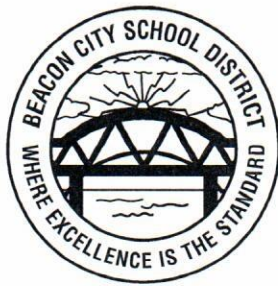


Beacon City School District Reopening Plan 2020-2021



Beacon City School District
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Dr. Matthew Landahl, Superintendent



**BEACON CITY SCHOOL DISTRICT
ADMINISTRATIVE OFFICES**

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Beacon, New York 12508
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Dr. Matthew Landahl
Superintendent of Schools

July 31, 2020

Dear Beacon City School District Community:

I just want to start by recognizing what a challenging time this is for all of us. I am committed to working on planning for all contingencies for the district and communicating with everyone as often as possible.

I am writing to provide an update on our Reopening BCSD planning. First, the BCSD plan is submitted to the New York State Education Department today but by no means does it end this process. We will continue strengthening and refining our plan and we also will continue to monitor conditions in the area, region, and state. We will also await Governor Cuomo's decision in early August about school reopening in New York.

Here are a few important takeaways from our plan as it stands now:

- The health and safety of our students AND staff are foremost in our planning and we involved many stakeholders in our work and will continue to do so.
- If Governor Cuomo decides to allow for school reopening, our reopening plan will have all of our "in-person" students in all schools start on a hybrid schedule. Students with the last name of A-L will attend in person on Monday and Tuesday and students with the last name of M-Z will attend in person on Thursday and Friday. Wednesday will be an all-remote learning day for every student. The hybrid model is primarily a result of the necessary social distancing requirements in the state guidance. Some students with special needs will have a different schedule and we will communicate that later in August.
- Parents and families will be able to choose to start the year all remotely if their child has a health issue, if there is a family health issue, or if they feel uncomfortable returning. Letters and emails will go out next week asking families to make a decision by mid-August.
- The plan is fluid and just like last spring, things may change at any time. There may be times we need to go full remote learning and we have been preparing for that. Health conditions might also continue to improve and there may be a time, especially at the elementary level, that we will be able to return students more than two days a week. We will monitor our implementation daily and make necessary changes as needed.
- We will communicate constantly about changes and improvements to our planning process and we will use different modes of communication.

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Please let us know if you have any questions or concerns and we will continue the conversations all of August. We aim to have more community zoom sessions focused on our planning during the second and third weeks of August. Please keep enjoying your summer and reach out if you need to discuss this.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Landahl". The signature is fluid and cursive, with the first name "Matt" being more prominent and the last name "Landahl" following in a similar style.

Matt Landahl

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INTRODUCTION

In the Beacon City School District our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different from previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our six (6) schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent the myriad considerations that the Beacon City School District will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore we have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

Beacon High School - <https://www.beaconk12.org/Domain/8> - Elisa Soto, Principal
soto.e@beaconk12.org

Rombout Middle School - <https://www.beaconk12.org/Domain/9> - Brian Soltish, Principal
soltish.b@beaconk12.org

Glenham Elementary - <https://www.beaconk12.org/Domain/10> - Cassandra Orser, Principal
orser.c@beaconk12.org

JV Forrestal Elementary - <https://www.beaconk12.org/Domain/11> – Crystal Sessoms, Principal
sessoms.c@beaconk12.org

Sargent Elementary - <https://www.beaconk12.org/Domain/12> - Brian Archer, Principal
archer.b@beaconk12.org

South Avenue Elementary - <https://www.beaconk12.org/Domain/13> - Laura Cahill, Principal
cahill.l@beaconk12.org

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to insure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

It is possible that we will need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Matthew Landahl, Superintendent and Ann Marie Quartironi, Deputy Superintendent will serve as the district's COVID-19 Coordinators. They will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our schools and school districts as we provide education is essential.

COMMUNITY/FAMILY AND COMMUNITY ENGAGEMENT

To help inform our reopening plan, the Beacon City 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, ROBO calls to our students and parents, (zoom meetings) virtual forums/meetings, Superintendent Updates (sent both email and posted on the website) and one-on-one conversations. Specifically, a parent/family survey was utilized, several zoom community town halls took place, many meetings with different employee groups, and public board meetings were held to develop the plan.

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 <https://www.beaconk12.org/site/default.aspx?PageID=1798>, 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 website, social media, robocalls, zoom sessions, Superintendent updates and school updates – 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.

Beacon City School District 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.

The Beacon City School District 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 (Superintendent Updates)
- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Zoom meetings

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. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- 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).
- Encouraging 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

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at landahl.m@beaconk12.org and/or quartironi.a@beaconk12.org (845) 838-6900. To ensure employees and students comply with communication requirements, the Beacon City School District will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
 - Traditional media outlets
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Facility Entry

- Where feasible, entry and egress in and out of all buildings will be limited to a single location for faculty and staff. Students will enter the building from multiple entrances to promote social distancing. Security personnel will be at the main entrance and will also be at entrances where students will be entering the building.
- A face covering must be worn by all individuals, students, staff, and visitors on Beacon City School District property.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava or bandana and must completely cover the individual's mouth and nose.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, however face coverings will be provided by the Beacon City School District.

Daily Health Screening

- Prior to entering all Beacon City School District locations, individuals must complete a medical screening questionnaire. This questionnaire is accessible through the Beacon City School District website at <https://entry.neric.org/Beacon>.
- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Parents will be asked to report their child's temperature before arrival to school using an App and will also be asked to complete the medical screening questionnaire on a weekly basis.
- All staff must sign in and out of each building with the security desk *each* time they enter and exit the building.
- Students will be signed in and accounted for as without fever/symptoms and able to attend school by the Nurse's office.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked out locations on the floor, maintaining social distance until they can be signed in and screened.
- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.

