



# LYONS CENTRAL SCHOOL DISTRICT RE-OPENING PLAN



***We exist to empower all learners to shape their world.***

**Including Plans for:**

**Lyons Elementary School, 98 William Street, Lyons, NY 14489**

**Lyons Middle School, 10 Clyde Road, Lyons, NY 14489**

**Lyons High School, 10 Clyde Road, Lyons, NY 14489**

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## *From the Superintendent*

Dear Lyons Community,  
I recently heard a quote that seems fitting for these challenging times. “Life is about change. Sometimes it’s painful. Sometimes it’s beautiful. But most of the time, it’s both.”

After a few busy weeks, I am pleased to share with you the Lyons Central School District’s Re-Opening Plan. Some of the plans for the coming school year will challenge our traditional notions of schooling. One thing I am certain about is that our buildings will continue to be warm and welcoming places full of wonder and excitement.

This plan is our collective best effort to bring your remarkable children back into our buildings. To do so requires flexibility, patience, and your trust in us. We all need to recalibrate and establish a new normal. We continue to fulfill our promise to be transparent and to communicate the most current information. Does the reopening plan present some challenges? For sure. Are those challenges insurmountable? No. Together, we can do this.

I would like to thank each individual that served on our District’s Re-Opening Committee. This team has worked diligently to provide you with the most current information that is available and to create our plan based on that information.

Above everything else, your children’s health and safety are most important to us. I want you to know that my dedicated staff and I are doing everything possible to reopen schools, to welcome our children and to create a new normal. We will continue to exist to empower all learners to shape their world.

Thank you for taking the time to review this plan with your students and to help them prepare for the coming school year in a positive way. We look forward to inviting our students back into our buildings in September to kick-off the 2020-2021 school year.

With **Lyons** Pride,

*Donald Putnam*

Superintendent



### **Re-Opening Committee Members**

Libarid Alexanian, Middle-High School Principal,  
Administrators' Association President

Erika Asquino, Literacy Coach, Administrative  
Intern

Janice Bailey, Middle-High School Secretary,  
Support Staff Association President

Margaret Blask, Director of Educational Services

David Briggs, Elementary School Parent

Robin Cinelli, Elementary Secretary, Wellness  
Committee Co-Chair

Brian Cole, Elementary School Teacher

Michael Consadine, Middle-High School Teacher,  
Science Department Chair

Jeff Coons, Director of Facilities

Rachel Corson, Elementary School Parent

Jennifer DeVinney, Assistant Superintendent for  
Instruction

Tracy Fraser, Parent, Bus Driver

Suzanne Gay, Middle-High School Parent

Deborah George, Middle School Teacher

Jill Harper, Community Schools Coordinator,  
Middle-High School Nurse, Wellness Committee  
Co-Chair

Rodney Hartwell, Parent, Middle-High School  
Teacher, Teachers' Association President

Violanda Kise, Elementary School Teacher

Pamela Lockwood, Elementary PE Teacher,  
Middle-High School Health Teacher, Wellness  
Committee Co-Chair, CATCH Program Coordinator

Erin Long, Elementary Principal

Marissa Meehan, Middle-High School Teacher

Ashley Molisani, Elementary Nurse

Cesar Ortiz, Parent, Community Partner (Lyons  
Community Center)

Michael Pangallo, Assistant Superintendent for  
Business

Katie Jo Passero, Middle-High School Assistant  
Principal

Donald Putnam, Superintendent

Heather Raes, Elementary Special Education  
Teacher, Elementary Social Studies Department  
Coordinator

Emily Schmitt, Middle-High School Teacher, 8<sup>th</sup>  
Grade Team Leader

Renee Schott, 21<sup>st</sup> Century Grant Project Director,  
Mentor Teacher Coordinator, Special Education  
Department Coordinator, Administrative Intern

Betsy Serapilio-Frank, Regional Literacy  
Coordinator, Administrative Intern

Lisa Stone, Parent, Board of Education Member

Molly Thurston, Elementary Teacher, Teacher's  
Union Secretary

Jennifer Tyler, Food Service Director

Steve Veeder, Transportation and Athletic  
Administrator

Alex Watkins, Coordinator of Network Technology  
Services

### **Consulted Partners:**

Diane Devlin, Director of Wayne County Public  
Health

Debbie Kelsey, Nurse Manager, Rochester Regional  
Health (Wolcott and Lyons Offices)

Jake Emmel, Lyons Town Supervisor and District  
Bus Driver



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# PLAN HIGHLIGHTS

## Communication

- All school communications will be shared with parents and community members using a variety of platforms (website, social media, text, email, etc.) and through a new communication application called ParentSquare.
- Training will occur and signage will be displayed reinforcing new Covid-19 safety protocols, including practicing hand hygiene, wearing face coverings, and maintaining social distancing.
- Technology Support will be available to all students regardless of instructional model.

## Health and Safety

- Students will be required to have a temperature check before entering a school bus and before entering the school building. Students with a fever of 100° F or higher will not be permitted to enter the bus or school building. Students who live with a student with a fever will also not be permitted to enter the bus or school building.
- Staff will be required to have a temperature check before entering the school building and must also complete a daily health questionnaire screening.
- Masks will be provided for any student or staff that does not have one of their own.
- Students with a doctor's note documenting a health condition that makes them high risk will be permitted to opt into virtual instruction. Students that *live with an individual* with a doctor's note documenting a health condition that makes them high risk will also be permitted to opt into virtual instruction.
- Two rooms will be designated in each building for health services- one for healthy students and one for Covid-19 isolation.
- Hand sanitizer will be available in each classroom. Students and staff will be reminded and encouraged to hand sanitize or wash their hands frequently throughout the school day.
- Classroom supplies will not be shared. If a material must be shared, it will be sanitized between users.
- Students will be trained in respiratory hygiene (how to cover their mouths and noses when coughing or sneezing).
- Students and staff will be required to maintain social distancing of six feet. When they are unable to maintain a six-foot distance, they will be required to wear a mask.
- Students with Covid-19 symptoms will be isolated until a parent or guardian is able to pick them up from school.
- If there is a confirmed case of Covid-19, the District will work with the Department of Health to determine any exposed individuals that might need to quarantine and when those individuals might be able to return to school.
- School facilities will be cleaned and disinfected regularly per CDC guidance.

## Facilities

- The District has secured polycarbonate barriers to ensure that all classrooms allow for appropriate social distancing.
- Facilities will be cleaned and disinfected regularly.
- Students in grades UPK-8 will be placed in cohorts and will primarily stay within one classroom. Special area classes will occur within the regular classroom.
- Restroom will not be reduced.
- Drinking fountains will be closed. Students will be allowed to carry water bottles that can be refilled at the water bottle filling stations in each building. Disposable cups will be available to students without water bottles.



### Child Nutrition

- Breakfast and lunch will continue to be available to all students free of charge.
- Students in grades UPK-5 will be served breakfast and lunch within their classrooms.
- Students in grades 6-8 will pick up their breakfast and lunch from the cafeteria and will eat their meals in their classrooms.
- Students in grades 9-12 will pick up their breakfast and eat it in their first period classroom. They will pick up their lunch in the cafeteria and eat at their personal desk within the cafeteria from a social distance.
- Meals will still be available for all students who are participating in a virtual instructional model.
- Food service lines and food delivery bags will be cleaned and sanitized between cohorts of students.

### Transportation

- In order to accommodate social distancing requirements, a second bus run will be needed.

Grades	Morning Arrival at School Time	Afternoon Dismissal from School Time
UPK – 5	7:30 am	2:00 pm
6-12	8:30 am	3:00 pm

*\*12<sup>th</sup> Grade AM BOCES will be able to ride the first bus run*

- Students will be required to wear face coverings on school buses.
- Only one student will be permitted in each seat of the bus, unless those students live together.
- Students will need to complete a temperature check before boarding a school bus. Students with a temperature above 100 °F will be not be permitted to board the bus. Students who live with a student with a temperature above 100 °F will also not be permitted to board the bus.
- Buses will be sanitized between bus runs.

### Social-Emotional Well-Being

- Training will be provided to all staff members on mental health and well-being, trauma-informed practices, Adverse Childhood Experiences, relationship building and restorative practices.
- The District Wellness Committee will continue to collaborate with District staff to support staff well-being.
- The District Counseling Team will work with the Community Schools Coordinator to secure and provide ongoing community connections, partnerships and resources that lead to wrap around services for students and families.

### School Schedules

- In order to ease into school reentry, the District will stagger the first day of school for students as follows:
- Master schedules in each building will be modified to accommodate for the change in start and end times related to the additional bus run.

### Budget and Fiscal Matters

- The District will continue to develop and implement a fiscally responsible school budget that maximizes resources and grant support to continue operations through and beyond the Covid-19 crisis.





### **Attendance and Chronic Absenteeism**

- Attendance will be taken and entered in SchoolTool for each student, each day regardless of instructional model.
- The District will continue to implement its established policy for addressing chronic absenteeism.

### **Technology and Connectivity**

- All members of the District will be surveyed about their technology access.
- Kajeet hotspots will be available to any student who does not have internet access at home.
- Training will be available for staff to continue to effectively implement instructional technology.
- Videos and tutorials will be available on the school's website to support parents with technology.

### **Teaching and Learning**

- Student progress will continue to be assessed using iReady diagnostics and Fountas and Pinnell reading diagnostics.
- In-Person Instruction: Will focus on maintaining social distancing protocols while focusing on reducing student gaps from the extended school closure in the spring of 2020.
- Hybrid Instruction: Students will attend school in a combination of in-person days and virtually as follows:

<b>Grade Levels</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
UPK-5	In Person at Elementary	In Person at Elementary	In Person at Elementary	In Person at Elementary	In Person at Elementary
6-8	In Person at MS/HS	In Person at MS/HS	In Person at MS/HS	In Person at MS/HS	In Person at MS/HS
9-10	Virtual Learning*	Virtual Learning*	Every other Wednesday in person/ virtual*	In Person at MS/HS	In Person at MS/HS
11-12	In Person at MS/HS	In Person at MS/HS	Every other Wednesday in person/ virtual*	Virtual Learning*	Virtual Learning*

- Virtual Distance Learning: Students will participate in daily synchronous (live) instruction with their teachers. Specific time requirements for each grade level are detailed later in this plan.
- Instruction will continue to be rigorous and standards based.
- UPK-5 students will receive report card grades as per usual practices.
- Students in grades 6-12 will receive rubric grades for each week for each course in which they are enrolled.

