Face Covering/Mask
- Face Shield (if applicable)

Face coverings/masks and hand sanitizer are available for staff to use while in the building. Use and dispose of Personal Protective Equipment (PPE) properly.

If you find that hand sanitizer or face coverings/masks are not available, please alert your direct supervisor or administrator immediately.

Classroom operations

Classroom operations under COVID-19 precautions will include the following:

- Arrange all instructional and non-instructional rooms in a school to comply with social distancing standards to the maximum extent practicable
- Soap(if sink available), hand sanitizer and tissue readily available
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas
- Open windows when possible to air out the rooms
- Make sure unit ventilators are operating if applicable
- Commonly used items that can be considered "shared classroom supplies" such as pencils, paper, books, pencil sharpeners (consider switching to mechanical pencils), and other commonly shared items need to have procedures developed and explained to students regarding their use. If unable to restrict sharing of supplies, the communal use of shared items should be limited with all shared items cleaned and disinfected after each use
- Staff at times may need to clean/disinfect between classes including desks and frequently touched surfaces and supplies to do so will be readily available in each classroom. Do not expect that custodial personnel will always be readily available to provide this service.
- Do not hug staff or students, instead bump elbows, and heels of shoes. Find other ways to minimize contact.

Classroom Areas

- Remove all items with soft covered surfaces, including items that are shared frequently and cannot be cleaned/disinfected properly (upholstered couches/chairs, stuffed animals, toys etc.)
- Remove carpets/throw rugs, bean bag chairs

- Desk Arrangement should adhere to social distancing guidelines
- Remove desks to meet social distancing requirements
- Turn desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart
- Do not face desks toward each other or in a square
- Educate students on the need for personal protection that includes the use of Personal Protective Equipment (PPE). Promote and reinforce healthy hygiene practices.
- Social distancing - Use visual clues to promote social distancing - decals, tape on floor, signs, etc.
- Face coverings/masks - When to wear them, how to appropriately put them on and take them off, how to clean cloth face coverings when soiled, and disposal of the face covering when necessary
- Hand washing - Demonstrate frequently how to properly wash hands
 - Ask staff and students to wash hands upon entering the classroom
 - If this can be accomplished, use the sink that is installed in the classroom or at the nearest bathroom
 - Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing
 - Children ages 5 and younger should be supervised when using hand sanitizer. All students should be supervised if using an alcohol-based hand sanitizer

Child Nutrition/ Food Service/Kitchen

Training Department Specific

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- COVID Awareness
 - New cleaning Protocols
 - Hand washing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Respiratory Etiquette
 - Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

- Gloves
- Face Covering/Mask
- Face Shield (if applicable)

Face coverings/masks, gloves, and hand sanitizer are available for staff to use while they are in the building. Use and dispose of Personal Protective Equipment (PPE) properly.

If staff members find that gloves, hand sanitizer, or face coverings/masks are not available, they should alert their direct supervisor or administrator immediately.

Food Service Staff

- Maintain social distancing as much as possible.
- Wear cloth face coverings at all times unless the employee is not in the food preparation area or in the serving area.
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and supervisor.
- Wear all required personal protective equipment (PPE) when cleaning and using chemicals.

- Follow US CDC Guidelines for Cleaning and Disinfecting Your Facility <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>.
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol or 70% isopropyl alcohol.

Physical/Social Distancing in the kitchen/cafeteria setting students

- Try to distance tables so that one table is at least 6 feet from another table
- If tables cannot be moved, consider putting signage on every other table, marking them as “PHYSICAL DISTANCE TABLE” or “RESERVED FOR YOUR SAFETY”.
- Avoid student mixing outside of the classroom or the lunchroom
 - Lunch in class rather than in lunch room (consider larger garbage receptacles for classrooms)
 - Explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, ensure classroom groups sit together in lunchrooms
- Suspend the use of common areas.
- Must wear mask when entering and exiting the eating area.

Facility Considerations

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility.
- Take steps to ensure that all water systems and features are working correctly.

Cafeteria

- We will have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, wipes, and no-touch trash cans throughout the area.
- Determine any new cleaning products/protocols and decide how many times per day high touch areas will be disinfected (and the product to use)
- Close communal use spaces such as cafeterias if possible.
- Shorten and/or stagger meal times

- Ensure adequate cleaning and disinfection of tables between each use
- Consider alternate locations (i.e., classrooms) for eating breakfast and lunch
- Serve individually plated meals and hold activities in separate classrooms
- If alternate spaces are not available, ensure classroom groups sit together in the cafeteria
- Avoid the sharing of foods and utensils.
- Remind students about the importance of not sharing utensils, food or drinks.