Social Distancing

All building occupants will be required to maintain social distancing of at least 6 feet from one another. Face masks are required to be worn in the school buildings. Teachers will be required to give students mask breaks several times during the day. Additionally, other Personal Protective Equipment may also be necessary. Each school building will utilize visual aids such as floor decals to promote social distancing in

commonly used areas and areas where lines are formed and bi-directional arrows to direct traffic flow in hallways and other common areas.

Personal Protective Equipment (PPE) and Cloth Face Coverings

The school district will provide employees and students with up to 2 reusable cloth face masks at no cost. Face coverings are to be worn in school. Face shields and other PPE will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids.

Personal Hygiene

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene.

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Use of paper towels or touch-free paper towel dispensers.
 - Use of no-touch/foot pedal trash can where feasible;
 - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:
 - Signage should be placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
 - Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the main entrance and not go beyond unless it is for the safety or well-being of their child. If a visitor or parent/guardian is given access to the building, they must sign in, wear a proper face covering, fill out the medical questionnaire and have their temperature taken.

Vendors gaining access to the building must also sign in, wear a proper face covering, complete the medical questionnaire and have their temperature taken.

Training

The Beacon City School District will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person.

The Beacon City School District will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.

Required training for staff will include two COVID-19 sessions through our SafeSchools training program. Notification of these trainings will be sent out via email.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

<https://beaconcitkyk12-ny.safeschools.com/login>

Training for Screeners

The Beacon City School District will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, temperature screenings and social distancing.

- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use <https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

- Operating procedures (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

- Proper cleaning techniques
 - Cleaning and disinfecting

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf

- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
 - Exposure Control Plan – with a focus on Pandemic/COVID-19
 - Personal Protective Equipment - PPE
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
 - Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
- <https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face cover image icon).

When Students Eat in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
 - Train all non-food service staff on any meal service-related activities they will be responsible for.
- https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced to 50% normal load in addition to maintaining at least 6ft of separation between individuals.

- Additional protective barriers such as polycarbonate screens are being utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided
- Face coverings should be worn in these multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Will stagger shift start and end times greater than normal when possible (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits
- Will reduce tasks requiring large amounts of people to be in one area
- In-person meetings will follow proper social distancing.

Break Rooms and Lunch Rooms

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic table throughout the campus.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

Elevators

- One person in an elevator at a time.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

Restrooms

- Staff and students will practice social distancing while using the restrooms.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry indicating one person at a time.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.

- Directional flow will be identified by indications on the floor/stairs
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors/ stair treads.
- All individuals must also allow for adequate space between when traveling in the same direction.

All Students

Desks will be spaced to allow for 6' distancing of students . Students will not share supplies

- Handwashing will be required at regular intervals.
- Use of shared equipment will be limited and when necessary, cleaned between each use
- Face coverings will be worn in classrooms and teacher must give students frequent mask breaks.

Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.
- Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation.
- These rooms have been identified in each building
 - Beacon High School - Room w/in Nurse's Office
 - Rombout Middle School - Room #C129
 - Glenham Elementary School - Room w/in Nurse's Office
 - JV Forrestal Elementary School – Room (Medical Isolation Room) MIR
 - Sargent Elementary School – Room #4
 - South Avenue Elementary School – Room #7

Security Vestibule/Reception areas

Security Stations will remain at all entrances of each building.

- Where a multi- entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been installed to protect all individuals.
- Floor decals have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.

Ventilation

The Beacon City School District will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Air handling systems have been inspected for function with higher MERV rated filters. MERV 13 filters have been ordered and will be installed prior to school starting.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be done quarterly instead of annually.

Cleaning and Disinfection

The Beacon City School District will 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. Cleaning and disinfection logs will be maintained by the building custodian that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.

- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include cafeteria tables, which should be cleaned and disinfected between each individual's use. The district will also treat most high touch surfaces, including desks, with Bioshield, a product which will further protect against microbials up to 90 days. . Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed. The district will also be utilizing Ultraviolet light towers to additionally disinfect each classroom each night.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use. The district will apply disinfecting solutions electrostatically.

The District uses disinfectants that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.

Suspect or Confirmed COVID Cases

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other considerations include:
 - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area
 - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Contact Tracing

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Beacon City School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick.
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use a vacuum equipped with a high-efficiency filter.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

The Beacon City School District has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation
2. Negative COVID-19 diagnostic test result
3. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to DOH's "[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)" regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the Beacon City School District will :

- Have school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - o Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - o Opening outside doors and windows to increase air circulation in the area.
 - o Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - o Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - o In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - o In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - o Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - o 7 metrics - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available

FACILITIES

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The Beacon City School District plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed:

- Work with engineers to establish sufficient fresh air exchange.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.
- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

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

Shelter-In-Place

Areas will be identified in each school 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
- If 6 feet between staff and students cannot be achieved, face coverings must 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
- If 6 feet between people cannot be achieved, face coverings must 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

Lockout

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

Lockdown

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

- Evaluate, in advance, if there is room to 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

CHILD NUTRITION

All schools in the Beacon City School District will follow New York State Child Nutrition and CDC guidelines when communicating about school meal services, eligibility, options and changes in operations. This will include: students in attendance at school and registered students learning remotely. Families will be notified of both in school and remote meal availability in applicable languages via District web site <https://www.beaconk12.org/>, Robocall messages to home, cell phone messages and email blasts. Flyers will be sent home with student schedules in August, posters located at pick up locations, teacher communication in classrooms. Electronic availability of meal information and menus will be available through the online platforms <https://www.myschoolbucks.com/>, and <https://schools.mealviewer.com>

The Beacon City School District has identified **Ann Marie Quartironi** as the contact person to receive and respond to communications from families and to school staff concerning food service. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the application is available from **Karen Pagano**, Food Service Director.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely. Following the district's hybrid plan, students will be provided breakfast and lunch two days a week while they are in attendance and three days a week for meals to take home on the days that they will be working remotely. For those students that are working remotely for five days, meals will be made available.