### **Career and Technical Education**

- Students in grades 11 and 12 will still be able to attend programs at Wayne Technical and Career Center.
- The District will work with WFL BOCES to ensure that all social distancing and mask wearing protocols are implemented.

### **Athletics and Extracurricular Activities**

- At this time, interscholastic sports are not permitted.





### **Special Education**

- The District will prioritize in-person instruction for students in self-contained special education classrooms.
- Special education students will still receive special education services. Services will be documented by case managers.

### **Bilingual Education and World Languages**

- English Language Learners will still be afforded the opportunity for full and equal participation regardless of instructional model.
- English Language Learners will receive prioritized in-person instruction.

### **Staffing**

- All teachers, school and district leaders, and pupil personnel service professionals will still be expected to hold valid and appropriate certification.

### **Teacher and Principal Evaluation System**

- The District will continue to fully implement its currently approved APPR plan.
- The District will continue to collaborate with local colleges and universities to welcome student teachers into District classrooms.



# COMMUNICATION

## **Means of Communication:**

To the greatest extent possible, all communications regarding Covid-19 will be consistently made available across multiple platforms including the school website ([www.lyonscsd.org](http://www.lyonscsd.org)), the district's social media platforms (Facebook, Twitter), written means include text and email, as well as by phone. These communications will include applicable instructions, training, and other relevant information for parents, students, staff and community members.

## **Parent Square:**

To streamline communications in a way that makes information accessible to all parents, students, faculty, staff and community members, the District will employ the ParentSquare App. Printed instructions on the use of ParentSquare will be mailed to parents, included in the District Calendar and Newsletters. Video tutorials on the use of the ParentSquare App will be available on the school website. Training will be provided for school staff on this app. ParentSquare Instructions are included in this document as Appendix A.

## **Entrance Communication:**

Within each school building, consistent signage, information and instructions shall be displayed at each entrance regarding district policies for mask wearing, health screenings and visitor policies. Training and signage will encourage all students, faculty, staff and visitors to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained. Upon entering any school building, faculty, staff and visitors will be requested to wear an appropriate face covering as well as to wash their hands upon entering the school building.

## **Protocol Training:**

Students will participate in training on Covid-related school procedures to include hand hygiene, proper face covering wearing, social distancing and respiratory hygiene. Training videos will be created and posted on the school website for public access. Regular reminders and opportunities to reinforce appropriate practices will be provided to all students and staff.

## **Communication Regarding Covid-19:**

The Lyons Central School district will provide regular updates about health and safety, scheduling and all other information that families should be aware of regarding Covid-19. Parents will be alerted via phone call of the distribution of new information that will include information about where such updated information can be accessed. Means through which parents and families may provide feedback will be included on all Covid-19 related communication. Covid-19 related communication will also include the contact information of the Covid-19 Safety Coordinator and the Covid-19 Resource Person for each building. This information shall be presented through a wide array of platforms, including traditional mail, email, phone calls, texting, social media, applicable news media and website postings. A consistent message will be communicated across each of these platforms. The Superintendent of Schools, who also serves as the Covid-19 Safety Director, shall approve all Covid-19 related communications prior to their disbursement to ensure alignment with CDC and DOH guidelines and communication. A Covid-19 District hotline is available for any questions on district protocols or policies at (315) 946-2200 ext. 2010 or by emailing [supporthotline@lyonscsd.org](mailto:supporthotline@lyonscsd.org).

## **Student Technology Access and Support:**

All students in grades UPK through 12 will be provided with a district-owned and supported Chromebook for their educational use to support both in-person and virtual learning. When school is open in person

All families should have access to technology and there should be supports in place to help operate and maintain the equipment. During times of virtual learning, tech support will be available on Tuesdays from 8:00-12:00 and Thursdays from 11:00-3:00.



## HEALTH AND SAFETY

The health and safety of the children and adults in our schools is our highest priority. Health and safety considerations always come first in every decision made and every action taken by the Lyons Central School District. Whether instruction is provided in-person, remotely, or through some combination of the two, we recognize the important role the District plays in educating and communicating with our community about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks;
- Healthy Hygiene Practices;
- Social Distancing;
- Personal Protective Equipment (PPE) and Cloth Face Coverings;
- Management of Ill Persons; and
- Cleaning and Disinfection

### **Health Checks:**

All students will have a mandatory daily temperature check prior to entering the school bus and prior to entering the school building if the student does not take a school bus to school. Students who have a temperature of 100°F or higher will not be permitted to enter the bus. Students who reside with a student with a temperature of 100°F or higher will also not be permitted to enter the bus. If a student does not take a school bus and has a temperature of 100°F or higher upon arrival at school, that student and any other students who reside with that student will be isolated in the Covid room until such time that the student's parent can pick them up for medical evaluation. If a student leaves the school building during the school day, he or she will be required to complete a temperature check upon return to the building. Data regarding actual student temperatures will not be tracked. School staff will only record that a student is cleared or not cleared for entrance. Staff responsible for completing student temperature checks shall be provided with and instructed to wear PPE when conducting temperature and health screenings. Protocols for conducting temperature screenings are including in appendix C.

All staff members will have a mandatory daily temperature check prior to entering to school building. All staff members will also be required to complete a daily health screening questionnaire prior to entering the school building. Any staff member who leaves the building during the day will be required to complete a temperature check upon return to the building. Data regarding actual staff temperatures will not be tracked. The district will only record that a staff member is cleared or not cleared for entrance.

Health screen questionnaires will include the most common symptoms of Covid-19, according to the Centers for Disease Control. These symptoms will be included in communication with parents and staff members. They are: Fever or chills (100°F or greater); 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; and/or Diarrhea. Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. To report this information during or outside of school hours, please contact your building's Covid-19 resource person (contact information is on the cover of this document).

Staff will be educated to observe students and other staff members for signs of illness including: Flushed cheeks; Rapid or difficulty breathing (without recent physical activity); Fatigue, and/or irritability; and Frequent use of the bathroom. Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school will contact the parent/guardian to come pick up their ill child or send the staff member home.



### **Signs and Symptoms of Illness**

All staff shall receive training to observe for signs of illness in students and staff. Signage identifying the signs and symptoms of illness shall be posted in classrooms and common areas throughout the school buildings. Any person showing symptoms of illness shall be immediately sent to the school health office for evaluation by the school nurse. If the school nurse is not available, ill students and staff will be sent home for follow up with a healthcare provider. Students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire will be sent directly to the dedicated Covid isolation room to await being picked up or otherwise sent home. Students waiting in the Covid isolation room will be supervised.

### **Requirements for All Persons Within School Buildings**

Visitors to school shall not be permitted during the Covid-19 pandemic. Parent meetings and parent-teacher conferences will make use of videoconferencing technology to avoid in person exposure. Any contractor, vendor or guest permitted to enter the building shall be approved by the building administrator in conjunction with the Covid-19 Safety Coordinator. Upon arrival at the building any approved contractor, vendor or guest shall complete a temperature check and health screening questionnaire. Entry to the building will only be granted upon successful completion of the temperature check and screening. Approved contractors, vendors or guests who are granted entry to the school building will be required to wear an acceptable face covering and will be instructed to maintain social distancing while on school grounds.

### **Communication Regarding Health and Safety**

Parents and guardians shall receive regular communication and information to remind parents and guardians to observe for signs of illness in their child that require staying home from school. In addition to receiving a copy of this plan, all families will receive a school calendar which includes the signs of illness that would warrant staying home from school. Families will also receive a Covid-19 Handbook Flip Chart for quick access to important Covid-19 related information and school protocols. These resources will also be posted on the school website with regular reminders sent through the District communication tool, ParentSquare.

Signage shall be posted throughout the school buildings and staff and students shall be trained in correct hand and respiratory hygiene. Training shall be ongoing throughout the school year. Signage shall be posted throughout the school buildings and staff and students shall be trained in keeping social distance of at least six feet whenever possible. Training shall include information about the transmission of illness and the prevention thereof.

### **Personal Protective Equipment**

All employees, adult visitors, and students shall wear an acceptable face covering when on school grounds and unable to maintain social distance. Students who are required to wear face coverings for extended periods of time will be provided with opportunities for mask breaks at least one per hour. Students and staff will be encouraged to provide their own face coverings however, the District will provide face coverings for staff and students who forget their masks. School health professionals will be provided with additional Personal Protective Equipment (PPE) to provide protection given their closer exposure to symptomatic individuals. Such PPE shall include face shields, gowns, and gloves and will be required when school health professionals are assessing symptomatic individuals or conducting certain respiratory treatments. PPE including face shields, masks and gloves shall be provided to and required for individuals engaged in custodial services and by those responsible for cleaning and disinfecting any room occupied by a symptomatic individual. To the greatest extent practicable, disposable equipment shall be used in the school health office.



### **Response Protocol for Confirmed Covid-19 Case in the School**

In the event of a confirmed case of Covid-19 within the Lyons Central School District, the Covid-19 Resource Person will notify the Wayne County Department of Health to seek procedural guidance. If the student or any student or adult who resides with that student are in the school building, those individuals will be isolated in the Covid room until such time that they can be escorted to the door for dismissal to a parent. The Department of Health will advise the District regarding parental notification of confirmed cases within the school.

### **Provisions for Students and Staff Who are High Risk or Live with a High Risk Individual**

The Lyons Central School District recognizes that some students and staff members are themselves considered high risk or reside with an individual who is considered to be high risk. In order to protect these individuals, individuals on school grounds will be required to maintain social distance and will be required to wear face coverings when social distance cannot be maintained. Students who are at high risk or live with an individual deemed high risk will be permitted to opt into fully virtual learning.