In School Meals:

- Breakfast-Elem/Jr/Sr HS:
 - In the cafeteria with desks placed at least 6 feet apart and tables sectioned off to maintain social distancing guidelines
 - Children pick up at entrance (if CEP)
 - Tray or cart with meals ready. Food service staff present
 - Bagged meal/sealed tray
 - In-line service
 - Trays premade for in-line service

- Elementary Lunch:
- Lunch will be served in the cafeteria
 - Three (3) choices:
 - Main
 - Sandwich option
 - PB&J (or sun butter where needed)
 - Delivery/placing
 - Teacher marks what each children’s choice is on roster for following day/next day of in-school instruction
 - Carts made up for each room with choices (whether classroom or cafeteria delivery)
 - In-line service
 - Trays premade for in-line service

- Jr/Sr HS Lunch:
 - Lunch will be served in the cafeteria
 - Choices?
 - Main
 - Turkey/Ham/Tuna Sub
 - Salad
 - Delivery/placing
 - Teacher marks what each children's choice is on roster for following day/next day of in-school instruction
 - Carts made up for each room with choices (whether classroom or cafeteria delivery)
 - In-line service
 - Trays premade for in-line service
- ***Out of School Meals:***
 - Children pick up at entrance (if CEP)
 - Tray or cart with meals ready. Food service staff present
 - Bagged meal/sealed tray
 - Meals delivered to home via school bus
- ***Must Do's:***
 - Fruit and veggie bagged
 - Condiments in plastic container form only
 - No Snacks/ala cart sales
 - No vending machines
- ***Training Staff on/Sanitation/Signage:***
 - 6 ft. marks on floors in kitchen
 - Mask, glove use, handwashing, social distancing and disinfecting posters must be up
 - Fresh apron every day

- Health check in
- Staff eating must take place in designated area, then sanitized
- Kitchen disinfection daily
 - Handles
 - Doors
 - Highly touched areas
- Sanitation training from SED
 - Signed training sheet

Keep positive! Always smile even with mask! Our eyes smile as well! This is new and we will get through it!

Food Preparation Areas and Contact Surfaces

- If possible, minimize shared workspaces
- Consider dedicating employees to certain tasks, at separate workstations, for the task duration
- Place adhesive floor mats at entrances and at the entrances of food preparation areas
- Cover any exposed clean silverware, dishes, glasses, pots and pans
- Provide silverware wrapped or covered at the table
- Consider providing pre-packaged condiments
- Use disposable napkins and tablecloths wherever possible

Waste and Laundering

Single-use items and used disinfection materials can be treated as regular waste, following food safety guidelines

Laundry for clothing, towels, linens and other items

- Cloth materials (i.e., linens, aprons, etc.) should be washed and dried on the highest temperature setting allowable for the fabric
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed separately
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces

- Remove gloves and wash hands right away

Things to also consider to further minimize exposure

- Prevent people from self-serving food items
- Napkins and silverware are provided directly by staff, not for individuals to grab
- Disposable trays and silverware, not using reusable utensils
- Engineering controls such as polycarbonate sneeze guards are in place in the cafeteria
- Require students to eat with classmates in the lunchroom and not mingle with other classes
- Plan to serve high-risk students separately from other students
- Put tape marks on the floor six feet apart to promote social distancing while waiting in line
- Prohibit or limit food-sharing activities
- Discontinue pot lucks and food sharing
- Install polycarbonate shields at register in serving line to protect cashier
- No shared condiments
- Label bagged lunches
- Food delivery on carts to classrooms
- Continue to use adequate PPE use while delivering food
- Determine the method of food distribution - self serve or staff delivery
- We will consider discontinuing the use of drinking fountains by providing disposable cups and identifying other, safe and approved, water sources

Cleaning/Disinfecting Protocols

General Cleaning

- Review cleaning protocols for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions and dishes/utensils and update accordingly
- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques
- Ensure safe and correct application of disinfectants and keep products away from children
- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC protocols and that all high touch surfaces are routinely cleaned/disinfected (document and define frequency). Responsible Parties must ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of

Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Responsible Parties must maintain logs that include the date, time, and scope of cleaning and disinfection

- Clean surfaces using a cleaner or soap and water. Practice routine cleaning of frequently-touched surfaces

General Disinfecting

- Clean the area or item with soap and water or another detergent. Replace the cleaning agent frequently. Then, use disinfectant
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keep surfaces wet for the entire contact time (see product label)
 - Precautions such as wearing proper PPE and making sure you have good ventilation during use of the product
 - Diluted bleach solutions may also be used if appropriate for the surface
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
 - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer’s instructions for application and proper ventilation. Never mix bleach with ammonia or any other cleanser
 - Leave bleach solution on the surface for at least 1 minute

Cleaning Daily Cafeteria/Kitchens

- Clean and disinfect lunch tables regularly between groups
- Clean and disinfect all food preparation areas (at least once daily)
 - Clean and disinfect high touch surfaces including but not limited to:
 - Handles on equipment (faucets, ovens, mixers)
 - Drinking fountains
 - Ice Machines
 - Door handles and push plates
 - Light switches
 - Shared equipment (telephone, desktops, cash register, computer keyboards and mice). Please make sure appropriate cleaning methods and products are used for these types of equipment

- All trash receptacles emptied and trash removed from area
- Floors fully mopped
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Clean/Disinfect sink and toilet area if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (as necessary)

Transportation

Training (Office Personnel, Drivers, Mechanics, Aides)

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- COVID Awareness
 - New cleaning Protocols (buses, transportation center)
 - Handwashing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

- Disposable gloves
- Face Covering/Mask
- Face Shield (if applicable)

Roles and Responsibilities

Supervisor

- Ensure employees are equipped with proper Personal Protective Equipment (PPE) and protective measures to keep them safe
- Be sure employees maintain annual training requirements. Update employees on new policies and/or procedures adopted during COVID-19 pandemic
- Work with administrative team to develop policies for social distancing, density reduction, bus capacity, routing issues, cleaning and disinfection
- Enforce new policies
- Inventory and order PPE with sufficient lead time for use when schools open
- Provide access to mental health resources for transportation staff in crisis or under stress
- Review employee medical records (19a files) and accommodate (if feasible) employees with underlying medical conditions