Meal Service

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Elementary students will remain in their classrooms or alternate spaces for meals. Students will be required to wash their hands before and after any meal. Middle school and High school students will utilize the cafeteria and will wear masks and practice social distancing.

All students that have a physician documented food allergies are placed in the point of sales system. This system can track allergies by child and by classroom.

On Site Meals

Breakfast

We will coordinate with school principals the best entry locations to utilize grab and go carts. Students will pick up prepackaged full component breakfast meals at entrances to schools. Students will have ID cards with Barcode identification that will be scanned via non contact scanners and validated for allergies and meal eligibility on handheld devices at these locations or with paper documentation of students and allergies at entrance. Meal grab and go carts will enable one way foot traffic with floor markers for social distancing. Students will bring meals directly to their classrooms for consuming at the start of the day. Teachers and other classroom staff will be educated on the food safety plan for meal consumption. Meals will be rung up in POS each day for meal counting and claiming. Allergies will be verified with each classroom teacher and updated via google alerts from the nurse and food service staff. Sanitation practices for post meal consumption will be included in staff education. Custodial staff will provide appropriate sanitation products for classrooms and arrange for proper disposal of meal packaging. Secondary students will also be able to obtain breakfast at the entry doors using the same procedure as the elementary students.

Lunch Service

Food safety plans for classroom meals, kitchen operations, meal distribution, will be included at the start of school to all teachers, aides and kitchen personnel. Orders completed electronically daily in classrooms and assembled based on orders in the kitchen. Class rosters with meal orders will be identified on Google docs at the start of the school day. Since the most frequent allergy is peanuts, we will not include any peanut product in any classroom or remote distribution. All allergies will be verified in the kitchen before meal distribution.

Teacher Aides or alternate staffing will pick up meals from the kitchen about 10 minutes prior to meal service time per classroom. Class schedules for meals should be created by hall order to facilitate rapid distribution of meals within one area at a time. The distribution of meals to the elementary classrooms will include content labeled hot and cold holding units with closed containers in each. Cold holding boxes will be provided with chilling freezer sheets which are reusable. Freezer sheets are to be sanitized upon return to kitchens. Meals will have all appropriate utensils and condiments pre wrapped disposables in meal bags. We will use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, all non-disposable food service items are handled with gloves and washed in compliance with the food code in three compartment sinks with appropriate Covid sanitizer Barrior 11 quaternary sanitizer or in a dishwasher.

Students in the middle and high school will be able to go to the cafeteria to pick up their lunch and they will sit socially distant in the cafeteria, outside and other designated areas. While moving through the lunch line, they will stand six feet apart with the help of floor decals. There will be one-way directional arrows to move the students through the line. Meals will have all appropriate utensils and condiments pre wrapped disposables which will be obtained from the cashier. The tables and chairs in the cafeteria and other locations where students will be eating lunch will be cleaned and sanitized after each lunch period. We will use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, all non-disposable food service items are handled with gloves and washed in compliance with the food code in three compartment sinks with appropriate Covid sanitizer Barrior 11 quaternary sanitizer or in a dishwasher.

Meals offsite/remote

Plan 1

Multiple meals will be distributed one day a week at two locations within the district, Beacon High School and Sargent Elementary. Meal pattern to reflect Grades 9-12 at BHS, Grades K-8 at Sargent. Remote meal pick up systems will require guardians to pre order meals for pick up for remote service. Order form to be completed on www.myschoolbucks.com at no cost to parent or guardian. The form will ask the parent or guardian to report any allergies and this information will be verified with school records for accommodations. Meal pick up plan to include bar code identification for all meals being picked up - with meal eligibility, allergies and verification of number of meals eligible for pick up. This will be based on how many meals have been consumed on site in order to determine how many meals are available for remote pick up. Bar code identification will be coordinated with Mosaic Point of Sale (POS) to enable meal counting and claiming for district reimbursement. Parent or guardians wanting school meals for remote learning who do not qualify for free or reduced meals will be required to fund these meals through their MYSCHOOLBUCKS accounts. This remote learning meal distribution plan can be transitioned to full remote learning distribution with relative speed.

The pick up for meals prepared for remote learning days will follow **HACCP Food safety plan**. Meals to be distributed in packaging with ready to eat, ready to cook, and freeze and heat items. Item preparation instructions will be included on the district web site and updated by the meal distribution day. Meals will not include utensils as these meals will be returned home for consumption. Meals held under appropriate holding temperature during distribution with coolers, and reusable freezer sheets to assure proper holding temperature. Freezer sheets and coolers sanitized per HACCP food safety plan. Guardians arriving at meal pick up sites with no prior meal order will be verified at pick up on the District POS system to verify allergies and validation of student eligibility.