Students who will be opting into completely virtual learning should notify the building principal in writing no later than August 10, 2020. Staff members who do not intend to return to their position due to health concerns should notify the superintendent.

Persons in these groups should consult with their healthcare provider regarding prevention:

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

### **Covid-19 Safety Coordinator & Resource Persons**

Mr. Donald Putnam, Superintendent shall serve as the Covid-19 Safety Coordinator and will ensure continuous compliance with all aspects of the school's reopening plan as well as all necessary operational issues needing resolution to allow for activities to return to a "new normal" level. Covid-19 Resource Persons have been designated in each school building to assist with Covid-19 education and response. The school nurse in each building shall serve in this role.

### **Additional Provisions to Promote Health and Safety**

- Students will have designated building entrances based on their grade level to limit intermixing of grade levels.
  - Grades 6-8- Main Entrance
  - Grades 9-12- Auditorium Entrance
- All staff shall receive training on confidentiality requirements in accordance with FERPA and HIPPA regulations.
- All individuals on school grounds will be required to wear an appropriate face covering when they are



unable to maintain six feet of social distance. Staff and students will receive instruction on social distancing requirements in hallways, on sidewalks, on the playground and in other common areas of the school facilities. When possible, markers will be placed on the ground to indicate appropriate standing places at six feet of distance.

- Students will not share school supplies, manipulatives or other materials. Any shared materials will be sanitized between users.
- To promote fresh air circulation, teachers will be encouraged to open classroom windows whenever possible. Air filters will be cleaned or changed at least every ten weeks.
- Students will be required to perform hand hygiene upon entering the school building in the morning or when returning from the playground or other outdoor activity. Students will be required to perform hand hygiene before using the school playground. Students and staff will receive instruction on proper hand washing practices and will also receive frequent reminders of proper hand hygiene.
- Staff should begin their day by reviewing the daily area inspection checklist to ensure they have sufficient supplies each day. Additional supplies will be available in the main office, teacher workrooms and the school Health Office. This includes extra face coverings, tissues, hand hygiene supplies and necessary cleaning supplies. Daily Area Inspection Checklist is included as Appendix B.

### **Health Services Office**

The District will designate two rooms for school health service personnel. One room will be used for healthy students to obtain medications and nursing treatments. The second room will be for isolating ill patients. Staff will be encouraged to call the Health Office before sending a student down to ensure that there is not contamination of students. Classrooms will be provided with common Health Office supplies like bandaids to limit student traffic of the Health Office.

### **Healthy Hygiene Practices**

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. The District will provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, schools will post signs throughout the school and will regularly share messages with the school community.

Signage will be posted in highly visible areas of the schools and will be used to remind individuals to:

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

### **Hand Hygiene**

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Time will be allowed in the school day to allow for hand hygiene. Hand hygiene includes:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.
- Hand sanitizer will be available in each classroom and at common areas throughout the school





buildings including near high touch surfaces. Signs will be placed near hand sanitizer indicating that visibly soiled hands should be washed with soap and water. Students and staff who are unable to use alcohol-based hand sanitizers for health reasons will be permitted to wash their hands with soap and water.

Students and staff will be required to wash their hands upon entering the school building and before leaving the school building. At a minimum, students and staff should wash hands, as follows:

- Upon entering the building and each classroom;
- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing nose, or coughing into hands;
- Upon coming in from outdoors; and
- Anytime hands are visibly soiled.

### **Respiratory Hygiene**

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. A supply of tissues and no touch trash cans will be available in each room. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Individuals should always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material. Students and staff will be education in respiratory hygiene practices and will receive regular reminders about proper respirator hygiene.

### **Social Distancing**

Social Distancing means keeping a six-foot space between yourself and others. Students and staff will be required to maintain social distance while on school grounds, including transportation. To promote social distance classrooms will be set up to position student desks at a minimum of six feet apart. In classrooms where desks cannot be placed six feet apart, clear polycarbonate barriers will be placed between student desks to provide an appropriate barrier to allow students and staff to remove their face coverings during instruction. Additionally, students in grades UPK through 8 will remain with the same cohort of students throughout the day and will not travel throughout the school. Class sizes will be reduced, to the greatest extent feasible, to allow for greater social distancing within the classrooms. Additionally, grade level cohorts will be assigned to different entry and exit doors of the school buildings to limit the amount of close contact between students in high traffic situations. Designated areas for student drop-off and pick-up will be established at each building.

In order to keep students within their classroom as much as possible, the following practices will be implemented:

- Special area teachers (music, art, library, physical education) will go to individual classrooms instead of moving students to a shared space.
- When the weather permits, physical education and music classes will be held outside where students can further socially distance.
- Students will be assigned, by grade level to specific restrooms within the school building. Cohort groups will have staggered times for restroom breaks. Students will be reminded to remain socially distant and to wash their hands after use.
- Within classrooms, desks will all face the same direction.
- Classroom windows will be opened to improve ventilation when weather permits.





- Students will not share supplies. If students must use a piece of equipment or materials that are to be shared, they will be sanitized between users.
- For students in grades UPK-8, breakfast and lunch will be consumed within students' assigned classrooms at their individual desks.
- For students in grades 9-12, breakfast will be consumed in students' first period class at students' individual desks. Lunch will be consumed in the cafeteria at students' individual desks. Students in grades 9-12 will each have a portable desk and chair on wheels that will travel with students from classroom to classroom to avoid the need to clean and sanitize desks between each class period.
- Lockers for students in grades 5-8 will be assigned by class cohort and students will have designated, staggered times to use their lockers.
- Lockers for students in grades 9-12 will be staggered by grade level to avoid close contact. Students will be permitted to access their lockers at the start and end of the school day.
- Signage will be posted in the faculty lunchroom and teacher work areas to remind staff of the need to wear acceptable face coverings and to remain socially distant.
- When physical education occurs within a classroom, students will participate only in non-aerobic activities. When physical education is able to occur outside or in the gym, students will be required to maintain a social distance of twelve feet in all directions.
- When students are in chorus or band and are engaged in singing or playing a wind instrument, they will maintain twelve feet of distance from other individuals.

#### **Face Coverings- "Mask When in Motion"**

Students and staff will be expected to wear an acceptable face covering in any area of the building in which it might not be possible to maintain social distance. All students and staff members must wear cloth face coverings:

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

The District will require all employees, adult visitors, students to wear a cloth face mask whenever social distancing can't be maintained. Mask breaks will be provided. The district will provide a face covering for any individual who does not have one, although we encourage students and staff to provide their own. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g. homemade sewn, quick cut, bandana) and surgical masks that cover both the mouth and nose. The District will instruct students, parents/guardians, staff and any visitors on: The proper way to wear face coverings; Washing hands before putting on and after removing their face covering; Proper way to discard disposable face coverings; The importance of routine cleaning of reusable face coverings; and Face coverings are for individual use only and should not be shared. Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

Cloth face coverings should **not** be placed on:

- Children younger than 2 years old
- Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help
- Those suffering from a documented medical or behavioral condition that prevents them from complying
- When eating



- When 12-foot distance is maintained while playing wind instruments, singing, and engaging in aerobic activity.
- Per the NYSDOH Guidance, p. 2,

### **Cloth Face Covering Use and Wash**

Cloth face coverings should be washed after each use. It is important to always remove face coverings correctly and wash your hands after handling or touching a used face covering.

#### **Washing machine**

- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.

#### **Washing by hand**

- Prepare a bleach solution by mixing:
  - 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or
  - 4 teaspoons household bleach per quart of room temperature water. Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the face covering in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.

Thoroughly dry the face covering with either the highest setting on a dryer or laying out in the sun.

### **Afterschool Programming**

The Lyons Central School District is committed to offering engaging enrichment opportunities outside of the regular school day. To the greatest extent possible, before and after school programming will be offered through the 21<sup>st</sup> century learning centers grant. When possible, programming will occur in district. However, if the district is unable to host programming due to necessary cleaning procedures, the 21<sup>st</sup> CCLC project director will work with community partners to explore and utilize other community locations and opportunities for out of school day programming. Due to the spring 2020 school closure, an increased focus will be placed on academic intervention programming to support recovery of any learning gaps incurred as a result of the Covid-19 closure. During days of virtual instruction, the Lyons Central School District will work to provide in person tutoring and learning opportunities in conjunction with 21<sup>st</sup> CCLC partners. Any partner agencies will be required to submit a plan detailing precautions to be implemented to ensure the wearing of appropriate face coverings and the implementation of social distancing. All in person programming will be required to strictly follow District procedures and protocols regarding face coverings, hand and respiratory hygiene, social distancing, sharing of materials, and cleaning and disinfecting procedures.

### **Managing Illness**

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

- If there are several students waiting to see the school nurse, arrangements will be made to have students wait at least 6 feet apart.
- Each school will have two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms will have a supervising adult present and will have easy access to a bathroom and sink with hand hygiene supplies.
- School nurses and other school health professionals assessing or providing care to ill students and staff will follow transmission-based precautions which includes the use of appropriate PPE.



- 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 be in this isolation room if they can be separated by at least 6 feet.
- If a separate room is not available, keep at least a 6-foot distance between ill students and other persons. It is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing.
- All ill students and staff will be assessed by the school nurse. The school nurse will evaluate the individual to rule out the illness is not caused by a chronic condition. If the school nurse is not available, the ill person will be sent home to be evaluated by a healthcare provider
- There will be additional staff available to assist with increased workload and decrease the chance of cross contamination.
- If a staff or student becomes ill, they will:
  - Be sent home. The ill person will be escorted by staff to the parent/guardian. The parent/guardian will be instructed to call the student's healthcare provider. If the individual tests positive for COVID-19, the COVID-19 resource person will notify the public health department and be responsible for carrying out their instructions.
  - Those who are suspected of COVID 19 will be separated in an isolation room with a bathroom and a sink easily accessible. The isolation room will be cleaned between students as well as all areas used by that person. Windows to be opened to increase ventilation.
  - If staff are made aware of an ill student, they are to notify nurse or designee.
  - All suspected individuals and outcomes will have confidentiality maintained.
  - All those to be assessed must be kept socially distanced.