- Regularly inspect busses and other transportation vehicles for cleanliness (document all cleanings/inspections via trackable log)
- Enforce and communicate the self-screening program for staff before coming to work
- Be prepared for a lack of drivers due to increased absences. Have a protocol established in advance to address these absences
- Provide ongoing communication and feedback to staff on a regular basis

Employees

- Self-screen before coming to work. Do not come to work if sick
- Maintain social distancing as much as possible
- Wear an appropriate face covering that covers the mouth and nose when social distancing measures cannot be maintained
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor. Will use Virex or the chemical recommended by the manufacturer for ionization fogger when available.
- Wear all required Personal Protective Equipment (PPE) when cleaning and using chemicals
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles. Wash hands with soap and water as soon as possible

Procedures to Consider

Communication

- District should emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles
- District should communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an "opt-out" option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop

- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option). With current seating restrictions, number of buses and drivers, any number of students over 200 attending any session of school will require split runs such as 7-12 and then PK – 6.

Density Reduction, Social Distancing, Bus Capacity

- CDC guidelines suggest creating distance between children on the school bus when possible.
 - Seat one child per row with face mask. Family members from the same household may sit together. This results in approximately 22-25 students on a 66-passenger bus.
 - Consider these restrictions when planning transportation routes
- As a density reduction strategy, another consideration is to seat 1 student per row, all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
 - This results in approximately 22 students on a 66-passenger bus. If we leave the seat behind the driver empty and add an aide to assist in screening students, the total students are now 20.
- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles
- Sneeze guards to protect the driver
- Do not seat students directly behind the driver
- Provide hand sanitizer of at least 60% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles
- Provide additional adult supervision (monitors) on buses to manage social distancing
- Students shall wear face masks (if required) while in transit when social distancing is not possible
- If applicable, have an aide take student attendance/screening on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing

Routing

- Develop multiple routing scenarios for administration to analyze different instructional scheduling options
 - Split sessions
 - Alternating days
 - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning
 - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- Limit rotation of substitute drivers and aides if possible

- Limit student movement between bus routes
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school
- If applicable, temperature screening can be conducted by bus aides
- Dismissal times can be staggered to best suit district needs and to promote social distancing
- Adjustments may need to be made:
 - For unloading and entry, and loading and departure
 - Route timing will be affected by delayed loading/unloading processes
 - All bus routes should not load/unload at the same time to maximize social distancing of students
 - Arrival and departure activities shall be supervised to ensure social distancing
- Consider adding bus routes to reduce load levels on buses
- Consider retaining buses scheduled for replacement until actual student ridership is determined
- Consider short term bus leasing as an option until actual bus inventory needs are determined

Transporting to BOCES

- Districts that are transporting to BOCES will need to be following similar protocols as Contract Bussing
- School Districts must keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation.

Cleaning and Disinfecting

Refer to the “Cleaning” standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- *Daily Cleaning*
 - All trash removed

- Floors swept and dust mopped
- Walls and windows cleaned
- *High Touch Surfaces*
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
- Determine who will be responsible for daily cleaning and disinfection procedures. (Custodial Maintenance, Drivers or Bus Mechanics)
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation
- Prohibit eating and drinking on the bus
- Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on district owned and contracted buses
- Document and submit all cleanings/inspections (via trackable log)

Social Emotional Well-Being/Mental Health

Standard Operating Procedure: Mental Health Professionals (e.g., School Social Workers, Counselors, Psychologists, Psychiatrists, etc.)

Additional Training for BG staff (Department Specific):

- Mental Health Training (annual)
- DASA Awareness Training (annual)
- New or Revised District Policies/Regulations and/or Procedures dealing with COVID-19
- Sexual Harassment Identification and Reporting Training (annual)

Required Personal Protective Equipment (PPE)

- Face Coverings/masks
- Face shields (if applicable)
- Gowns (if applicable) in nurse's office

Face coverings/masks will be available and used per district policies/regulations and procedures (staff to receive training on opening conference days)

Face coverings/masks, washroom facilities and hand sanitizer are/should be available for staff to use while they are in the building or working on site. Make information on the appropriate use and disposal of Personal Protective Equipment (PPE) available to all staff

If soap, hand sanitizer, or masks are not available, please alert an administrator or custodian immediately.

Mental Health Supports for Students, Staff and parents

Upon arrival back to school during the COVID-19 epidemic, both faculty and staff may require mental health services. Mental health services will be made available for both faculty and staff. Lower income families may require more support.

- School Mental Health Professionals will have a list of outside resources for families to use if needed (i.e., family counselors, etc.)
- Appropriately use any PPE provided by the district including any barriers/shields between people
- When possible, coordinate schedules to limit the number of people in the room at one time
- When working with outside agencies, ensure all procedures are being followed (i.e., hand washing, social distancing, etc.)