Meal distribution plan for Remote learning days

Plan 2

Meals prepared for take home at the end of school day to cover days the child is not in school and will participate in remote learning days. Meals will be prepared at each elementary school with distribution at dismissal. Meals to be distributed in packaging with ready to eat, ready to cook, and freeze and heat Meals will not include utensils as these meals will be returned home for consumption. Meals held under appropriate holding temperature prior to distribution at the end of day - delivered to classrooms on service carts with coolers, and reusable freezer sheets to assure proper holding temperature. Freezer sheets and coolers sanitized per HACCP food safety plan. Students will bring meals home either on bus delivery or parent or guardian pick up. Meals may be provided to cover no more than 3 days of meals missed for remote learning based on the current Hybrid model.

TRANSPORTATION

The Beacon City School District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. In order to maintain social distancing, district buses will need to operate at reduced capacity and students and the driver will need to utilize Personal Protective Equipment. The following are other safety actions that will be taken:

Students:

- Students should social distance on the bus whenever possible.
- Students will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption. Students who do not have a face covering will be provided with facemasks as needed by the district.
- Students who do not have a mask will not be denied transportation and will be provided a mask.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Members of the same family may be seated with six feet of each other
- Students will be encouraged to find alternative modes of transportation if possible (e.g., walking or parent drop off) to reduce bus occupancy
- Boarding children will occupy seats from back to front, where feasible to reduce bi-directional traffic in the bus aisle.
- Students will sit one student per seat. When possible using every other row to increase social distancing.
- Hand sanitizer will not be available to students due to its combustible composition and potential liability to the district.
- Siblings may sit together in the same seat to increase capacity on the bus.
- The district will communicate with parents and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.

Staff:

- Staff will complete a self-health assessment before reporting to work.
- School bus drivers, monitors, attendants and mechanics will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption. Staff will be provided with facemasks as needed by the district.
- Drivers, monitors and attendants who must have direct physical contact with a child will wear gloves.
- School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses
- Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be provided initial training and provided periodic refreshers on social distancing, the proper use of personal protective equipment and the signs and symptoms of COVID-19
- Transportation department staff will be provided with Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer

for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

- Additional bus monitors may be utilized to enforce social distancing on buses as deemed appropriate by district administration

Equipment

- All vehicles used to transport students will be cleaned/disinfected at least once per day.
- Bus drivers will be required to conduct pre and post-trip inspections to include the cleaning of high use areas of the bus, (e.g., steering wheel, handles, seatbacks, etc.) after each AM and PM run.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of the district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Cleaning and Disinfecting

- 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*
 - o All trash removed
 - o Floors swept and dust mopped
 - o Walls and windows cleaned
- *High Touch Surfaces*
 - o Bus seats and seat backs
 - o Seat belts
 - o Door handles, handrails
 - o Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Eating and drinking will be prohibited on the bus
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses
- All cleanings/inspections will be documented (via trackable log)

Bus protocols for a reported case of Covid-19 on a school bus

The Transportation Supervisor will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus. Bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. Bus will be disinfected following CDC guidelines.

Students on Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students must social distance (six (6) feet separation) on the bus;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied 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

Required Personal Protective Equipment (PPE)

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

Transportation Communication

- The Beacon City School District will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles
- The Beacon City School District will 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 (hybrid option)

Density Reduction, Social Distancing, Bus Capacity

- CDC guidelines suggest creating distance between children on the school bus when possible.
- 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 (6) foot distances in aisles
- Do not seat students directly behind the driver
- Provide additional adult supervision (monitors) on buses to manage social distancing

Transporting to BOCES

- The Beacon City School District will be transporting to BOCES and will follow similar protocols as previously described
- The Beacon City School District will 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

SOCIAL AND EMOTIONAL WELL-BEING

The Beacon City School District ensures that district-wide building-level comprehensive developmental school counseling, program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

- The Beacon City School District provides the above assurance and will update the plan as needed under the guidance of the building administrators, guidance counselors, social workers, and other stakeholders. The District will examine the current K-12 Comprehensive Guidance and Counseling Program Plan and update sections where applicable to meet the needs of student's mental health.

The Beacon City School District has established an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building or district 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.

The District provides the above assurance with support from the following:

- Beacon Board of Education Wellness Committee
- Beacon Board of Education Diversity and Inclusivity Committee, which include community members, parents, teachers, counselors, mental health experts, and administrators.
- At the building level, the LRE will continue its work with their school-based committees: School Building Leadership Team, School Building Advisory, Response to Intervention Team, and Pupil Personnel Team, Equity Team, Building Emergency Recovery Team (BERT), Child Study Teams, PTSO
- Community-Based Service Providers such as Dutchess Mediation Center, and GLSEN, Astor Services for Children and Families, and others.

The Beacon City School Districts reopening plan addresses how the school district will provide resources and referrals to address mental health, behavioral, and emotional support programs and services.

- The District provides the above assurance through a team approach guided by the District's K-12 Comprehensive Guidance and Counseling Plan with support from the following School-based committees:
 - School Equity Team
 - Response to Intervention Team
 - PPS Team
 - Child Study Teams
 - Parent Conferences
 - And access to Social Workers at all levels to support connections to community resources

The Beacon City School District reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, staff and faculty.