### **Transporting Home:**

- Students will 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.
- Symptomatic students or staff members will follow the CDC's Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health.
- If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, we will call 911 and notify the operator that the person may have COVID-19.

### **Cleaning and Disinfecting:**

The District will follow the CDC's Guidance for Cleaning and Disinfecting as follows:

- Close off areas used by a sick person. Do not use these areas until after cleaning and disinfection has occurred.
- Open outside doors and windows to increase air circulation in the area as much as possible.
- If possible, wait 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.



### **Return to School After Illness with Upper Respiratory Symptoms or Fever:**

- If an individual has been diagnosed with another condition/not diagnosed with COVID-19, they are able to return to school:
- With a written note from a healthcare provider stating they are clear to return to school.
- Once student is without a fever and off pain reducing medication for at least 24 hours.
- Once symptoms have improved.
- If an individual has symptoms consistent with, is diagnosed with, or tests positive for COVID-19, they are able to return to school if:
  - It has been at least ten days since the individual first had symptoms.
  - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
  - It has been at least three days since the individual has had a fever (without using fever reducing medicine).
  - The individual has a written healthcare provider note clearing them to return to school.

### **Return to School After Covid-19 Exposure**

After a student is directly exposed to Covid-19, they must stay home to quarantine for 14 days, based on CDC recommendation. After completion of the 14-day quarantine, individuals may return to school:

- If it is determined that the individual does not have Covid-19 by a health care provider who provides a return notice.
- If the individual is feeling well and has had no fever for over 24 hours without fever reducing medication.
- Return to school after confirmed COVID 19 illness.
- If it is determined that an individual does not have COVID 19 they may return to school with a MD release to return note if they are feeling well and have had no fever for > 24 hr. Without fever reducing medication.

School staff are considered essential workers. Essential workers may return to work following Wayne County Department of Health guidance.

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.

The 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.

### **School Closures**

The District will collaborate with the Wayne County Department of Health to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

School administrators will consider closing school if absentee rates impact the ability of the school to operate safely. The District may choose to modify operations prior to closing to help mitigate a rise in cases. The District will consult Wayne County Department of Health when making such decisions.



## **Cleaning of School Facilities**

In accordance with CDC guidance, District facilities will be cleaned and disinfected regularly. School wide cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. Based on the CDC guidance, the District will do the following:

- Continue normal routine cleaning with soap and water to decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Disinfect surfaces using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products will be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people will occur. All disinfectants will be kept out of the reach of children. Students should not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities.
- The District will maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
- The District will ensure that the following spaces are cleaned and disinfected minimally as follows:
  - Health Offices: Three times per day
  - Health Office Restroom: After each use
  - Covid-19 Isolation Room: After each use
  - Classrooms: Daily with electrostatic sprayer
  - Main Offices: Daily with electrostatic sprayer
  - Entrances: After morning arrival and after dismissal
  - Hallways: Daily with electrostatic sprayer
  - Food Service Lines: Between each cohort
  - Kitchen: Daily
  - Buses: Between each bus run
  - Restrooms: Three times per day
- High touch surfaces will be cleaned and disinfected frequently throughout the day.
- Heating/Air Conditioning system filters will be cleaned or replaced at least every ten weeks
- Students and staff will be provided with their own Chromebook for personal use to avoid the need for disinfecting shared devices. Devices submitted to the Tech Station for repairs will be cleaned and sanitized in accordance with manufacturer's instructions.
- The playground will be cleaned routinely but will not be disinfected.

## **School Health Office Cleaning**

School health office cleaning must occur after each use of:

- Cots;
- Bathroom; and
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.
- Disposable items should be used as much as possible including:
  - Disposable pillow protectors; or
  - Disposable thermometers, or disposable thermometer sheaths or probes, and disposable oto- scope specula.

## **Safety Drills**

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. The District Safety Committee will work to modify drill procedures to minimize the risk of spreading infection. Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.





## FACILITIES

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

To promote social distance, classrooms will be set up to position student desks at a minimum of six feet apart. In classrooms where desks cannot be placed six feet apart, clear polycarbonate barriers will be placed between student desks to provide an appropriate barrier to allow students and staff to remove their face coverings during instruction. The polycarbonate barriers in use have been approved by the District's architect as meeting both fire and building code requirements. The District will not be repurposing other areas of school facilities for use that are not already approved for student use.

### Emergency Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. The District Safety Committee will work to modify drill procedures to minimize the risk of spreading infection. Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

All scheduled inspections and Lead-in-Water Testing will occur during the 2020-2021 school year as regularly planned.

### Facilities Provisions for Controlling Infection:

- Students in grades UPK-8 will be assigned to one classroom in which their learning will occur. This will limit their need to move throughout the school buildings during the day.
- Only students in grades 9-12 will be transitioning classes between periods. Scheduled times for transitions will be increased in order to allow for greater social distancing and the reduction of congestion in hallways.
- Classroom doors will be left open to the greatest extent feasible to reduce the need to touch door levers.
- Polycarbonate dividers will be used in classrooms and as dividers on tables in locations where social distance or mask requirements cannot be complied with or easily regulated including in smaller classrooms and in early childhood (UPK-1) classrooms. These dividers will be movable and will not become permanent fixtures within any classroom.
- Hand sanitizer dispensers will be mounted within all classrooms.
- Meal service lines will have clear polycarbonate shields installed.
- Office spaces where social distancing will be difficult (main office staff, administrators, counselors) will have clear polycarbonate shields installed on the front of desks.
- Floors will be marked for appropriate social distance.

### Restroom Facilities:

The quantity of restroom facilities will not be reduced. However, students will be assigned by grade level to a specific restroom location throughout the building in order to limit cross-cohort exposure.

**Drinking Water Facilities:**

The quantity of drinking fountains will not be reduced. Students will be encouraged to bring bottled water for drinking or use disposable cups at specified locations.





## CHILD NUTRITION

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished. No child should ever go hungry, and the Lyons Central School District will continue to provide healthy meals to all students who require food assistance in compliance with Child Nutrition Program requirements.



The Lyons Central School District will provide all students with access to school meals on each school day. Meals will be provided for students who are engaged in in-person learning and in virtual learning. The District will continue to follow all applicable health and safety guidelines. The Child Nutrition Team will collaborate with school nurses and administrators to ensure that students with food allergies are protected when consuming meals within their classrooms. Eligible families are requested to complete the Free and Reduced Price Lunch Application (see Appendix D).

### Breakfast

As in the past, breakfast is available, free of charge, to all students within the Lyons Central School District. For students in grades UPK-5, breakfast will be served daily in students' classrooms. For students in grades 6-12, breakfast will be available in the middle-high school cafeteria each morning. Students who wish to have breakfast will grab a pre-packaged breakfast serving bag on their way to their first period classroom. Students in grades 6-12 will consume their breakfast in their classroom at their individual desks.

### Lunch

Lunch is available, free of charge, to all students within the Lyons Central School District. For students in grades UPK-5, lunch will be served daily in students' classrooms. Students in grades 6-8 will have a designated time to go to the school cafeteria to pick up their lunches. They will take their lunches back to their individual classrooms to be consumed at their desks. Students in grades 9-12 will have lunch at their personal desks within the school cafeteria each day. Cafeteria floors will be marked to ensure that students maintain social distance within the cafeteria.

### Meals for Virtual Learning Students

For students in grades 9-12 who are attending school on alternating days (9-10 attend on every other Wednesday as well as every Thursday and Friday while 11-12 attend every Monday, Tuesday and every other Wednesday) breakfast and lunches will be available for student pick up at the end of their last day in person for consumption on the days they are engaged in virtual learning. For example, students in grades 11 and 12 will attend school in person on Mondays, Tuesdays and every other Wednesdays. On their last day of in person instruction for the week (Tuesday or Wednesday), at the end of the day, students will be able to pick up a prepared food package at the end of the day. The food package will include breakfast and lunch servings for each of the days that the students will not be attending school in person.

For those students who are engaged in fully virtual learning, meals will be delivered and will include multiple days of breakfast and lunch servings until the next delivery. Parents who wish to opt their virtual learning students out of meals or who need to report a food allergy can email [mealservice@lyonscsd.org](mailto:mealservice@lyonscsd.org)



### **Safety Provisions**

- All students will be required to wash their hands with soap and water prior to beginning their meals and again after eating.
- Students will be discouraged from sharing food and beverages.
- Cafeteria lines will be cleaned and sanitized between lunch groups. Food delivery pouches will be cleaned and sanitized daily.

### **Meal Service During School Closure**

If the Lyons Central School District experiences conditions which would warrant extended school closure due to Covid-19, meal delivery will be available to all students. Meal deliveries will be provided to all families unless the family opts out of meals. Meal deliveries will be made for the duration of the closure. Any changes in the meal delivery schedule will be communicated with parents through the ParentSquare application (phone, text, email and social media).

For Questions About Meal Service, please contact Jennifer Tyler, Food Service Director at [jtyler@lyonscsd.org](mailto:jtyler@lyonscsd.org)

### **Other Meal Service Information:**

- A la carte sales will still be available on a pre-order basis for elementary students. Secondary students will be able to purchase a la carte items when they progress through the cafeteria line.
- Families will still be able to purchase a la carte items with cash or by adding funds to the student's account.
- Outside food will not be permitted at classroom celebrations. The Food Service department maintains a menu of items that may be purchased for classroom consumption.
- Seniors will still be permitted to leave for lunch and must have their temperature taken upon returning to the building.