Crisis Response (Virtual)

- Crisis response can be delivered virtually
- Explore the use of support groups, state and local agencies to assist with this process (Mental Health Association in New York State, Inc. – MHANYS)
- MCAT-Mobile Crisis Assessment Team

Potential Issues for Mental Health Professionals to Think About

- Crisis identification
- Mental health and well-being
- Coping techniques
- Mindfulness and empathy
- Loss/sicknesses of parents, grandparents, friends, school members etc.
- Behind on school work/class-work
- Having to send child back to school
- Secondary traumas
- Increased anxiety/stress
- Increase in abusive tendencies
- Isolated/Lonely
- Change in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology

Emotional reactions to coming out of quarantine may include

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19

- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes

Addressing Social-Emotional Health

- BG schools will continue to establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
- Staff will be trained as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
 - The warning signs for quarantine related mental health needs
 - How to access crisis support and other mental health services

Our Mental Health Professionals will continue to:

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance
- Promote social emotional learning competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage helping others
- Encourage good physical health
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports
- Ensure effective Social Emotional Learning (SEL) Programs K-12. Efforts to care for the emotional well-being of children and families can extend beyond the classroom and into the entire school. School-based SEL programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment. These programs can also benefit educators within the schools

BG Social Emotional Well Being Plan Addendum

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

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

Reopening Plan Mandatory Requirements:

- Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
- See current plan: [District Student Support Plan](#)
- As expressed in our plan (above), our district goal is to move into using Multi-Tiered Systems of Support (MTSS) such as Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) which enables schools to proactively provide universal interventions for all students, and to customize interventions that address academic and behavioral challenges for at-risk students (secondary interventions) and high need students (tertiary interventions). It is an important means of addressing equity and ensures that all young people are provided with a variety of supports they require to thrive and learn. Universal interventions span a wide range of supports that include, but are not limited to the following:
 - evidence-based SEL curriculum;
 - SEL instructional practices;
 - service learning opportunities;
 - extra-curricular activities;
 - after school programs and expanded learning opportunities;
 - peer tutoring;
 - mentoring;
 - mental and physical well-being workshops (e.g., suicide prevention, HIV/AIDS, substance abuse curriculum, violence prevention programs, yoga, mindfulness, etc.);
- As part of an MTSS framework, supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access. The supports represented in the universal tier are foundational to secondary and tertiary supports. Effective Universal Interventions alone should be effective for approximately

80% of students. Infusing SEL through all facets of school life is a universal intervention that all other academic and behavioral interventions can and should build upon. At the secondary and tertiary levels, supports become increasingly targeted to meet students' specific needs. At the secondary level, these supports may be provided by school counselors, school social workers, other professional support staff, or outside agencies and are targeted to students identified as "at-risk" in the form of individual counseling or small group meetings (e.g., social skills groups, lunch bunch); and/or individualized programs that are not clinical in nature (e.g., Primary Project). At the tertiary level, a small number of high need students with more severe mental health needs may require clinical interventions, one-on-one counseling, and referral to community resources.

- **Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.**

Our plan is to use the following pre-existing committees: School Reopening Committee, Student Support Teams, Pupil Personnel Service Teams, LINKS, District Student Support Team, DSST District Advisory Committee and District Academic Team to fulfill these tasks. We plan to funnel information from the appropriate committees through our LINKS committee. To ensure the flow of communication among all committees we will share updates at our LINKS meetings.

- **Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs**
 - Counseling services are delivered individually, in small groups, or in the classroom. It is designed to meet the needs of all students using a proactive developmental counseling program that is solution-focused and includes crisis interventions. Counselors and school social workers focus on the unique developmental life stages as students navigate their school careers. Counseling is a personal relationship between a professionally trained counselor or school social worker and a child, which assists the child in communicating and meeting immediate and future needs; and facilitates growth through changes in perception, conviction, attitudes and behavior. Counseling is a positive step toward growth and development. The DSST Members are available to meet with students experiencing academic, social/emotional and behavioral problems affecting academic progress.

- Large-group counseling is a proactive way to assist students in developing an understanding of who they are. Development level is taken into consideration. Students learn to use coping techniques, and look for alternative ways to handle problems. All students will receive consistent messages for life-long skill acquisition, ideally reducing the need for more intensive counseling services.
- Solution-focused Counseling is an intervention focused on skill building. It is strengths-based and provides small group and classroom opportunities for students to further develop skills.
- Crisis Counseling is intensive and short term in nature.
- Students can be referred for services by staff or parents. In conjunction with Chenango County Behavioral Health services, we plan on administering the Early Recognition Survey to all students in grade Pre-K to 12 in early October. This will aid in identifying students in need of services as well as pinpoint their needs. In the case of district-wide remote learning, counseling goals will be modified to ensure a continuity service delivery to all students.

Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

- The District Student Support Team and LINKS Team have created a shared file of resources for faculty and staff. We will include potential lessons and materials teachers could use to help students with re-entry.
- The district website offers links to numerous resources and websites for families ,staff and community members.
- In coordination with community agencies LINKS has planned and is providing specific training to support staff self-care.
- In coordination with community agencies LINKS has planned and is providing specific training in recognizing and supporting student needs.
- BOCES is providing online trainings and resources that are available to all of the staff.
- The district participates in a program through our insurance plan which includes information on how to access Tele-Health and counseling services. www.bbinsrelief.benefithub.com

Additional Considerations for Reopening Plans:

- Deepen our understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.
- Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
- Examine opportunities to leverage community school strategies to support and sustain the work.
- Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.
- As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.
- Once student needs are broadly and individually identified, tier 1, 2 and 3 activities and services can be developed or adopted to address those needs.

