

Cassadaga Valley Central School District

Return to School Plan September 2021

Cassadaga Valley Middle/High School

Sinclairville Elementary School

The Cassadaga Valley Central School District's COVID-19 health and safety reopening plan establishes and explains the necessary policies, practices and conditions necessary to meet the Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) guidelines for COVID-19, the State's "New York Forward" guidelines, along with federal Occupational Safety and Health Administration (OSHA) standards related to employee safeguards and potential exposure to COVID-19.

As the health and safety of district staff and students is our top priority, the plan has a strong commitment to those measures.

Communication/Family and Community Engagement

The district has a comprehensive communication plan with simple messaging to inform families about our reopening plans. The plan will develop objectives to reach all families with our messaging, and implementation plan, as well as an evaluation process to ensure all objectives are met.

1. Engagement with school stakeholders and community members with the following groups involved: school leaders, Board of Education representation, multiple teachers, parents, bus drivers, transportation personnel, food service, student support services and technology.
2. Our communications plan includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Use this [LINK](#) to see Cassadaga Valley's reopening plan along with continued guidance and resources.
3. Teaching all students how to follow new COVID-19 protocols, including hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene will be done in every classroom, K-12, and repeated weekly in grades K-5. Signage aligned to CDC and DOH guidance will be in classrooms, bathrooms, hallways and offices.
4. All correspondence to families (email, phone calls, letters home, texts) will consistently be delivered using their preferred language.

Health and Safety

As students return to in-person learning 5 days a week, it's essential that our schools use layered strategies to prevent the spread of the virus. [Layered strategies](#) recommended by CDC have proven to offer the greatest protection (e.g. using multiple prevention strategies together and safely transitioning learning environments out of COVID-19 pandemic precautions as community transmission of COVID-19 reaches low levels or stops).

In addition to promoting vaccinations, see below for strategies that are part of a layered approach to health and safety at CVCSD.

Wearing Masks

With COVID-19 cases increasing nationally since mid-June 2021, driven by the B.1.617.2 (Delta) variant of SARS-CoV-2, protection against exposure remains essential in school settings. Because of the highly

transmissible nature of this variant, along with the extent of mixing of vaccinated and unvaccinated people in schools, the fact that children <12 years of age are not currently eligible for vaccination, and [low levels of vaccination among youth ages 12-17](#), universal indoor masking for all students (age 2 years and older), teachers, staff, and visitors to K-12 schools regardless of vaccination status will be required in the schools and at school functions.

- Universal indoor masking for all teachers, staff, students, and visitors to K-12 schools is required, regardless of vaccination status. Consistent and [correct mask use](#) is particularly important indoors and when physical distancing cannot be maintained. When teachers, staff, and students (ages 2 years and older) consistently and correctly wear a mask, they [protect others as well as themselves](#).
- Wearing masks on school buses is [mandatory](#), per CDC.
- Mask breaks will be given 5 minutes maximum per hour/period. Students must be 6' apart for mask breaks to occur. Staggered breaks will be arranged by individual teachers, so that not all students are removing their masks at once.

When teachers, staff, and students consistently and correctly wear a mask, they [protect others as well as themselves](#). Consistent and [correct mask use](#) is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

- Indoors: Indoor masking for all individuals age 2 years and older, including students, teachers, staff, and visitors, is required regardless of vaccination status.
- Outdoors: In general, people do not need to wear masks when outdoors. People who are not fully vaccinated should wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people. Fully vaccinated people might choose to wear a mask in crowded outdoor settings if they or someone in their household is immunocompromised.

Exceptions can be made for the following categories of people:

- A person who [cannot wear a mask, or cannot safely wear a mask](#), because of a disability as defined by the Americans with Disabilities Act (ADA) (42 U.S.C. 12101 et seq.). Discuss the possibility of [reasonable accommodation with](#) workers who are unable to wear or have difficulty wearing certain types of masks because of a disability.
- A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations.