- The District provides the above assurance to provide professional development opportunities for faculty and staff on how to talk with and support students during and after COVID-19.
- Professional Development Opportunities on topics such as Adverse Childhood Experiences (ACEs) and their impact on student learning
- Strategies for identifying the causes of student stress and anxiety and identifying strategies to reduce stress and anxiety- provided by District Personnel and other local agencies
- Parent Workshops on various topics based on community feedback

Resource Tools:

RETURNING TO SCHOOL DURING AND AFTER CRISIS:

Behavioral Health/Emotional Support for Children and Adolescents

Schools should anticipate and be prepared to address a wide range of mental health needs of children and staff when schools reopen. Preparation for infection control is vital and admittedly complex during an evolving pandemic. But the emotional impact of the pandemic, financial/employment concerns, social isolation, and growing concerns about systemic racial inequity — coupled with prolonged limited access to critical school-based mental health services and the support and assistance of school professionals — demands careful attention and planning as well. **The District will be prepared to provide various, developmentally appropriate, approaches for mental health support which will include, but not limited to:**

- The District is prepared to continue to check-in with students and connect frequently to help decrease anxiety and ensure a positive and safe return to school.
- Social stories on various topics such as health and safety; wearing a mask, self-advocacy, and more.
- Use of Responsive Classroom strategies to build community and trust
- Student teams will be asked to create individualized behavior plans, to increase students' tolerance and willingness to socially distance
- Social stories may be used to increase tolerance
- Goals will be established to increase compliance
- Students will be provided with positive feedback for social distancing
- Schools will provide training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic.
- Students requiring mental health support will be referred to school mental health (School Social Workers/School Psychologists) and the team, along with the family, will outline appropriate support(s).

The District, along with mental health professionals, will be prepared to provide training to teachers and staff on topics that support the social emotional needs of all students and their families. Topics may include, but not limited to:

- School Social Workers and administrators will participate in professional development focused on Trauma Informed Practice
- Teachers will participate in Responsive Classroom Training (elementary)
- Teachers will participate in Restorative Practice Training (Secondary)
- Social Workers participate in New York State Social-Emotional Learning Benchmarks and Mental Health Literacy

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, the district will develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to be in need of in-person evaluation, even before schools reopen.

School mental health professionals will be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans will be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance. The district Social Workers will continue to verify students who qualify for support under McKinney-Vento. Students with Disabilities (Individualized Education Plans or 504 Plan) will continue to receive support and services as noted on their IEPs to the best extent possible. Students with existing 504 plans will continue to receive the supports and modifications as noted on their 504 plan to the best extent possible.

Mental Health of Staff

The personal impact on educators and other school staff will be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported. The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as

Employee Assistance Programs and other means to provide support and mental health services are available to all Beacon City School District staff. The individual needs and concerns of school professionals should be addressed through the building principal and the office of the Assistant Superintendent for Personnel and Policy; with accommodations made as needed as per the American with Disabilities Act (ADA) (eg, for a classroom educator who is pregnant, has a medical condition that confers

a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress).

During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised. Teachers and staff are encouraged to share their concerns with their Supervisor(s) and District administrators.

Training provided by our district School Social Workers and Psychologists

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, schools should develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to be in need of in-person evaluation, even before schools reopen.

School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans should already be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance.

Schools need to incorporate academic accommodations and support for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to even return to baseline rates. These expectations should be communicated to educators, students, and family members so that school does not become a source of further distress.

Mental Health of Staff

The personal impact on educators and other school staff should be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported. The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening. The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family

member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

Plans should be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in student:

- Schools have developed a plan that includes times for teachers and staff to check in with students who present with social-emotional and mental health concerns.

Parent Resources - Community RESOURCES DURING COVID-19

ATTENDANCE AND REPORTING CHRONIC ABSENTEEISM

All schools in the Beacon City School District 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 of building level parent letters/newsletter, robocalls, 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.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, the Beacon City School District 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 Beacon City School District 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 AND CONNECTIVITY

The issuance of school property will be as follows:

- The Technology Department will maintain a database of all equipment (i.e. laptops, chromebooks, and hotspots) and provide equipment as needed in accordance with district policies.
- School personnel will label all student technology in advance, then stage them alphabetically in a large space.
- Information on cleaning and disinfection of equipment will be posted under the technology section of the district website.
- Students and parents will be asked to complete and submit a signed copy of the district acceptable use policy before being issued user credentials and a device.
- Staggered parent drop off times will be scheduled to limit the number of parents arriving at the school at any one time for pickup of their child's technology.
- Parents/Students arrive and provide their last name to school district employee, who is using Personal Protective Equipment (P.P.E.).-This school employee obtains the equipment from the designated staging area.
- Requests for technology equipment will be submitted through the districts technology ticket system by emailing help@beaconk12.org
- parents/Students remain socially distanced while the staff member retrieves and places the student's belongings in the designated area without having contact with the staff member.
- Promote building ventilation during the process (weather permitting) by opening windows.

The return of school technology equipment will be as follows:

- The Technology Department will compile a list of names and the pieces of equipment to be returned.
- Students and parents will be notified via the mass notification system with instructions on how to return equipment.
- Staggered parent drop off times will be scheduled to limit the number of parents arriving at the school at any one time for pickup of their child's belongings. This process may be integrated into the retrieval process for other property (e.g. textbooks, etc.).
- Parents will be staged outside of the return area to promote social distancing.-
- When instructed to do so, parents will enter the drop-off area and place the returned property on the return table. They will then be directed to a waiting location (consider floor signage or cones), at least 6 feet from the return table to ensure social distancing.
- The school member, wearing appropriate P.P.E., will review the return form and reconcile with the property being returned.
- The school member will place the form and property in a designated place near the property staging area for eventual transport and storage as determined.
- Returned property will be disinfected following CDC guidelines before being placed back into inventory or serviced. Schools may wish to consider a waiting period to reduce the likelihood of contaminated surfaces.