SCHOOL SCHEDULES:

PK-12:

- B-G will follow traditional schedules with a full re-opening plan. In our hybrid plan, students will be divided into two equally sized groups. Each grade level will be divided in half with half attending two consecutive full days of in-person instruction, the other half will be attending two consecutive days of in person instruction on alternate days. When not participating in in-person instruction, students will be receiving remote instruction. Wednesday's school schedule will be remote instruction for all due to the district wide deep cleaning procedures.
- If COVID-19 cases develop, B-G will follow the predetermined protocol developed in conjunction with the DOH and B-G Health and Safety Committee. The protocol may include:
 - Adjust class or work hours, where appropriate and possible.
 - Limit in-person presence to only those staff who are necessary to be at the school during normal 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.
 - Shifting design of class schedules to accommodate social distancing guidelines.

Budget and Fiscal Matters

The Bainbridge-Guilford Central School District has purchased the included items to provide safety measures for our staff and students. These unanticipated expenses were not budgeted for in the 2020-2021 school budget. It is our hope that these expenses plus the future incurred expenses can be submitted to FEMA for financial assistance.

District Name: Bainbridge-Guilford		FINAL		
Masks	Price	Qty	U/M	Total Cost
Knit 3-ply Cloth Masks - Adult Size - 24/box NAVY	54.00	30	boxes	1,620.00
Knit 3-ply Cloth Masks - Youth Size - 24/box NAVY	54.00	21	boxes	1,134.00
Disposable Masks - 3-Ply - 50/box - ADULT	19.99	50	boxes	999.50
Disposable Masks - 3-Ply - 50/box - YOUTH	20.22	50	boxes	1,011.00
Face Shield - ADULT Disposable 100/bg	70.23	1	bag	70.23
Surgical Masks - 50/box	31.57	10	boxes	315.70
N95 Masks - Each	6.19	30	each	185.70
Nurse / LPN Supplies				
Large Gloves - Powder-free, Latex-free - 100/box	4.63	50	boxes	231.50
Medium Gloves - Powder-free, Latex-free - 100/box	4.63	150	boxes	694.50
Isolation Gowns - Disposable	3.89	150	each	583.50
Infra-Red, No Touch Thermometers - Each	49.11	15	each	736.65
1Shoe Covers - 100/box - 20 bx/case	12.63	3	boxes	37.89
Hand Sanitizer				
Desktop Bottle with pump - 16 oz.	7.49	15	each	112.35
Gel Hand Sanitizer - 5 Gallon	64.75	5	each	323.75
Disinfectant Solutions that kill COVID-19				
Total 360 Disinfectant Cleaner	100.00	3	case	300.00
Oxivir Tb - 5 gallon	140.71	24	pails	3,377.04
Equipment				
Clorox 360 Machine	3,995.00	3	each	11,985.00
Protexus Backpack Sprayer	1,506.67	1	each	1,506.67
Protexus Handheld Sprayer	606.67	2	each	1,213.34
Total Cost				26,438.32

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All buildings in the BGCSD will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form building level parent letters/newsletter, robo-calls, emails, text messaging, and social media. Teachers will record daily attendance in PowerSchool, our student management system based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

The school nurse will notify the teachers and the school counselor and social worker when a student has missed 10% of seat time due to absence. The student will be considered “at risk” and discussed at the next grade level/student meeting. It will be determined at that meeting whether the school counselor/social worker or teacher will make contact with the parents/guardians.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, the BGCSD is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The BGCSD addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community

partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Technology

TECHNOLOGY AND CONNECTIVITY

Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet are essential for educational equity. The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with digital devices integrates technology into the curriculum anytime, anyplace, to support and enhance instruction and learning. Students are granted technology privileges to be used as a tool of research, collaboration, creation, presentation, management, composition, and communication.

REOPENING PLAN MANDATORY REQUIREMENTS

- **Have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence.**

Bainbridge-Guilford is a 1:1 district. Every student has access to a device that has been provided by the district.

Bainbridge-Guilford has conducted an initial survey regarding access to high-speed internet. Another, more detailed survey is being conducted in order to assess speed, reliability, and consistency of high-speed broadband access.

- **To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**

Access to devices is provided for every student PK-12.

In accordance with NYSED reopening consideration, all efforts will be made to insure student and staff access to high-speed broadband internet. “In the limited cases where students may still lack internet access in their places of residence, despite best efforts, districts and schools must insure that all efforts are being made to provide some form of internet access

availability, such as boosting WIFI signals to parking lots. Within the Bainbridge-Guilford Central School District, WIFI will be extended to parking lots to facilitate access.

- **Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/ or high speed internet.**

Hard copies of instructional materials will be provided to students who may not have access to high-speed broadband internet while the district continues to work with those families and all available resources to facilitate connection.

CONSIDERATIONS FOR REOPENING PLANS

- **Survey parents and guardians to determine the level of access to computing devices and high-speed internet to which students have access in their places of residence. Ensure surveys are crafted to gather useful data.**

Bainbridge-Guilford Central School District is a 1:1 District, with each student being provided a personal device. This ensures that “access” to a device is defined as individual access to that device within the guidelines of the Bainbridge-Guilford Digital Device User Agreement, which has been signed and agreed-to by every parent/ guardian and student within the district.

Similarly, questions regarding internet access have been crafted to produce usable data. These questions take into account the varying speed and access that students may have within their homes.

- **Provide professional development for leaders and educators based on designing effective remote/online learning experiences and best practices for instruction in remote/ online settings.**

In collaboration with the LINKS committee, the Bainbridge-Guilford Technology Team will work to identify, through staff surveys, and provide targeted professional development relative to the needs of every staff member to utilize the Google Classroom and Zoom platforms. We will also offer professional development relative to student engagement and hybrid learning.