Masks should meet one of the following criteria:

- [CDC mask recommendations](#)
- [NIOSH Workplace Performance and Workplace Performance Plus masks](#)

During school transportation: [CDC's Order](#) applies to all public transportation conveyances including school buses. Passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, regardless of vaccination status, subject to the exclusions and exemptions in CDC's Order. Learn more [here](#).

Masks will be provided to those students who need them (including on buses), such as students who forgot to bring their mask or whose families are unable to afford them. No disciplinary action should be taken against a student who does not have a mask as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#)

Physical Distancing

- [CDC recommends](#) that schools maintain at least three feet of physical distance between students

within classrooms, combined with indoor mask wearing, to reduce the transmission of COVID-19. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully reopen while maintaining these distances, it is important to layer multiple other prevention strategies, such as indoor masking. The CDC has underscored the importance of students returning to in-person learning to support the social, emotional, and academic development of students and improve life outcomes.

- Cohorting: Cohorting means keeping people together in a small group and having each group stay together throughout an entire day. Cohorting can be used to limit the number of students, teachers, and staff who come in contact with each other, especially when it is challenging to maintain physical distancing, such as among young children, and particularly in areas of moderate-to-high transmission levels. The use of cohorting can limit the spread of COVID-19 between cohorts but should not replace other prevention measures within each group. Cohorting people who are fully vaccinated and people who are not fully vaccinated into separate cohorts is not recommended. It is a school's responsibility to ensure that cohorting is done in an equitable manner that does not perpetuate academic, racial, or other tracking, as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#)

Improving [Ventilation](#)

- Improved ventilation inside school buildings can reduce the number of virus particles in the air.
- Some ventilation strategies that we are incorporating include: bringing fresh outdoor air into the building by opening multiple doors and windows (when this doesn't present a safety hazard), and using child-safe fans to increase the effectiveness of open windows.

Good [Handwashing](#) and [Respiratory Etiquette](#)

- Covering coughs and sneezes can help keep educators, staff, and students from getting and spreading COVID-19 and other infectious illnesses.
- Educators and school leaders will reinforce good etiquette in school by: encouraging adults and students to wash their hands with soap and water for at least 20 seconds; reminding everyone in school to wash their hands frequently and to assist young children with handwashing; and, when handwashing isn't possible, providing hand sanitizer containing at least 60 percent alcohol for all adults and students who can safely use it.

[Staying Home](#) When Sick and Getting Tested

- Amid the recovery from the pandemic, it's essential to keep children home if they are showing signs and symptoms of infectious illness, including COVID-19, and to get them tested.
- The District encourages everyone in our school community to get tested when [symptoms](#) are compatible with COVID-19. This will help with rapid [contact tracing](#) and prevent the spread of COVID-19 at school.

[Contact Tracing, in Combination with Isolation and Quarantine](#)

- School leaders will collaborate with state and local health departments, to the extent allowable by privacy laws, such as the Family Educational Rights and Privacy Act ([FERPA](#)) and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19 in their school communities. Doing so makes it possible to identify which students, teachers, and staff with positive COVID-19 test results should isolate, and which close contacts should quarantine.
- [Fully vaccinated](#) people who were in [close contact](#) with someone who has COVID-19 but do NOT have COVID-19 symptoms do not need to be quarantined but should be tested 3-5 days after exposure.

Cleaning and Disinfection

- The District will encourage cleaning at least once a day to sufficiently remove any germs that may be on surfaces. Check out the list of disinfectants on the [U.S. Environmental Protection Agency COVID-19 list](#).
- When the school building has had someone who tested positive for COVID-19 within the last 24 hours, the staff will clean and disinfect the space. Check out [more details](#) on cleaning and disinfecting school buildings.