- The district will provide all students and staff with a computer and will email a survey to teachers and the parents of all students to determine the level of access to high-speed internet at their places of residence. The district will also work with school building principals and guidance counselors to further identify students that do not have access.
- The district will make every effort to the extent practicable to provide wifi mobile hotspots to students and teachers who do not have sufficient access.
- The district will provide multiple ways for students to participate in learning by offering both on-site and remote instruction. Chromebooks will be issued to every student and hotspots will be available to students that do not have sufficient access to high speed internet to ensure participation in learning, and mastery of Learning Standards. The district will also provide opportunities for asynchronous learning and assignments where students will be responsible for producing written assignments or projects.

TEACHING AND LEARNING/SCHEDULES

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.

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. Below are some of the formative assessments we will be conducting during the 2021 school year:

ELA

In grades K-8, we will conduct reading benchmark assessments beginning September 2020. The results will be used to determine the needs for each student. We will utilize our AIS plan to provide additional support to our at-risk students.

In grades 9 - 12, the Guidance counselors are looking at results from assessments and identifying students that would benefit from being in a lab class. This information is coming from prior NYS ELA

assessments, data from benchmark assessments in the middle school, test from 2020 school year, and report card data.

Math

Identifying students that have not met prerequisite requirements by reviewing prior year unit assessments, common end of year assessments, report card grades, etc. Additionally, we will conduct assessments through on-line platforms such as Reflex Math.

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

Our Pre K Coordinator is in the process of visiting each of the Pre K agencies with whom we contract to ensure that they have the mandated PPE, signs, and decals which will enable them to meet health and safety guidelines. We will also review their continuity of instruction plan to ensure it addresses the three models of instruction.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website <https://www.dcboces.org/cti>.

Request for Remote Instruction

Parents will receive communication the first two weeks of August outlining the process they need to complete to request remote instruction due to health issues of their child or family member, or the discomfort with returning to school. Remote instruction for these students will begin at the same time as our in-person students.

Hybrid Instruction

The Beacon City School District will begin the 20-21 School Year using a Hybrid Learning Model that will consist of in-person learning and remote learning. The district will be unable to bring all students back on a daily basis and follow the guidelines set by the CDC and the New York State Department of Health which requires six feet of space between students in a classroom. The Physical Education Department will utilize a curriculum that allows for social distancing and students will be encouraged to spread out. Students will be required to **stand at least twelve feet apart during activity. In most cases physical education will take place outdoors as long as weather permitting.**

Teachers will utilize outdoor spaces for instruction whenever possible, however, this will likely be limited in scope. Each school will be provided a maximum of two event tents in order for classes to be held outdoors on an alternating basis.

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. Any changes in a student's schedule will be communicated to the student and his/her family.

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.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

Schedules

Students in Grades K - 12 will attend in-person classes on campus on two designated days per week. When students are not in school, they will engage in virtually learning. **which may be live-streamed from the classroom.** Students will place into two groups (Group 1 and Group 2. Group 1, which consists of students with the last name beginning with the letter A - L, will come to school on Monday and Tuesday of each week. Group 2 will consist of students with the last name beginning with the letter M - Z. Students in Group 2 will attend school Thursday and Friday of each week. **On Wednesdays, all students will participate in distance learning while teachers use that time for planning, extra help for students, and professional development.**

K -12 Hybrid Schedule

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Group I Blue Group (A -L)	In School	In School	Virtual Day (check in w/ teacher)	Remote Learning	Remote Learning
Group II Gold Group (M -Z)	Remote Learning	Remote Learning	Virtual Day (check in w/ teacher)	In-School	In-School

In-person Instruction

District administrators will monitor class sizes at the elementary level before school begins and during the first month of hybrid instruction. If class sizes are small enough to slowly move elementary students from a hybrid model to a fuller in-person instruction, the district will develop a transition plan to start and implement this process. The overall class sizes of the elementary classes would have to allow for the required social distancing of six feet between students. The potential transition to an everyday instructional model for our elementary students would begin with our youngest students and move up. It is important to note that this will only be possible if class sizes allow for social distancing and if not, the district elementary schools will continue with the hybrid model.

Due to the size of both our middle and high school, our plan is for both schools to continue with the hybrid model of instruction through the entire year.

Remote Instruction

In the case that the need arises for the district to transition to a full remote / distance learning plan, each school has created a structure that will allow for continuity in instruction. There has been careful planning to ensure that the schedule in the remote learning plans allows for daily contact time with a teacher.

Live instruction may occur in Zoom or Google platform. Students will be responsible for logging on at the assigned time for all live sessions. Teachers will also post lessons (including recorded lessons) in google classroom. It is extremely important for students to log on daily to complete the assignments.

Remote Learning in a Hybrid Schedule

The needs of our school community will vary when it comes to Remote Learning. As a result, we will not use a one-size fits all approach for remote teaching. We have created a schedule that will allow our teachers to deliver instruction to students that are working remotely. Although this is the case, some teachers will be using a webcam to provide live instruction to both in school students and students that will be working from home. Many teachers will adopt a Flipped Classroom Model where students spend some time watching instructional videos before class. The Flipped Classroom approach helps to reserve in person time for student collaboration, student support, and hands-on work. In science classes, for example, students can complete prep-work and investigations either independently or with their peers online before their in-person lab assignments

CAREER AND TECHNICAL EDUCATION (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Beacon City School District has collaborated with Orange-Ulster BOCES to ensure high school instructional plans are aligned. OUBOCES 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.

We have approximately sixty-five to seventy students attending the Career and Technical Education Program at Dutchess Boces. Therefore, we have aligned our Hybrid schedule to the schedule that has been put forth by Dutchess Boces. The alignment enables our students to continue taking Career and Tech courses remotely or in person.

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)**
 - o Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
 - o *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)**
 - o Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - o 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)**
 - o Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
 - o *Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Extracurricular Activities

- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas. Offer extracurricular activities remotely using Google Meets or have outdoor meetings where students can be socially distant.