### **Safety and Sanitation**

- Standard Operating Procedures for the Nutrition Department will follow HACCP-based recommendations. Adopted standard operating procedure for meal service is attached as Appendix E.
- Barriers will be installed at the point of sale and point of pickup in food service lines to ensure safety when social distancing is not possible.
- Appropriate face coverings will be required in food service lines.
- Adequate supplies of face masks, soap, hand sanitizer, and tissues will be available in food service areas.
- All high-touch surfaces in the kitchen and cafeteria will be sanitized between each group of students.
- Single-use gloves will be worn when handling or delivering all foods.
- Disposable aprons will be worn when handling or delivering all foods.
- Only program staff, custodial staff and approved volunteers will be permitted in kitchen areas.
- All food service staff will be trained on district policies and protocols for health and safety.
- Staff will be retrained as needed on updated standard operating procedures for food service.
- Self-service lines (i.e. salad bar) will be eliminated.
- Pre-portioned condiments will be used and will be distributed to students by a food service worker.
- Staff supervising lunches in classrooms will receive training on food allergies, including symptoms of allergic reactions to food.
- A Food Safety Checklist will be logged daily by the Cook Manager in each building. See Appendix F.



# TRANSPORTATION

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to the school buildings (like social distancing and frequent cleaning) will be applied to the school bus, as well.

## Availability of District Provided Transportation

To reduce the number of students on school buses, the NYSED transportation regulations will be enforced. Education law requires that the District provide transportation for all children in grades K-8 who live more than two miles from the school they attend and for all children in grades 9-12 who live more than three miles from the school they attend. Therefore, any transportation within that radius will be suspended for the 2020-2021 school year, this includes village stops. Transportation within this radius will still be provided for students whose IEP includes transportation services. The District will still provide transportation per NYSED regulations for homeless students under the McKinney-Vento act, for students in foster care, for students with disabilities, and for students who attend non-public schools and charter schools.

## Requirements for Use of District Transportation

Prior to boarding a school bus, all students using school district transportation must complete a temperature check. Students with a temperature of 100° F or higher will not be permitted to board the school bus. Students who reside with a student with a temperature of 100° or higher will also not be permitted to board the school bus. Students on school buses should wear acceptable face coverings. Face coverings will be available on buses for students who do not have their own covering. 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. Transportation will not be denied to a student without a face covering.

In order to accommodate for social distancing requirements on the school bus, the Lyons Central School District will add an additional bus run in the morning and afternoons. Families receiving transportation services will be notified in August of expected bus arrival times. Bus run times are as follows:

Grades	Morning Arrival at School Time	Afternoon Dismissal from School Time
UPK – 5	7:30 am	2:00 pm
6-12	8:30 am	3:00 pm

*\*12<sup>th</sup> Grade AM BOCES students will be able to ride the first bus run.*

## Health and Safety on District Transportation

- School buses will be cleaned and disinfected after each bus run.
- School buses will not be equipped with hand sanitizer. Drivers, monitors and attendants will not be permitted to carry personal bottles of hand sanitizer on school buses.
- Students will be required to maintain social distance while boarding and exiting the school bus.
- Students will be assigned to staggered seats upon boarding the school bus to ensure that social distance is maintained. Students from the same household will be permitted to sit together.
- Upon arrival at school, buses will be unloaded one at a time to limit congregating of students by entrance doors. Students will be required to wash their hands with soap and water upon entering the school building.
- When the weather permits, school buses will transport passengers with roof hatches or windows slightly opened to provide air flow.



### **Transportation Staff**

- School bus drivers, monitors, attendants and mechanics will complete a daily self-health assessment for symptoms of Covid-19 before arriving to work. If personnel are experiencing any symptoms of Covid-19 they should notify the Transportation Administrator and seek medical attention.
- School bus drivers, monitors, attendants and mechanics must wear an acceptable face covering along with an optional face shield.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- The District will provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in the bus garage.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.
- Drivers, monitors and attendants without direct physical contact with students may choose to wear gloves.
- Transportation staff will be encouraged to wash their hands with soap and water before and after each bus run to keep healthy and prevent the spread of infection from one person to the next.



## SOCIAL EMOTIONAL WELL-BEING

The Lyons Central School District recognizes that the challenges of the Covid-19 Pandemic have caused additional difficulties for the school community. We recognize the role of our schools in creating welcoming, supportive, inclusive, and equitable environments. While district and school personnel cannot solve every problem, collectively they are a powerful force in improving the well-being of themselves and those around them. As district and school personnel adapt to environments that result in substantially reduced time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to supporting the well-being and success of students, staff, and families. Along with physical health and well-being, the district will prioritize social emotional well-being -- not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur. It is unrealistic to expect that students will return to instruction as they left it months ago. Students have experienced an extremely stressful, and for many, traumatic experience while isolated from school, friends, and community. Some students have had positive experiences during school closures, learning, growing, and discovering new identities as activists, caregivers, and leaders in their communities. The District will support and nurture new skills and mindsets.

Students known to be vulnerable, as well as those not previously identified for supports, may return to instruction anxious, fearful, withdrawn, grieving, and/or unprepared to self-manage new or exacerbated negative behaviors. Some students have thrived in an on-line environment, as school anxiety has lessened. Should additional periods of remote learning be required, students who had an adult available to assist them previously may now be home alone as adults return to work. Older students may be tasked with the care of younger family members. In accordance with our District Mission Statement, we are prepared to meet students where they are, regardless of the circumstances in which they find themselves.



In order to provide for a smooth transition back to school, teachers will be encouraged to spend the first several days of school building relationships with students and focusing on social and emotional support for all students. Additionally, the school counseling team will meet with building and district administrators to review the current comprehensive school counseling plan to update the plan to support students whether we are in person or in distance learning. The comprehensive school counseling plan will include resources and referrals to address mental health, behavioral, and emotional support services and programs. To be better prepared for the reopening of school, the Superintendent's Conference Days in September will include relevant social-emotional training including training on mental health and well-being, trauma-informed practices, Adverse Childhood Experiences, relationship building and restorative practices.

To support ongoing wellness and social-emotional supports for students and staff, the District will continue to work with the District Wellness Committee to partner with community agencies to plan supports for students and staff. Through community partnerships, monthly wellness activities for students and staff will be offered. Through the District's Mental Health Demonstration Grant, five additional clinicians will be working with the District for the 2020-2021 school year. These additional clinicians will work with students individually and in small groups while also collaborating with District counseling staff to develop and support a whole child approach. The District Counseling Team will also collaborate with the Community Schools Coordinator to provide ongoing community connections, partnerships and resources that lead to wrap around services for students and families.





The District Counseling and MTSS teams will adopt a district-wide screening tool to gather data regarding student mental health. Regardless of instructional model, every effort will be made to administer this screening tool at the start, middle and end of the school year to monitor student needs and to take a data driven approach to planning supports across the MTSS framework. Buildings administrators will oversee the MTSS process to ensure that supports are offered for students at all levels of the MTSS framework that reflect effective, efficient, and evidence-based practices and strategies for all students to access.

### **Multi-Tiered Systems of Support (MTSS)**

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

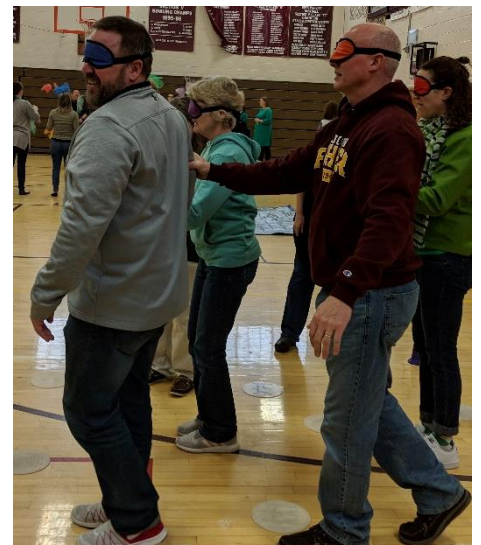
Building and District administrators will collaborate with appointed Teacher Leaders to review the MTSS framework and processes for both buildings to ensure that social-emotional and academic review procedures are updated to reflect the impact of the Covid-19 pandemic. Building administrators will work with their building level MTSS teams to plan and identify processes for identifying and addressing student needs whether instruction occurs in person or via distance learning. Teacher Leaders and Administrators will meet regularly regardless of instructional model to monitor student progress and to review student needs that arise throughout the school year.

### **Adult SEL & Well-Being**

Adults in our school communities must take care of themselves and our peers, both for their own well-being and so that they may be better able to help young people heal. Adults in the school community have experienced stress, anxiety, grief, and trauma. It is important to consider the impact this will have on their return to an in-person or virtual school environment.

To promote adult well-being:

- School leaders will be provided with a mentor to provide support as they navigate the challenges of the Covid-19 pandemic.
- Opportunities will be provided for adults to engage in professional learning to better prepare them to support their own well-being as well as the well-being of the students and families they serve. Professional learning topics will also include trauma-responsive practices, social-emotional learning, restorative practices, mental health education, culturally responsive practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- Regular and frequent opportunities will be provided to encourage staff to engage in self-care.
- Staff will be offered an opportunity for professional coaching and/or mentoring from an administrator or counselor to offer time for human connection as well as time for staff to reflect and debrief on their professional experiences by building strong, mutually supportive relationships.





- The District Wellness Committee will survey staff regularly to monitor staff needs and to provide assistance, programming and referrals as needed.
- The District will continue to implement community building circles with all staff to build and support relationships across the district.