- **Provide instruction to students to build digital fluency.**

Most students within the Bainbridge-Guilford Central School District are fluent in the use of both the Google Classroom and Zoom platforms. However, continuous instruction will be provided by teachers, and will be imbedded within the daily instruction for all students. Specifically, those students who have had less exposure to these platforms, such as PK-2 students, will receive specific instruction regarding digital fluency in the beginning of the 2020-2021 school year.

- **Adjust Information Technology (IT) Support as necessary to support teachers, students, and families.**

Bainbridge-Guilford Central School District has a number of Tech-Savvy Staff. Members of the BG Technology Team consistently provide support to their colleagues throughout the school year. This is accomplished through either emails, phone calls, or in-person contact to support teachers. The utilization of staff to teach their colleagues follows best practices of teaching and learning. The BG Technology Team, with members representative of every building, meet monthly in order to discuss building-level needs and concerns. They also meet in order to plan targeted professional development for staff.

Many useful videos and instruction are provided for families, students, and staff and will continue to be updated on the district's website under the Technology page.

Broome-Tioga BOCES MITS program provides a help desk that is available to families, students, and staff for IT support. They have increased both their availability and capacity to facilitate the increase in remote learning.

- **Ensure student data privacy and security will be maintained and that the school and/ or district are 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.**

During the 2019-2020 school year, the Bainbridge-Guilford administrative cabinet experienced a professional development on Education Law 2-d and Part 121 of The Commissioner's Regulations.

- **Consider streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, Platforms, and resources utilized during school closures.**

Bainbridge-Guilford Central School District has recommended that every teacher utilizes the Google Classroom and Zoom platforms. We have provided, and will continue to provide, targeted professional development surrounding these platforms. This is based on ease of use and staff and student familiarity with these platforms. It is also based on the successful use of both of these tools during the unexpected school closure in March of 2020.

- **Provide both support and flexibility to students when designing remote/ blended/ online learning experiences.**

Constant support will be available for students, families, and staff in order to have continuous conversations regarding best practices regarding remote/ blended/ online learning experiences. This will happen through email, phone, and in-person conversations. This will also be attained through clear communication of expectations for all stakeholders within the district.

Instruction/Learning

Students are searching for a return to their routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time.

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that Instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

The plan will support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Teachers will and have met by grade level and department to determine instructional gaps due to the previous school year closure. Teachers have had the opportunity to attend BOCES wide training to prioritize instruction aligned to the NYS standards.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

B-G will offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

In-person Instruction

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into classrooms.

All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This potentially means eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction. We will adhere to guidelines recommending 12 feet between students when engaging in physical activity.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

BGCSD VIRTUAL LEARNING PLAN

General:

The goal of this plan is to outline the systems concerning virtual/ remote learning. The necessity for a fully virtual plan could take place for a variety of reasons. Specifically, a positive case of Covid-19 within the district, rising cases throughout our county, or governmental orders to close schools may result in our district becoming fully virtual. Although the district-wide systems regarding virtual learning, such as devices and connectivity, will remain consistent, grade-level and building-level plans may differ based on the developmental level of each student.

Devices:

As the Bainbridge-Guilford Central School District is a 1:1 district, devices will be provided for each student, grades PK-12. For PK-1, students will have iPads and grades 2-12 will have Chromebooks. These devices will be supported through BT BOCES MITS, and are accessible to parents, students, and teachers through their help desk. The information concerning device support will be communicated by placing that number on our website, as well as a hard copy of device support being sent home with all students when they initially receive their devices.

The acceptable and appropriate use of these devices is outlined thoroughly within the Bainbridge-Guilford Digital Device plan, which must be signed by both parents and students prior to the distribution of the device. The entire Bainbridge-Guilford Digital Device plan is also located on the district's website in order to facilitate parent and student communication.

Connectivity:

The Bainbridge-Guilford Central School District will continue to strive to be able to have 100% of our students connected to high-speed broadband internet within their homes. A family's lack of connection will be determined through a district-wide survey. The Director of Instructional Technology will work with families on a case-by-case basis to be able to connect each student. This includes seeking-out any available high-speed broadband internet provider that may be available to each family, as well as informing families of the steps that they can take to become connected. In the limited cases where students may still lack internet access in their places of residence, despite best efforts, Bainbridge-Guilford will boost WIFI signals in parking lots so that students are able to download materials and work on them offline within their homes.

Professional Development:

High quality, targeted professional development will be provided for staff. Needs will be determined through surveys, conducted by our LINKS team, to be able to conduct meaningful professional development for each staff member. Specifically, the Bainbridge-Guilford Central School District has determined that we will be limiting the use of digital platforms to Google Classroom and Zoom in order to streamline the platform knowledge base for students, parents, and staff. Professional development will be facilitated by LINKS, the Technology Team, BT and DCMO BOCES, and outside agencies adept with the desired topics. Targeted training for all students will be facilitated by classroom teachers and be embedded within each teacher’s curriculum.

We will also be engaging staff in targeted professional development throughout the course of the year. This may include, but is not limited to, engaging students online, best practices of virtual learning, and continuing with Google Classroom and Zoom platforms. We also have tech-savvy members of our Technology Team, who are able to facilitate any questions that teachers may have. They will be available for questions and assistance throughout the school year.