Disabilities or Other Health Care Needs

The District will provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing COVID-19 safety protocols:

- CVCSd will work with families to better understand the individual needs of students with disabilities.
- Remain accessible for students with disabilities:
 - Help provide access for [direct service providers](#) (DSP) (e.g., paraprofessionals, therapists, early intervention specialists, mental health and healthcare consultants, and others). If DSPs who are not fully vaccinated provide services at more than one location, ask whether any of their other service locations have had COVID-19 cases.
 - Ensure access to services for students with disabilities when developing cohorts.
- Adjust strategies as needed
 - Be aware that physical distancing and wearing masks can be difficult for young children and people with certain disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues.
 - For people who are only able to wear masks some of the time for the reasons above, prioritize having them wear masks during times when it is difficult to separate students and/or teachers and staff (e.g., while standing in line or during drop off and pick up).
 - Consider having teachers and staff wear a clear or cloth mask with a clear panel when interacting with young students, students learning to read, or when interacting with people who rely on reading lips.
 - Use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all students adjust to transitions or changes in routines

Protocol for Family and Staff Daily Health Checks:

Families and staff members will be responsible for the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Families and school staff are instructed that any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection should NOT be present in school. The Centers for Disease Control and Prevention (CDC) keep an [up to date list of symptoms](#) of Coronavirus on its website.

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches

- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as COVID-19 conditions change.

- Students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire who come to school must be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. The school nurse will notify the school medical director or Chautauqua County DOH if they suspect that someone is presenting with covid related symptoms. Symptomatic students or staff who are sent home with COVID-19 related symptoms must have a doctor's note, negative COVID-19 test results, symptom resolution or, if positive, a release from isolation from a medical doctor to return to school.
- Our protocol also includes a non-contact temperature scan and health screening for visitors to a building, but visitors will be restricted to the greatest extent possible.
- Instructions on correct hand and respiratory hygiene, social distancing of at least 3 feet and signage will be posted in every classroom, office and throughout the common areas.

Signage, based on the COVID-19 protocols, will be posted and will include the following to remind individuals to:

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

Teachers will instruct students how to properly wash their hands, use face coverings and practice social distancing. We will provide additional information and instruction, as necessary, regarding how and why the virus is spread and what we can all do to stay as healthy and safe as possible. Each classroom will have extra face coverings and gloves available, and face shields are also available in health offices, if needed.

Protocol for Physical Distancing:

Cassadaga Valley CSD will ensure that student groupings are as intact as possible by having the same group/cohort of students stay together when possible.

Additionally, we will follow these recommendations:

The size of groups/cohorts of students will be determined by the number of students who can be in each classroom while maintaining 3 feet of social distancing.

- We will follow safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use.
- We will establish designated areas for student drop-off and pick-up at each building, limiting contact and entry of parents/guardians into the building, to the greatest extent possible.
- We will reduce in-school movement where possible by keeping students within a defined area or

classroom and modifying class schedules or class transitions using these NYSED recommendations:

- If possible, we will have the same cohort of students with the same teacher each day
- Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating all students through a shared space that is not able to be cleaned with each new use. Whenever possible, we will hold physical education and music classes outside and encourage students to spread out
- Stagger the use of restrooms, allowing use at other times when necessary
- Open windows to improve ventilation, but will not open windows if there is a health or safety risk
- Keep individual student belongings separated, limit use of shared supplies to one group of students, and clean between use by cohorts of students
- Use visual aids (e.g., painter's tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing
- Explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, ensure classroom groups are together in lunchrooms while adhering to the social distancing rules
- Restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced. Assign lockers or other student storage areas by cohort or reduce their use.
- Playgrounds may continue to be used when proper safeguards are in place. In the elementary school setting, we will stagger playground use rather than allowing multiple classes to play together. Wash hands before and after recess and keep 3 feet of space from other children as much as possible.
- Based on recommendations of the NYSDOH and NYSED, we will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requiring projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.
- Cancel/limit student assemblies, athletic events/practices, performances, school-wide parent meetings. Consider transitioning field trips to free virtual opportunities. Consider changing in-school events to a virtual format; and
- Limit visitors to school buildings. Consider using online meetings with parents and other persons when feasible.
- We will provide accommodations to all students and staff who are at high risk of contracting the virus or live with a person at high risk.
- We will obtain and maintain adequate supplies of cloth face coverings for all school staff, students who forget their masks, and PPE for use by school health professionals.
- We will take action according to our written protocol if there is a confirmed case of COVID-19 in the school. This includes return to school protocol that follows the DOH and CDC guidance for students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine.