### **Student SEL and Well-Being**

The Lyons Central School District is committed to fostering a learning environment that includes an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status as well as safe and inclusive academic environments that recognize and value the languages and cultures of all students and that foster caring connections, trust, respect, and activities and curricula that engage and challenge young people. To support the development of this learning environment, the District will:

- Provide an engaging, personalized middle school transition and orientation program to support the developmental, age-appropriate needs of the middle school learner. Special care will be taken to support sixth grade students that will be temporarily relocated to the Middle-High School during the pandemic response period.
- Continue to use community building circles in classrooms and with school counselors to ensure all voices can be heard.
- Continue to implement programs like Why Try? To foster resiliency among students. Such resilience building lessons and programs will be used more frequently as Tier 1 interventions rather than being reserved for Tier 2 interventions to support the adaptability that will be needed to adjust to potential transitions between learning models.
- Continue to support a Community Schools approach and work with Community Schools partners to provide integrated, wrap-around services to all families within the district.
- Continue to implement the NYS Mentoring Model to ensure that every student has a trusted adult at their school with whom they have regular contact regardless of instructional model.
- Provide training for classroom teachers on movement and brain breaks that support student learning. The District recognizes that social distancing requirements will make student movement more difficult throughout the day. The District is committed to supporting teachers in learning new ways to allow for student movement in non-aerobic ways.
- Conduct book studies with staff and students to support learning and sharing that will address anti-racism and anti-bias practices.
- Continue to support mental health and trauma supports for students.
- Collect and use data to support deeper relationships and improved supports for students, staff, and families.
- Work with counseling teams to develop a response flow chart that prioritizes mental health supports to ensure that students are able to be quickly connected with relevant supports and resources both in school and throughout the community.
- Task special education teachers with reviewing Behavior Plans for students in need of frequent breaks to ensure that these breaks are afforded to students as needed but that they promote safe practices.







## SCHOOL SCHEDULES

The challenges added to schools to provide safe and healthy learning environments have increased due to the Covid-19 pandemic. The Lyons Central School District is committed to having students engage in in-person instruction as frequently as possible while still maintaining appropriate social distancing and cleaning requirements. While transportation is a large challenge to returning students to in-person instruction, by adding a second bus run, the District is able to still have the majority of students in person each day for their education. The addition of a second bus run necessitates adjusting the start and end times of school at both buildings.



Grades	Morning Arrival at School Time	Afternoon Dismissal from School Time
UPK – 5	7:30 am	2:00 pm
6-12	8:30 am	3:00 pm

*\*12<sup>th</sup> Grade AM BOCES will be able to ride the first bus run*

This will mean that the school day for students in grades UPK-5 will run from 7:30 am to 2:00 pm. The school day for students in grades 6-12 will run from 8:30 am to 3:00 pm. There will be no after school period at either building.

### First Day of School

The Lyons Central School District will start the 2020-2021 school year in a hybrid instructional model. To allow for a smooth transition back to school with new safety precautions, start dates will be staggered as follows.

<b>Tuesday, September 8, 2020</b>	UPK – Kindergarten	Screening- by appointment
	Grades 1-5	First Day of School at Lyons Elementary
	Grades 6-8	First Day of School at Lyons Middle-High School
	Grades 9-10	Virtual Orientation (Information to Follow- students will log on to their Chromebooks from home for a virtual orientation session)
	Grades 11-12	First Day of School at Lyons Middle-High School
<b>Wednesday, September 9, 2020</b>	UPK – Kindergarten	Small Group Orientation and student Chromebook distribution
	Grades 1-5	In Person Learning at Lyons Elementary School
	Grades 6-8	In Person Learning at Lyons Middle-High School
	Grades 9-10	First Day of In-Person Learning at Lyons Middle-High School



<b>Thursday, September 10, 2020</b>	Grades 11-12	Virtual Distance Learning Day
	UPK – Kindergarten	First Day of School at Lyons Elementary
	Grades 1-5	In Person Learning at Lyons Elementary School
	Grades 6-8	In Person Learning at Lyons Middle-High School
	Grades 9-10	In Person Learning at Lyons Middle-High School
<b>Friday, September 11, 2020</b>	Grades 11-12	Virtual Distance Learning Day
	UPK – Grade 10	In Person Learning
	Grades 11-12	Virtual Distance Learning

### Attendance Days During Hybrid Model

All students in grades UPK-8 will attend school in person every day. Each week students in grades 9 and 10 will alternate Wednesdays with students in grades 11 and 12 for in person learning. This will continue as long as the district is operating in a hybrid learning model. If the district moves into a fully virtual model, there will be no alternating days as students will be participating in virtual learning every day.

<b>Date</b>	<b>High School Grade Levels Attending in Person</b>
<b>Wed., 9/9</b>	9-10
<b>Wed., 9/16</b>	11-12
<b>Wed., 9/23</b>	9-10
<b>Wed., 9/30</b>	11-12
<b>Wed., 10/7</b>	9-10
<b>Wed. 10/14</b>	11-12
<b>Wed., 10/21</b>	9-10
<b>Wed., 10/28</b>	11-12
<b>Wed., 11/4</b>	9-10
<b>Wed., 11/11</b>	11-12
<b>Wed., 11/18</b>	9-10
<b>Wed., 11/25</b>	No School
<b>Wed., 12/2</b>	11-12
<b>Wed., 12/9</b>	9-10
<b>Wed., 12/16</b>	11-12
<b>Wed., 12/23</b>	No School
<b>Wed., 12/30</b>	No School
<b>Wed., 1/6/21</b>	9-10
<b>Wed., 1/13/21</b>	11-12
<b>Wed., 1/20/21</b>	9-10
<b>Wed., 1/27/21</b>	Regents Exams (Tentative)

\*An updated list of Wednesday attendance grades will be provided to students in January for the second semester of the school year.



### **Middle-High School Bell Schedule**

To accommodate the adjustment to start and end times as well as the need for additional transition time to maintain appropriate social distance, the middle-high school bell schedule has been updated.

8:30-8:45	Arrival- Wash Hands, Staggered unloading of buses, Breakfast in Classroom
8:45-9:20	1 <sup>st</sup> Period
9:25-10:00	2 <sup>nd</sup> Period
10:05-10:40	3 <sup>rd</sup> Period
10:45-11:20	4 <sup>th</sup> Period
11:25-12:00	5 <sup>th</sup> Period (High School Lunch #1)
12:05-12:40	6 <sup>th</sup> Period (High School Lunch #2)
12:45-1:20	7 <sup>th</sup> Period (Middle School Lunch)
1:25-2:00	8 <sup>th</sup> Period
2:05-2:40	9 <sup>th</sup> Period
2:45-3:00	Dismissal- Wash Hands, Staggered Loading of Buses



## **BUDGET AND FISCAL MATTERS**

Both the national economy and New York State's economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March 2020. What is still unknown is the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted. In consideration of this uncertainty, the Lyons Central School District will continue to develop a fiscally responsible school budget that maximizes resources and grant support to limit the community-based tax impact. The District will continue to plan with long-range goals in mind to ensure that the District is able to continue operations through and beyond the Covid-19 crisis.

### **Pandemic Adjustment and CARES Act Funds**

State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a "Pandemic Adjustment", which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. The Lyons Central School District will apply for full disbursement of its allocated federal grant relief to offset reductions in state aid.

### **Potential Further Aid Reductions**

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. Without additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap.



## ATTENDANCE AND CHRONIC ABSENTEEISM

The Lyons Central School District recognizes the unique challenges of distance learning and of school attendance during a global pandemic. The District also recognizes the importance of engaging students in daily learning opportunities. It is important to note that during the 2020-2021 school year, daily attendance will be tracked for all students in all learning models (in-person, hybrid, virtual).

Teachers will collect daily attendance and record attendance in SchoolTool. When a student is absent from virtual instruction, they will reach out to the parent and student to try to determine the reason for non-attendance. Parents will still be contacted by phone regarding daily absences (either by a robocall or by the attendance officer). When absences continue, the school counselor and administrator will also reach out to the parent and student to work to break down barriers that interfere with learning. School counselors and administrators will work to creatively support students and families to promote attendance.

### **Attendance During Virtual Distance Learning**

Attendance is both showing up for instruction and engaging in learning activities. During times of virtual distance learning, students will be expected to log on to their chromebooks at specific times for synchronous (live) instruction. Students will be expected to have their chromebook cameras on during these times and be prepared to participate in the lesson. Teachers will collect daily attendance and record attendance in SchoolTool.

Flexibility will be considered when monitoring attendance in a remote model. Parent schedules, availability of technology or other barriers may preclude students from connecting with teachers at a certain time. School counselors and administrators will support students and teachers in developing alternative plans for students who might not be able to attend virtual learning sessions at a specified time.

### **Tardiness**

When a student arrives late to school, they will need to have a temperature check prior to entering the school building. When possible, the student or parent should call the main office from the curb to be sure that the student will be able to be screened promptly without needing to wait in close contact with other individuals. Students will be allowed to enter through the first entry door. Students' temperatures will be checked before students are allowed to enter the second set of doors. Once students are cleared, they will be able to proceed directly to their classroom. Students who have a temperature of 100°F or higher will be sent to the Covid-19 isolation room to await parent pickup if the parent has not escorted the student to school.

### **Chronic Absenteeism**

Extensive research indicates that missing ten percent of school days tends to be the "tipping point" when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Chronic absence includes all absences from instruction, both excused and unexcused. Student Support Teams (SST) and MTSS Teams will continue to monitor student attendance and follow existing absence response protocols to work with families to prevent a loss of instructional time for students.



## Chronic Absenteeism Response Protocol

### Monthly Framework

5 Levels of Absenteeism	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Level 1 (6%)	1	2	3	4	6	6	8	9	10	11
Level 2 (9%)	2	3	5	6	8	10	12	13	15	16
Level 3 (15%)	3	6	8	11	14	16	19	22	25	27
Level 4 (22%)	4	8	12	16	20	24	28	32	37	40
Level 5 (>30%)	5	11	17	21	28	32	38	43	50	54
Days per month	17	20	18	16	21	15	21	16	22	15
Cumulative days	17	37	55	71	92	107	128	144	166	181

### Intervention Action Plan

Level 1 (6%)	Letter #1 sent from the Main Office - Minor "at risk"
Level 2 (9%)	Letter #2 sent from the Main Office - Major "at risk; on the verge of chronic"; phone call from SST
Level 3 (15%)	Letter #3-Parent meeting with Administrator and member of SST
Level 4 (22%)	Home Visit-Letter #4 hand delivered, review for possible referral to county agencies (PINS, CPS), phone call from SST after each additional absence
Level 5 (>30%)	Letter #5-Phone call and offer of support continued. Follow up with county agencies (PINS, CPS) for assistance.