SPECIAL EDUCATION

The Pupil Personnel Department has been involved in the re-entry committee and planning. The model for the special education program and instruction reflect the overall district plan.

Special Education Mandatory Assurances

1. Beacon City School District's reopening plan, weather services are provided in-person, remote, and/or through a hybrid model addressing the provisions of a Free Appropriate Public Education (FAPE), consistent with the need to protect the health and safety of students with disabilities and those providing special education services. The LRE provides the above assurance in the following ways:
 - Continuity of IEP Services and programs
 - Related Services are provided in a synchronous or asynchronous model
 - In-person services will adhere to CDC and NYSDOH guidelines to maintain social distance, and proper hygiene
 - Instruction surfaces will be sanitized regularly and after every use
 - In-person testing will adhere to CDC and NYSDOH guidelines to maintain social distance, and proper
 - CSE/CPSE/Team meetings will be held virtually to ensure committee members including parents are active participants
2. The District's reopening plan addresses the meaningful parent engagement in the parent's preferred language or mode of communication regarding the provisions to his/her child to meet the requirements of IDEA. The LRE provides the above assurance in the following ways:
 - Information sessions with families will be provided through a Google or Zoom platform
 - The district, with the support of the PPS office, will work with parent groups and community stakeholders to provide resources to parents based on their needs, i.e., Workshops for parents of student with Disabilities,
 - Updated information for parents are noted on the Pupil Personnel Webpage
3. The District's reopening plan addresses the collaboration between the committees of Preschool Special Education (CPSE) and committee on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provisions of services consistent with the recommendations on individual education plans (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. The LRE provides the above assurance in the following ways:
 - Continuation of discerning quarterly progress reports to families that articulate progress their child is making towards their individualized IEP goals. In consultation with the Preschool Coordinator, PPS Department will assist in providing resources or training to preschool programs
4. The District's reopening plan ensures access to the necessary accommodations, modifications, supplemental aids and services, and technology (including assistive technology) to meet the disability unique of each students. The LRE provides the above assurance in the following ways:
 - Collaboration with the director of technology to assess the status and accessibility tools available to support student needs as per the IEP.
 - Each student within the Beacon City School District (including Out of District Students) will have access to a Chrome book to be used both at home and school. Additional

accommodations related to technology support will be discussed through the formal CSE/504 process.

- The District will provide the appropriate training and support to teachers, staff, and parents on the use of such assistive technologies as needed to the extent possible.

5. The District's reopening plan addresses how it will document the program and services provided to students with disabilities as well as communication with parents. The LRE provides the above assurance in the following ways:

- Written communication will be provided to the family/guardian in their preferred language preferences.
- To the extent possible, CSE/CPSE/Team meetings will include an interpreter (with enough notice from the parent) in the family's preferred language.
- Prior Written Notices are sent to parents in a timely manner to document the CSE meeting recommendations for student programs and supports

Least restrictive environment: Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Schools are encouraged to be creative in ensuring that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. If providing in-person instruction, schools must ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

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

Provision of Services:

Consistent with previously issued OSE guidance, school districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. In order to meet the needs of students with disabilities, the district will outline various method(s) for delivery of education programs and services, and will be outlined based on the three possible reopening types of instructional models including in-person and remote learning. When providing remote services, the district will continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

Special Class Setting- students in the smaller class settings will be able to receive daily educational services within the school/classroom setting. Students in this setting will receive their related services as noted on their IEP recommendations.

- Mainstreaming opportunities for students with IEP's will be considered based on students' ability to access a larger classroom setting through either in-person or a virtual classroom.
- Students who participate in the Special class programs (6:1, 8:1 or 12:1) and have an IEP recommendation for an ICT class for one or more core content areas (i.e. Math or ELA)-will also be assigned to the other classes by their teachers. Students will be invited to the Google Classroom for the LRE.

- The Teaching Assistant (TA) will be an additional support to the student when participating in the LRE.
- Continue mainstreaming students into specials based on the three possible reopening models of instruction.

Integrated Co-Taught Classrooms

- Participate in the ICT co-taught model with both the general education and special education teachers during virtual and in person sessions.
- If delivery of instruction is virtual:
 - o Special Education Teachers conducts small group sessions to reinforce the content covered
 - o Special Education Teacher utilizes the Teaching Assistant within the small group reinforcement lessons

Teachers will maintain a student log- where students are signed in and signed out of the LRE classroom as per IEP

 - o Students who have related services on their IEP's
 - o Students will receive related services in person to the best extent possible,
- This will require related service staff members to collaborate and develop schedules so that students can receive back to back services on the day(s) the student will receive in-person services

Students will receive related services virtually if needed to the best extent possible. This will require the related services staff members to collaborate with the classroom teacher and parent to develop schedules so that students can access the services online.

Progress Monitoring

Teachers and service providers must continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

Best Practice for Contingency Plans

In March 2020, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, CPSE/CSE should prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

Compensatory Services

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

Schools must document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

- The CPSE/CSE will review various progress monitoring reports to assist in determining the level of progress students have made towards achieving their IEP goals to determine if any compensatory services are required

IEP Implementation Documentation

- Beacon City School District must determine how they will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction.
- Teachers and related service providers will continue to provide progress reports with student performance data to determine progress towards IEP goals
- Schools will determine how documentation will be maintained on the instruction and services that were provided to each student so that it is available to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.
- Progress monitoring data based on student performance on classwork, teacher devised assessments, and standardized testing are essential components to assist the CPSE/CSE in determining subsequent student needs.
- Schools will consider how formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication.
- Formative assessments may include but not be limited to the following: Exit Tickets, Quick Reflection (verbal or written), low-stakes quizzes or polls like *Quizzlet*, and others.
- Curriculum Based Assessment Data across various subjects drive instruction. Some reading assessments such as Fountas and Pinnell, Words Their Way, DRA, Reading A-Z, and other assessments to assist teams and parents in understanding what skills are being learned and what skills need instruction. In math and writing, there are rubrics and curriculum assessments designed to gather students' strengths and areas of need.
- Schools will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- Parent newsletters, updated website, emails, phone calls etc.