Protocol for Return to School AFTER COVID-19:

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

Return to School after Illness Protocol.

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

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

Our cleaning and disinfecting follows the CDC guidance. Our cleaners and custodians have been instructed to clean every space as if there was someone in it who finds out they're COVID-19 positive, while using protective equipment to stay safe

Return to Play Protocol: (Sports and Physical Education)

The following is to help athletes make a safe return to participation. Athletes who have tested positive must follow New York State Health Department Guidelines for COVID 19 positive cases with regard to quarantine and return to normal everyday tasks including physical education classes.

If an athlete has tested positive for COVID 19, he/she must be cleared by a physician before he/she can return to play. This may include the athlete completing a gradual-progression to return to play after COVID -19 infection. Athletes will work with their physician to determine what level of clearance is needed before they can return to play. Their physician will complete the Return to Play after COVID 19 Infection Clearance Form and return to the Athletic Trainer/Director or School Nurse.

The progression should be done under the supervision of an Athletic Trainer/Director . If the Trainer/Director is unavailable, Coaches can supervise the athlete's activities, but must follow what the Athletic Trainer writes out for that given stage.

If athlete is required to complete the return to play, they must complete the progression below without development of chest pain, chest tightness, palpitations, lightheadedness, pre-syncope or syncope. A minimum of 24 hours is required between steps.

If a student displays signs and/or symptoms, stop activity, wait at least 24 hours or more until athlete is asymptomatic, then return to the last asymptomatic stage and begin progression anew. Students should be symptom free before progressing to the next stage.

The Return to Play is a minimum of six days. Only One stage can be completed each day.

Stage One – 2 Day Minimum (Day 1 & Day 2)

Light activity for no more than 15 minutes. Activities such as using a stationary bike, seated elliptical or walking. No impact or resistance activities. Maximum 70% of max heart rate. Purpose is to increase heart rate. If a student is symptom free during and after workout, 24 hours must pass before starting the next

step.

Stage Two – 1 Day Minimum (Day 3)

Moderate aerobic activity for no more than 30 minutes. Activities such as using a stationary bike, seated elliptical, swimming or brisk walking. No impact or resistance activities. Maximum 80% of max heart rate. Purpose is to increase heart rate and duration of activity, and manage any post viral fatigue symptoms. If a student is symptom free during and after workout, 24 hours must pass before starting the next step.

Stage Three – 1 Day Minimum (Day 4)

More intense aerobic activity, no more than 40 minutes. Activities such as using a stationary bike, seated elliptical, swimming or walking on a treadmill. May add light resistance training. Maximum 80% of max heart rate. Purpose is to increase duration and endurance. If a student is symptom free during and after workout, 24 hours must pass before starting the next step.

Stage Four – 2 Day Minimum (Day 5 & Day 6)

Vigorous aerobic activity for no more than 60 minute., Sport performance activities can be allowed. Activities such as bicycling, jogging, weight training, HIIT Workouts, jump roping, etc. Maximum 80% of max heart rate. Purpose is to restore confidence and assess functional skills. If a student is symptom free during and after workout, 24 hours must pass before the athlete can continue to the final stage of full clearance.

After athlete has completed Day 6:

The athlete may return to full activity/ participation (including contest/competitions) once the School Physician signs off on the Return to Play Form.