### Prevention Action Plan

Phone call home on every absence

Send letters home prior to opening day to inform families about the importance of attendance

### Resources

**Every Student Present:** A State Initiative to Address and Eliminate Chronic Absenteeism

**Every Student, Every Day:** A National Initiative to Address and Eliminate Chronic Absenteeism

**Attendance Works:** Chronic Absenteeism website



### **Educational Neglect**

An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress, or imminent danger of such an adverse effect. Educational neglect will not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, and the child is participating in remote learning opportunities. The Lyons Central School District will continue to work with the Department of Social Services on any questions or concerns related to child welfare.

### **Persons in Need of Supervision (PINS)**

Under the Family Court Act Article 7, a PINS proceeding may, in certain circumstances, be initiated to have a person under eighteen years of age, who does not attend school, is incorrigible, ungovernable, habitually disobedient and beyond the lawful control of a parent, or other person legally responsible for such child's care, or appears to be a sexually exploited child, adjudicated by the Family Court as a PINS. Before taking such drastic action, outreach to DSS may provide the student and family access to additional services designed to prevent a young person from being adjudicated a PINS. Family Support Services programs have been established to provide comprehensive services to children and families.

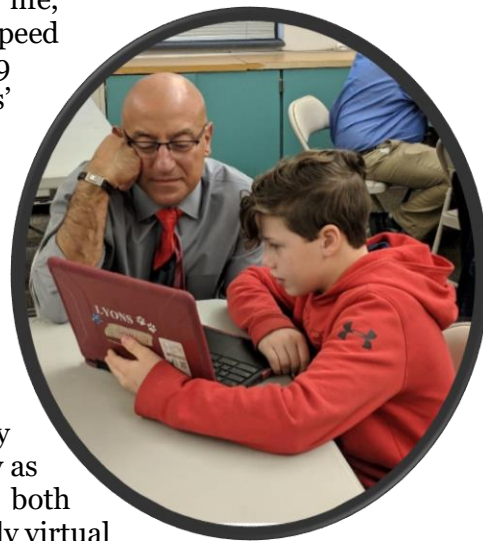




## TECHNOLOGY AND CONNECTIVITY

Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet are essential for educational equity. Even before the COVID-19 pandemic, the inequitable access to technology and internet services in students' places of residence was a priority to be addressed. The closure of New York schools and subsequent shift to remote learning only highlighted this urgent need. The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning.

The Lyons Central School District remains committed to providing digital equity for all students. As such, every student in grades UPK – 12 will be issued a school Chromebook for educational uses. These devices will be supported by district technology staff. Every effort will be made to promptly repair malfunctioning devices to return a working device to students as quickly as possible. During in-person learning, tech support staff will be available in both buildings during the school day to repair devices as needed. During times of fully virtual distance learning, technology support hours will be Tuesdays from 8:00-12:00 and Thursdays from 11:00-3:00.



### Internet Access

During the summer of 2020, all district families will be surveyed to gather data of the current level of access to high-speed internet. Students who do not have access to sufficient Internet at home are able to secure a Kajeet wifi hotspot through the District. Kajeet devices will be wirelessly connected to students' devices and will be subject to all school network filters. Only school owned devices will be able to access the Kajeet device. To obtain a Kajeet device or to request an increase in data on your existing district-owned Kajeet, please contact [techsupport@lyonscsd.org](mailto:techsupport@lyonscsd.org) or call the main office of your student's school.

In the limited cases where students may still lack quality internet access in their places of residence, District wifi signals will be available for access from the school parking lots. Wifi is also available on some district school buses.

### Technology Use in Instruction

While students in the Lyons Central School District have been provided with district-owned chromebooks for the past three years, we recognize the need for continued professional development for school staff on designing effective remote learning experiences as well as best practices for instruction in a remote setting. The District will continue to secure resources and apps to support digital instruction and will provide necessary training to staff to implement the use of these program. An online bank of video tutorials will be available to staff to support professional learning. The District will continue to ensure student data privacy and security will be maintained and that the District is in compliance with Federal and State laws related to student technology use.

### Technology Support for Parents

The Lyons Central School District recognizes that remote learning places an increased demand on parents to support student learning. The reliance on technology tools in distance learning added another layer of challenge for parents during the spring closure. To better support parents during the 2020-2021 school year, an online bank of video and print tutorials will be available on the school's website.



## TEACHING AND LEARNING

New York students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts of the Lyons Central School District will acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. The District has prepared models of teaching and learning for in-person learning, remote learning, and a hybrid model of instruction for a combination of the two. The District is prepared to shift between these three models of instruction throughout the school year as needed to adjust to the changing health pandemic. The District will continue to provide 180 days of instruction. All instructional days will be counted toward that 180-day requirement, regardless of the delivery format.



## Continuity of Instruction Plan

In all models of learning, the Lyons Central School District will ensure a standards-based, prioritized curriculum delivered by appropriately certified teachers. During the spring of 2020, teachers worked to prioritize standards for the 2020-2021 school year to be able to appropriately focus on key standards and facilitate student mastery of key standards and concepts. In all models of instruction, this will serve as the foundation for instructional delivery. In collaboration with building principals and the Assistant Superintendent for Instruction, curriculum across the district will continue to be standards-based, culturally-responsive, inclusive and personalized to the needs of the Lyons Central School District students. Instruction delivered in all three models will include regular and substantive interaction between teacher and students. The implementation of the ParentSquare app will support parent-teacher-student communication in all instructional models. Regardless of instructional delivery format, teachers will allow ample time for students to readjust to the school setting and will focus on developing a climate of safety, comfort, and routine for all students.

### Monitoring Student Progress

In September, all students in grades K-12 will complete the iReady diagnostics in reading and math. Every effort will be given to complete these diagnostics in-person. The District will work to support diagnostic completion if the school year must begin in virtual distance learning. If school is able to open in-person, students in grades K-5 will also complete a Fountas and Pinnell reading diagnostic in September. Staff will use data from these baseline assessments to identify student groupings, areas of particular need and to adjust instruction according to data obtained. Student progress will be monitored throughout the year using these same diagnostic tools.



### **In Person Instruction and Learning Model**

As the pandemic allows, the Lyons Central School District will move to return all students across the district to in-person instruction and learning. All in-person learning will focus on the instruction of a prioritized, personalized, standards-based curriculum to ensure equitable, rigorous learning opportunities for all students. In-person instruction will focus on reducing learning gaps created by the Spring 2020 extended school closure as well as on accelerating student yearly progress with an emphasis on skills in reading and math. See Appendix G for the Lyons Central School District Gap Reduction Plan.

All in person instruction will ensure compliance with health and safety guidelines and provisions detailed earlier in this plan. In order to increase the number of students who are able to participate in in-person instruction at once, the District has reallocated staff at the elementary level and has limited elective courses at the secondary level to be able to limit class sizes as much as possible.

### **Hybrid Instruction and Learning Model**

Due to requirements for social distancing, the Lyons Central School District plans to begin the 2020-2021 school year in a hybrid instructional model that combines both in-person and virtual distance learning for students. The District feels strongly that younger students need to be in-person more frequently to build foundational literacy and math skills as well as to support student executive functioning and organizational skills needed during times of virtual distance learning.

When the District is operating in its hybrid instructional model, students will attend schools on the following days. When students are assigned to virtual learning, they will be expected to follow their regular bell schedule to attend live zoom lessons with their teachers as detailed in the Virtual Distance Learning model below.

<b>Grade Levels</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
UPK-5	In Person at Elementary	In Person at Elementary	In Person at Elementary	In Person at Elementary	In Person at Elementary
6-8	In Person at MS/HS	In Person at MS/HS	In Person at MS/HS	In Person at MS/HS	In Person at MS/HS
9-10	Virtual Learning*	Virtual Learning*	Every other Wednesday in person/virtual*	In Person at MS/HS	In Person at MS/HS
11-12	In Person at MS/HS	In Person at MS/HS	Every other Wednesday in person/virtual*	Virtual Learning*	Virtual Learning*

\*Students in grades 9-12 who's IEP includes self-contained courses will attend school in person each day.



### Virtual Distance Instruction and Learning Model

In the hybrid instructional model, students engaged in virtual distance learning days will follow the same guidelines detailed below in the virtual distance learning guidelines. The Lyons Central School District is anticipating that, based on local Covid-19 virus data or based on future Executive Orders from the Governor, the District will be required to engage in fully virtual distance learning at various times throughout the 2020-2021 school year. During times of virtual distance learning, teachers and support staff will still be working from the school building unless otherwise determined by an Executive Order from the Governor. During virtual distance learning times, emphasis will be placed on synchronous (live) instruction and learning whenever possible to afford students with opportunities to ask questions and obtain immediate feedback from teachers.

During virtual instruction and learning times, students, families, and staff should expect to follow the instruction and learning expectations detailed below.