Child Find

As schools reopen, the Beacon City School District will continue with its responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students. See Referral Section Below

Referral

Before referring a student for special education, each school within the Beacon City School District will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the school district suspects a student of having a disability, it must refer the student

for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Response to Intervention Teams at each building are responsible for examining school-wide data to determine targeted areas that require intervention and remediation to then determine if specially designed instruction is warranted. Students reviewed by the RTI Team will have progress monitoring data based on specific targeted interventions implemented within the general education curriculum.

Initial Evaluation/Reevaluation

The Beacon City School District's reopening plan ensures a process and protocol to provide special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs have determined which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations. The PPS Department will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Eligibility Determination/Annual Review Meetings

The Beacon City School District has developed clear procedures and expectations for CPSEs/CSEs to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences (i.e. Google Meets or Zoom).

Communication/Coordination

Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The Beacon City School District and approved programs serving students with disabilities will continue to collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers. Students newly accepted will be monitored and teams will provide a program update to the family. The District will work with families to gain insights into areas where they need support and the District will seek and or provide support to families in relation to supporting their children with disabilities.

Meaningful Outreach and Engagement with Parents of Students with Disabilities

In addition to the communication efforts schools make for all students, parents of students with disabilities have a legal right to be informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child. Whether special education programs and services are provided in-person, remotely, or through a hybrid model, effective communication between school personnel and parents includes the following:

- Working collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress; through building level team meetings with parents

- Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

Procedural Safeguards and Prior Written Notice Requirements

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

Partnership and Collaboration to Reflect All Settings Where Students are Served

The diverse educational needs of students with disabilities are reflected through the continuum of services that are provided in a variety of settings. The Beacon City School District is responsible for the provision of FAPE, frequent opportunities to interact with representatives from all applicable school settings will best facilitate the collective review of effective service delivery and student progress monitoring.

For those students who are receiving special education programs and services in a charter school, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county, each school district must conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate. The District will communicate with the above mentioned any changes to the District's mode of instruction that may impact its implementation of special education services.

For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services must continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and school districts will reflect coordinated efforts necessary to best respond to student needs.

The District, in coordination with the Pre-School Coordinator, will communicate with programs and service providers the importance of documenting the delivery of services and all data necessary to inform any consideration to changes to a student's IEP or compensatory services.

Accommodations and Modifications

The Beacon City School District will continue to review their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum and considers the student's unique abilities and needs based on the instructional models: in-person, remotely, or through a hybrid model where the student can maximize access to their learning.

Supplementary Aids and Services

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment. The Beacon City School District will ensure students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

Technology

The Beacon City School District has been instrumental in ensuring that all students and students with disabilities have access to a Chromebook to be used both at home and school. Students with disabilities who require assistive technology to increase, maintain, or improve their functional capabilities will be reviewed by the CSE. Consideration needs to be given to ensure students have access to their working technology and any accompanying programs. Protocols detailing availability of an assistive technology service are necessary to directly assist a student in the selection, acquisition or use of an assistive technology device. The District will coordinate sharing of this information with parents via the PPS Department and Director of Technology. Questions regarding Assistive Technologies should be directed to the Pupil Personnel Department bcsd.pps@beaconk12.org and the Technology Department @beaconk12.org

BILINGUAL EDUCATION AND WORLD LANGUAGES

The Beacon City School District provides world language instruction in Spanish and Italian 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs K-12. We utilize a coser with OU BOCES for technical assistance for World Language Instruction 7-12 and PreK-12 for ENL instruction. This assistance will be provided in all formats (live-person, hybrid, or remote).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person or hybrid instruction, we will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The Beacon City School District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students. We will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. We utilize OU BOCES regional translation service to assist with translation services. This service can translate live conversations as well as documents.

The Beacon City School District will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The district also has access to the OUBOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

In order to assure that students have opportunities to study world languages we are prepared to teach Spanish and Italian in the live in-person, hybrid, or remote format upon reopening. With the support of OUBOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, SWDs, and general education students who are studying world languages such as Spanish and Italian to help address learning gaps caused by the COVID-19 school closures.

Through using our district and BOCES resources, we are well prepared to reopen our schools and serve ELLs, MLLs, and students learning world languages as they expand their skills, knowledge, and facilities with languages.

STAFFING

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. The Beacon City School District will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. 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.

Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Beacon City School District. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full time certified teachers only. At no time will a student teacher be used as a teacher of record.

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)

Additional References

- Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency
- (June 26, 2020)
- Interim Guidance for Food Services during the COVID-19 Public Health Emergency.
- (June 26, 2020)
- Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.
- (June 26, 2020)
- Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency. (June 26, 2020)
- New York State Department of Health Novel Coronavirus (COVID-19)
- New York State Education Department Coronavirus (COVID-19)
- Centers for Disease Control and Prevention Coronavirus (COVID-19)
- Occupational Safety and Health Administration COVID-19 Website

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

A link to the public website where each school plan has been publicly posted
A set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion Department of Health survey that includes a link to the publicly posted plan on the district/school website.