Grades PK-1:

Guilford Elementary School:

B-G students will receive high quality, rigorous, standard based instruction aligned to the NYS learning standards. Instruction will be delivered both in person and remotely. If instruction goes to full remote instruction all students will be connected with 1:1 devices and a methodology that will be in place to support student learning while at home.

All students will have access to an iPad, as they are more developmentally appropriate at this age. Students will be expected to attend daily. Teachers will provide high-quality, rigorous instruction that follows NYS standards and curricula.

Grades 2-6:

Greenlawn Elementary School:

B-G students will receive high quality, rigorous, standard based instruction aligned to the NYS learning standards. Instruction will be delivered both in person and remotely. If instruction goes to full remote instruction all students will be connected with 1:1 devices and a methodology that will be in place to support student learning while at home.

All students will have access to a Chromebook. Grade 2 will require initial instruction on how to utilize the Google Classroom platform, which will be embedded within each teacher's curriculum. Teachers will provide high-quality, rigorous instruction that follows NYS standards and curricula. Teachers will provide this instruction through different modalities in order to keep all students engaged.

Grades 7-12:

Jr-Sr HS

B-G students will receive high quality, rigorous, standard based instruction aligned to the NYS learning standards. Instruction will be delivered both in person and remotely. If instruction goes to full remote instruction all students will be connected with 1:1 devices and a methodology that will be in place to support student learning while at home. Instruction will be aligned to the intermediate and commencement level standards.

All students will have access to a Chromebook. Teachers will provide high-quality, rigorous instruction that follows NYS standards and curricula. Teachers will provide this instruction through different modalities in order to keep all students engaged. Any students not familiar with the Google platform will receive the necessary training.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the BGCSD has collaborated with the DCMO BOCES to ensure high school instructional plans are aligned. DCMO BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

Academic Intervention Services Students in grades 3-8

For all B-G students, 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, B-G will use formative and diagnostic assessments along with teacher input when determining which students are entitled to such services.

Grading

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

Assessment

B-G will develop instructional models under the three delivery methods (in-person, remote and hybrid). The following are criteria B-G may consider using for assessments in the 2020-2021 school year:

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

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. B-G will include the library media specialist to support high-quality instruction in hybrid and remote models.

Athletics and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID19 pandemic, districts have delayed the fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the fall sports season is interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I (Winter Sports)**
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
 - Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer.
* Because of the high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II (Fall Sports)**
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.
- **Season III (Spring Sports)**
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
 - Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor

Special Education

The Bainbridge-Guilford Central School District reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the BGCS D provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The BGCS D will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (eg. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The BGCS D is committed to providing 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. Further, we will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children's education during the reopening process.

The BGCS D will plan and support 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.

The BGCS D will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what

instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the *Communication and Family Engagement* section of our reopening plan.

- 1. The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must 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.***

Each individual student with a disability will be provided with FAPE through in-person, remote, and/or through a hybrid model. Individual Education Programs will address modes of instruction and communication within each domain of reopening through committee and parent input.

- 2. The school reopening plan must address 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.***

Modes of parent communication in the parent's preferred language include: emails, phone calls, in-person, meetings, mailings and video conferencing.

- 3. The school reopening plan must address collaboration between the CPSE, 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 IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources.***

Progress monitoring, committee communication, provider communication and the sharing of resources will occur through committee meetings, whether they be through video conference or in person, in person therapy/tele therapy, and resources will be shared with parents through the sharing of materials, in person or video demonstrations, and frequent communication in the many forms listed above. Providers will continue to track and monitor progress and progress will continue to be shared through quarterly progress monitoring regardless of mode/delivery of instruction.

4. *The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of the students.*

Every single person who works with a student with a disability has access to their IEP and discusses the IEP with the student's special education teacher and parent. The staff of individuals working with each student provides equal access to instruction by ensuring that the IEP is being implemented. Additionally, each child will be provided with a tablet by the district for consistency in the event of a hybrid or virtual mode of instruction.

5. *The school reopening plan must address 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.*

- Progress monitoring and data collection
- Parent call logs, email communication
- IEP contingency plans for hybrid/virtual instruction added to IEPs

Special Education Classrooms

Required Personal Protective Equipment (PPE)

- Face covering/mask should be available and used per district policies/regulations and procedures
- If you find that soap, hand sanitizer, or face coverings/masks are not available, please alert an administrator or custodian immediately

Working Closely to Others

If staff must have close person to person contact (within 6 feet) with students or other staff (e.g. special needs persons) then follow these precautions:

- If contact is expected then both persons should:
 - Wear a face covering/mask and/or face shield if possible
 - Wash hands or use hand sanitizer before and after contact
- When unexpected contact may occur:

- Staff should wear a face covering/mask and/or face shield at all times and wash hands regularly or after they become soiled

Adopt healthy hygiene practices

- Ensure acceptable face coverings are worn by all staff/students whenever they are within 6 feet of each other.
 - School districts and employees may use alternate PPE (i.e., face shields or coverings that are transparent at or around the mouth) for therapies 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) that benefit from being able to see more of the employee's face
- Strongly encourage, but do not require students to wear acceptable face coverings. Face coverings should not be used by children under the age of 2, or for anyone who is unable to medically tolerate such covering, including 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
- Staff should reinforce proper hand hygiene and cough/sneeze covering among all students and staff in the classroom
- Maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer with at least 60% ethanol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined open top trash receptacles

Increase cleaning, disinfecting, and ventilation

- The district will adhere to hygiene, cleaning, and disinfection requirements from the CDC and NYSDOH and maintain logs on site that document date, time, and scope of cleaning and disinfection.
- The district will keep disinfectant products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors, unless they pose a safety or health risk to students using the facility.