Protocol for Cleaning and Disinfection:

The CDC provides Reopening Guidance for [Cleaning and Disinfection](#) with specific guidance for schools, along with the Cleaning and Disinfection Decision [Tool](#) to aid in determining what level of cleaning and/or disinfection is necessary. Our cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important.
- When EPA-approved disinfectants are not available, alternative disinfectants will be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). We will not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children
- We will identify cleaning and disinfection frequency for each facility and area type and we will maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
- It is important to establish a schedule for cleaning and/or changing heating/air conditioning system filters. Opening windows, if it can be done safely, and conducting classes outdoors are other strategies to increase airflow.
- We will follow the manufacturer's instructions for the cleaning and disinfection of electronic

- devices such as laptops, iPads or Chromebooks, keyboards and computer mice, etc., between use.
- Playgrounds will be cleaned per CDC guidance.
- Shared athletic/gym equipment (e.g., balls, protective gear) will be cleaned between use per manufacturer's directions.

Facilities

Our district will comply with the requirements of the Fire Prevention and Building Code, the State Energy Conservation Code, the 2020 Building Condition Survey and Visual Inspection, the Lead-in Water Testing required by NYS DOH regulation 67-4. All classrooms, offices and entrances have the new alcohol based hand rub dispensers. We are not installing dividers in any spaces, and therefore do not have to submit floor plans to OFP for review. We have no new building construction or temporary facilities, nor are we leasing any spaces or tents. We are not altering our number of toilet and sink fixtures. The basis of our reopening plan is bringing back all of our students to our buildings, thus ensuring social distancing requirements in all areas. We have sufficient water bottle filling stations and drinking fountains to easily accommodate the one per 100 occupant requirement.

All required and standard operations and procedures for school safety drills will be conducted, following social distancing modifications to the extent possible. This will include fire (evacuation) drills and lockdown drills as required by Education Law and regulations and the Fire Code. Drills will be conducted without exceptions.

Food Service and School Meals

- Staff should wear masks at all times during meal preparation and service, and during breaks, except when eating or drinking.
- Students should wear masks when moving through the food service line.
- Maximize physical distance as much as possible when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating, such as the gymnasium or outdoor seating, can help facilitate distancing. Students should not be excluded from in-person learning to keep a minimum distance requirement, including during mealtimes.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
- Promote hand washing before, after, and during shifts, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.
- Improve ventilation in food preparation, service, and seating areas.

Recess and Physical Education

In general, people do not need to wear masks when outdoors (e.g., participating in outdoor play, recess, and physical education activities). CDC recommends people who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people. Fully vaccinated people might choose to wear a mask in crowded outdoor settings if they or someone in their household is immunocompromised. Universal masking is recommended during indoor physical education or recess.

Sports and Other Extracurricular Activities

School-sponsored sports and extracurricular activities provide students with enrichment opportunities that

can help them learn and achieve, and support their social, emotional, and mental health. Due to increased exhalation that occurs during physical activity, some [sports](#) can put players, coaches, trainers, and others at [increased risk](#) for getting and spreading COVID-19. Close contact sports and indoor sports are particularly risky. Similar risks might exist for other extracurricular activities, such as band, choir, theater, and school clubs that meet indoors.

Prevention strategies in these activities remain important and should comply with school day policies and procedures. People who are fully vaccinated can refrain from quarantine following a known exposure if asymptomatic, facilitating continued participation in in-person learning, sports, and extracurricular activities. Students should refrain from these activities when they have symptoms consistent with COVID-19 and should be tested. Schools are strongly encouraged to use screening testing for student athletes and adults (e.g., coaches, teachers, advisors) who are not fully vaccinated, who participate in and support these activities to facilitate safe participation, and reduce risk of transmission – and avoid jeopardizing in-person education due to outbreaks.