Adhere to appropriate social distancing

- Ensure at least six feet of distance between individuals, unless safety or core function of the activity (e.g., instruction) requires a shorter distance. However, any time that staff or faculty are less than six feet from one another or students, they must wear acceptable face coverings
- Ensure that student and staff groupings are as static as possible by having the same group of students stay with the same staff

- Restrict mixing between groups and limit maximum student group size to reflect NYS guidelines in any specific area (i.e. classroom) at any given time, as feasible
- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, and support proper hand hygiene (refer to NYS guidelines)
- Post social distancing markers using tape or signs that denote six feet of spacing in commonly used and other applicable areas
- Restrict nonessential visitors, volunteers, and activities involving other groups at the same time
- Space seating/desks to at least six feet apart
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart

Limit sharing of personal items, objects, and equipment

- Keep each student's belongings separated from others' and in individually labeled containers or areas and ensure they are taken home and cleaned and disinfected regularly, as possible.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible, or limit use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
- Avoid sharing electronic devices, books, and other games or learning aids.

STAFFING

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within the BGCSD facilities will practice social distancing expectations:

1. All faculty, staff, students, and visitors must follow all posted signage regarding social distancing practices and expectations.
2. All faculty, staff, students and visitors will refrain from physical contact with one another to the extent possible.
3. Ensure 6 ft. distance between any employee, student, or visitor, unless safety or core function of work activity requires a shorter distance. Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings.
4. Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
5. Post social distancing markers throughout our facilities.
6. Limit in-person gatherings as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants.
7. All planned deliveries to our facilities will take place through our Central Receiving Department at our Receiving Facility. All other deliveries will be received through our main entrances and follow screening and safety protocols of visitors.

To ensure all faculty, staff, students, and visitors comply with protective equipment requirements, staff agree that they will do the following:

All faculty, staff, and visitors must follow all posted signage regarding PPE practices and expectations.

1. BGCSD will provide employees and students with an acceptable face covering at no-cost and have an adequate supply of coverings in case of replacement.
2. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
3. Training will be provided to all staff members and students on the proper use of face coverings including:
 - a. How to Wear Face Covering Appropriately
 - b. How to Put on/Remove Face Covering
 - c. How to Properly Remove a Face Covering
 - d. Proper Care of Face Coverings
4. Face coverings must be worn at all times, especially when social distancing is difficult or impossible to practice.
 - i. Students must wear face coverings at all times. Students may remove face covering during “mask breaks” if they are seated and while eating meals. The only exception to the mask requirement is that students whose physical or mental health would be impaired by wearing a mask are not required to do so. This will be handled on a case-by-case basis or by an IEP.

- ii. Faculty and staff wear face coverings at all times. Faculty and staff may remove face coverings when social distancing is being practiced. Frequently provide mask breaks to students, but only do so when social distancing practiced or when everyone in the classroom is seated or stationary.
- iii. Visitors are required to wear face coverings at all times, unless otherwise instructed by a BGCSO district level staff member.
- 5. When in contact with shared objects or frequently touched areas, gloves will be provided; employees, students, and visitors are encouraged to wash hands before and after contact.
- 6. Touching of shared objects and surfaces is discouraged.
 - a. Examples of some frequently touched areas in schools: Classroom desks and chairs, lunchroom tables and chairs, Door handles and push plates, Handrails, Kitchen and bathroom faucets, Light switches, Handles on equipment (e.g., athletic equipment), Buttons on vending machines and elevators, Shared telephones, Shared desktops, Shared computer keyboards and mice, Bus seats and handrails, etc.
- 7. Frequently touched surfaces and objects will be cleaned and disinfected several times a day to further reduce the risk of germs on surfaces and objects
 - a. Disinfect using an EPA-approved disinfectant
 - b. If an EPA-approved disinfectant is unavailable, you can use or 70% isopropyl alcohol solutions to disinfect

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. The BGCSO will consider whether the currently approved APPR plan 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. School leaders will continue to attend annually required Lead Evaluator training.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

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

- The B-G School district will be fully implementing our negotiated and state approved APPR teacher and principal evaluation plan for the 20-21 school year.
 - Each educator’s evaluation will include at least one required student performance measure.
 - Understanding that learning and demonstrating understanding during the COVID-19 crisis has taken on new complexities, B-G will locally determine how to evaluate a year’s worth of growth.
 - In the event that instruction becomes fully remote, the observation portions of the APPR will be determined and agreed upon between the district and the BGTA.

Student Teaching

The B-G District will support student teaching through a means of structured, college-supervised learning experiences for a student in a teacher education program. The student teacher will practice the skills being learned in the teacher education program and gradually will increase with instructional responsibility. These skills are practiced under the direct supervision of the certified teacher who has official responsibility by the class. This will occur in each of the mode of instruction within our re-opening plan full return, hybrid, or remote learning.

Key References

- **State Education Department Issues Guidance to Reopen New York State Schools (July 16, 2020)**
- **State Education Department Presents Framework of Guidance to Reopen New York State Schools (July 13, 2020)**
- **Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health (July 13, 2020)**