Coaches and school sports administrators should also consider specific sport-related risks:

- Setting of the sporting event or activity. In general, the risk of COVID-19 transmission is lower when playing outdoors than in indoor settings. Consider the ability to keep physical distancing in various settings at the sporting event (i.e., fields, benches/team areas, locker rooms, spectator viewing areas, spectator facilities/restrooms, etc.).
- Physical closeness. Spread of COVID-19 is more likely to occur in sports that require sustained close contact (such as wrestling, hockey, football).
- Number of people. Risk of spread of COVID-19 increases with increasing numbers of athletes, spectators, teachers, and staff.
- Level of intensity of activity. The risk of COVID-19 spread increases with the intensity of the sport.
- Duration of time. The risk of COVID-19 spread increases the more time athletes, coaches, teachers, staff and spectators spend in close proximity or in indoor group settings. This includes time spent traveling to/from sporting events, meetings, meals, and other settings related to the event.
- Presence of people more likely to develop severe illness. People at increased risk of severe illness might need to take [extra precautions](#).

Visitors

- The District will limit nonessential visitors, volunteers, and activities involving external groups or organizations, particularly in areas where there is moderate-to-high COVID-19 community transmission.
- The District will not limit access for [direct service providers](#), and ensure compliance with school visitor policies.
- The District will continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or [COVID-19](#), should stay home and seek testing and care, regardless of vaccination status.

Transportation

- All buses which are used every day will be cleaned/disinfected once a day by drivers. High contact spots must be wiped down by the driver after each a.m. and p.m. run. All buses shall NOT be equipped with hand sanitizer due to its combustible composition and potential liability. School bus drivers, monitors and attendance are prohibited from carrying personal bottles of hand sanitizer with them on school buses.
- All transportation staff will be trained and provided periodic refreshers on the proper use of personal protective equipment, the signs and symptoms of COVID-19, and the proper use of social

distancing.

- All transportation staff will be provided with PPE such as masks and gloves.
- All school bus drivers, monitors, attendants and students MUST wear a face covering at all times on the buses. Students who do not have a mask will NOT be denied transportation. Instead, the student will be provided a mask by the driver or monitor on the bus.
- Any student with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. Instead, we will assure that they are transported following social distancing guidelines.
- All monitors, drivers and attendants who must have direct physical contact with a child must wear gloves.
- Hand sanitizer will be provided within the transportation facility, including the driver break room.
- The self-health assessment for symptoms of COVID-19 before arriving at work will be required of all transportation staff, as it is for all other district employees.
- We will provide transportation to nonpublic, parochial, private or students whose Individualized Education Program has placed them out of district whose schools are meeting in-person as requested and following all other protocols.

Social Emotional Well-Being

- Our district and building level comprehensive developmental school counseling program plans, developed under the purview of our certified school counselors, are reviewed and updated to meet current needs.
- The School Counseling Plan will be updated to reflect COVID related issues and will be posted on our website.
- Resources and referrals to address mental health, behavioral, and emotional support services and programs are available on the District website and through individual consultation with District counselors social workers and nurses
- Professional development opportunities are available for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as providing support for developing coping and resilience skills for students, faculty and staff.

School Schedules

We will begin the school year on September 7, 2021, with 100 % of students attending 5 days per week (Monday-Friday).

Attendance and Chronic Absenteeism

PowerSchool, our student management system, will be the mechanism to collect and report daily teacher student attendance while in in-person instruction.

Technology and Connectivity

Cassadaga Valley Central School has engaged in a phone survey to every family within our district to determine the level of access to devices and high-speed internet for all students and teachers in their residence. The school district has purchased MiFi's that can be distributed along with opening the internet at both schools so students can access wi-fi from the parking-lot if they cannot get the internet due to their remote residence. Cassadaga Valley Central School district will provide multiple ways for students to participate in learning and demonstration of skills and knowledge. All students will be issued a device within 5 days of starting school. Should you have any questions, please contact the main office of either Sinclairville Elementary School and/or Cassadaga Valley Middle/High School.

Teaching and Learning

Our reopening plan includes a [continuity of learning plan for the 2021-2022](#) school year. CVCS is committed to having 100% of students attend in person instruction, 5 days per week. Our plan prepares for in-person, remote, and hybrid models of instruction, however,

Should we be ordered to return to full remote instruction, we can also transition to do so. Our focus will be on the social and emotional needs of our students in the first few weeks of school with restorative practices used daily to establish relationships and to identify the needs of our students.

As a NYS public school district, our instructional program, whether in-person, hybrid, or remote, is at all times aligned to the NYS Learning standards. Teachers will work collaboratively at grade level or subject area to identify any gaps in learning from the sudden March-June 2020 school closures and to identify power standards for primary focus. Teachers will collaborate by department/grade level to develop common communication methods and instructional delivery models utilizing an interdisciplinary/project-based approach when possible. The District will utilize Google Classroom as the main platform for communication, plans for the week and posting of instructional and activities. If a teacher is utilizing their webpage as a means of communication, it must be posted and funneled through the Google Classroom platform.

Communication to parents through this platform will be concise, direct and consistent. Teachers will be able to instruct students how to better access and utilize the Google Classroom platform and provide them support during face to face instructional days. Teachers will utilize best practices developed for remote learning.

PowerSchool will be used to track completion of assignments, grading and attendance. The district will return to grading protocols, policies and procedures in place prior to the closure in March. Work assigned during the remote days will also be graded.

Our district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered through in-person model of instruction.

In-person attendance will be required for every scheduled school day (180 days/year).

CVCS will continue to use online learning platforms such as SeeSaw (Grades PreK-2) and Google Classroom (Grades 2-12), should the need arise.

The District will provide teachers with professional development opportunities to enhance best practices and streamline our remote processes. Staff will be provided training in Google Classroom, PowerSchool, remote learning and other topics as necessary to ensure a consistent approach for families and students. Professional development will include consistency in naming protocols, the set up of assignments and grading to allow for a streamlined view of the program. Also, building principals will continue to provide professional development opportunities throughout the year during staff meetings, as needed.

Teachers will collaborate at grade level and department to ensure alignment of instructional practices. In addition to technical support, the district will provide training opportunities for families in Google Classroom and PowerSchool.

Our reopening plan will be available on the school district website. In addition, we will employ our parent broadcast system, as well as sending frequent messages from our building principals and teachers to

update our families along the way.

Our UPK program is scheduled to operate in alignment with the elementary school schedule and those children will follow our Elementary daily schedule with 100% of students in attendance Monday-Friday. Due to COVID19 related reductions we will not be able to provide mid-day transportation for half-day Pre-K students. Our buses will bring them in those attending morning sessions and will bring the afternoon Pre-K students home. We will not bring morning Pre-K students home after the morning session and we will not be picking up and delivering the afternoon Pre-K students to school. We will bring the morning Pre-K students to school and we will bring the afternoon Pre-K students home, but we will not be providing mid-day transportation to or from school for half-day Pre-K students this year.

Special Education

- Our district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- We will document the programs and services offered and provided to students with disabilities as well as communications with families. Those communications will be provided in the parent's preferred language or mode of communication to meet the requirements of the IDEA.
- Our committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served will continue to meet as needed and communications with our families will provide clear information for an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources. Our responsibilities to follow the procedures and laws of the IDEA remain an integral part of our school programs.
- We will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Bilingual Education and World Languages

- 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 2021 and during the first 20 school days of the 2021-2022 school year. After this 20 day flexibility period, identification of ELLs
- Must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- As needed, 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.
- Regular communication with families of ELLs will continue throughout the school year and will be provided in the preferred language or mode of communication.

Teacher and Principal Evaluation System

We will evaluate all teachers and principals pursuant to our approved APPR plan.

Certification, Incidental Teaching, and Substitute Teaching

We ensure that all teachers hold valid and appropriate certificates for their teaching assignments, except where otherwise allowable under the Commissioner's regulations (ex. Incidental teaching) or Education Law.