<b>Grade Band</b>	<b>Amount of Daily Synchronous Instruction</b>	<b>Amount of Daily Time Completing Independent Assignments</b>
<b>UPK-2</b>	Individual Instruction (20 minute sessions daily with each student) 30 Minute Specials Every Day according to master schedule/ specials rotation using same Zoom link as classroom	Plan for 20 minutes of learning activities outside of Zoom Provide additional optional activities 15 minutes of independent reading
<b>3-4</b>	Individual Instruction (30 minute sessions daily with each student or pairs or small groups) 30 Minute Specials Every Day according to master schedule/ specials rotation using same Zoom link as classroom	Plan for 30 minutes of learning activities outside of Zoom Provide additional optional activities 20 minutes of independent reading
<b>5-6</b>	Individual Instruction (30 minute sessions daily with each student or pairs or small groups) 30 Minute Specials Every Day according to master schedule/ specials rotation using same Zoom link as classroom	Plan for 40 minutes of learning activities outside of Zoom Provide additional optional activities 20 minutes of independent reading
<b>7-8</b>	Following Master Schedule, Provide at least 25 minutes of synchronous instruction per period	No more than 10 minutes of learning activities outside of zoom per class
<b>9-12</b>	Following Master Schedule, Provide at least 25 minutes of synchronous instruction per period	No more than 15 minutes of learning activities outside of zoom per class



### **Provisions for Virtual Distance Learning**

- During virtual distance learning lessons, students arriving tardy will still be admitted to class. Teachers should work with students to determine the reason for tardiness and involve the school counselors and administrator as needed.
- Teachers will use the opening days and weeks of school to clearly teach, practice and reinforce the skills needed for and the expectations of virtual distance learning to ensure that students have the knowledge to navigate the challenges of virtual distance learning.
- During lessons, students will be expected to have their cameras on and pointed at their face and will be expected to remain engaged in learning.
- Parents should work with their students to identify or create an at-home work location and environment with minimal distractions that is conducive to successful engagement and learning. Parents should contact their students' teacher(s) with specific course concerns.
- In fully virtual distance learning, building principals will oversee scheduling of small group lessons and supplementary services such as speech, occupational therapy and physical therapy to ensure that students are able to access all services and instruction. All Zoom links should be shared with the building principal.
- Formative and summative assessments used must allow for teacher feedback. Teachers should prioritize the use of assessments that allow for immediate feedback to students either from the teacher or through an app.
- Each teacher will be expected to create and maintain a Google Classroom for each class. All assignments must be digitally available and added to the Google Classroom. Teachers should prioritize assignments that can be downloaded and uploaded through the Classroom for those students with internet connectivity concerns.
- Synchronous (live) instruction will occur for each class via Zoom. To limit confusion, teachers should use the same link each day for each group or section of a class so that students would access the same link each day. Links to live instruction should be posted in an easy to find location in the Google Classroom and should be communicated with students and parents in various forms of communication.
- All synchronous lessons on Zoom will be automatically recorded and stored in the District Zoom account on the cloud to protect students and teachers.
- During synchronous instruction, teachers must prioritize instruction as they would if they were in person to include professional appearance and an instructional environment with minimal distractions.

### **Prekindergarten**

All children are capable of learning, achieving, and making developmental progress through access to a high-quality Prekindergarten program. Regardless of instructional model, the Lyons Central School District will continue to offer and operate its Prekindergarten program as a partnership between the District and Wayne County Action Program. Prekindergarten classrooms at the Lyons Central School District will be required to follow all of the health, safety and instructional guidelines detailed in this plan. Two prekindergarten classrooms at Lyons Elementary School are operated by the Wayne County Action Program (Wayne CAP). The elementary principal will continue to communicate and collaborate with Wayne CAP to ensure continuity of procedures and protocols in compliance with NYSED guidance. Prior to opening its classrooms funded through the Lyons Central School District, Wayne CAP will be required to submit a Reopening Plan to the Superintendent of Schools of the Lyons Central School District to ensure compliance with all NYSED guidelines. This Reopening Plan must include a Continuity of Learning plan to address plans for providing instruction in-person, hybrid and virtual distance learning models of instruction. This Continuity of Learning plan will be subject to the approval of the Superintendent of Schools.





### **Health and Safety Provisions for Prekindergarten Classrooms**

- Family style eating will not be practiced due to social distancing requirements and for health and safety requirements.
- Napping materials will be sanitized daily and assigned to individual students for the school year.
- Classrooms will avoid centers that include multiple students using materials at one time and will provide students with individual sets of materials to avoid sharing common items and materials.
- Shared materials will be sanitized between users.
- Early learning practices that involve physical contact (i.e. hand-holding) will not be implemented.
- The District will continue to meet staffing requirement per NYSED guidelines.
- Prekindergarten classes will remain with their class cohort throughout the day and will move only minimally throughout the school. Breakfast and lunch will be consumed in the classroom.
- Prekindergarten and kindergarten screening will occur as soon as possible following student enrollment.
- Volunteers and visitors will not be permitted in Prekindergarten classrooms or the remainder of the district.

### **Grades K-6**

Per Commissioner's regulations, all students will receive instruction that is designed to facilitate their attainment of the State learning standards. The Lyons Central School District will continue to ensure that students receive high-quality, rigorous, standards-based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas. Educational programs delivered in these grades will employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners. As detailed above, priority will be placed on daily in person or synchronous instruction for all students.

### **Grades 7-12**



In accordance with Commissioner's regulations, all students will be provided with instruction designed to enable them to achieve the State's learning standards. The District is committed to ensuring that all students have equitable access to high-quality, rigorous instructional opportunities and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course. Under the guidance of the middle-high school Principal and the Assistant Superintendent for Instruction, teachers will be tasked with designing instructional experiences that are comparable in rigor, scope and magnitude to a traditionally delivered unit of curricular study. Teachers will be encouraged to provide engaging opportunities for

students to expand and demonstrate their learning. Students who achieve the learning outcomes for the course will be granted the unit of credit for the course.

Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The Principal and Assistant Superintendent will work collaboratively with science teachers to ensure that laboratory experiences are aligned to each science course and provide high-quality learning experiences.





## **Arts**

The Lyons Central School District is committed to affording students well-rounded educational opportunities including a variety of visual and performing arts opportunities. The Covid-19 pandemic poses additional challenges for arts courses. To promote health and safety, students enrolled in visual arts courses will be provided with personal supplies to limit the need to share materials. Any shared materials will be sanitized between users. Students will not be responsible for sanitizing or cleaning materials or workspaces.

Performing arts classes such as general music, chorus and band are particularly challenging as projecting the voice or blowing into an instrument can spread the Covid-19 virus. When possible, chorus and band rehearsals will be held outside. When the weather does not permit, these groups will rehearse from designated seats in the auditorium that allow for 12 feet or more of social distance. Students will not share instruments.

During times of virtual distance learning, students will continue to engage in learning in their Arts courses. Teachers will prepare learning activities that can be completed remotely to build upon students' understanding of key course standards and concepts. Materials will be provided to students as needed.

## **Physical Education**

Participating in Physical Education (PE) is important for our students' health and well-being. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. While social distancing requirements mandate that students engaged in aerobic activity must maintain at least 12 feet of social distance, the PE team has worked to develop a menu of learning activities for students to engage in from unique learning spaces which might include classrooms or outside spaces. These activities will limit the need for equipment to prevent sharing of equipment. When equipment or materials need to be shared, they will be sanitized between uses. To promote health and safety, locker rooms will not be available to students. Therefore, physical education teachers will need to plan activities that do not significantly interfere with student hygiene. Activities will be more focused on individual skills and activities including dance, exercise, mindfulness and skills practice which will limit the need for students to be in close physical contact.

During times of virtual distance learning, Physical Education teachers will continue to create opportunities for students to share and connect with one another and engage in physical activities. During the summer of 2020 all district families were provided with equipment to support physical activities at home. Focus during virtual learning will be on lifelong wellness and fitness practices.

## **Academic Intervention Services**

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services. As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, the District will use data from iReady and Fountas and Pinnell Diagnostics to determine student eligibility for such services.



## Grading

Grading for students in grades UPK-5 will be standards-based on report cards as has been in the past. Teachers will communicate with parents regarding any concerns about student academic progress.

To ensure consistency in grading practices, students in grades 6-12 will be graded using the weekly grading rubric attached below. All individual student work assignments will be entered in the grade book with a grade *for informational purposes only and will not be factored into a student's class average*. Students will receive one rubric grade per rubric category per week per class. The rubric categories are: standards mastery, assignment/work completion and participation/collaboration. These rubric grades will be out of a total of 4 points per category. Each rubric category grade will be weighted equally. Students will receive an average grade from these rubric grades on their report card and calculated into their overall GPA.

### Example Grade Overview:

Name/ Course	Date Due	Assignment	Grade	Weight in Average	Calculated Grade
Smith, Joseph Math 8	9/18/2020	Standards Mastery Week 1	3/4	1.0	75
	9/18/2020	Assignment Completion Week 1	4/4	1.0	100
	9/18/2020	Participation/Collaboration Week 1	4/4	1.0	100
	9/14/2020	Problem Set 8.1	82/100	0.0	NA
	9/15/2020	Problem Set 8.2	79/100	0.0	NA
	9/16/2020	Problem Set 8.3	91/100	0.0	NA
	9/18/2020	Unit 1 Quiz 1	86/100	0.0	NA
	9/25/2020	Standards Mastery Week 2	4/4	1.0	100
	9/25/2020	Assignment Completion Week 2	3/4	1.0	75
	9/25/2020	Participation/Collaboration Week 2	4/4	1.0	100
	9/21/2020	Problem Set 8.4	91/100	0.0	NA
	9/22/2020	Problem Set 8.5	81/100	0.0	NA
	9/23/2020	Problem Set 8.6	90/100	0.0	NA
	9/25/2020	Unit 1 Quiz 2	94/100	0.0	NA

***Calculated In Progress Average: 91.67***



## Distance Learning Grading Rubric

Area of Focus	<b>4 Distinguished</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Needs Improvement/ Unsatisfactory</b>
<b>Standards Mastery</b>	Student demonstrates mastery level knowledge of more than half of key standards for the course	Student demonstrates proficiency level knowledge of more than half of the key standards for the course	Student demonstrates proficiency level knowledge of 25-50% of the key standards for the course	Student demonstrates proficiency level knowledge of at least some of the key standards for the course
<b>Assignment Submission/ Work Completion</b>	Student regularly submits quality assignments; All or almost all assignments completed (90%-100%)	Student regularly submits quality assignments; Most assignments are completed ( 89%- 70%)	Student frequently submits assignments; Quality of assignments is inconsistent; Some assignments are not completed (69%-50%)	Student inconsistently submits assignments; Several assignments are missing but some are completed; Quality of assignments is inconsistent (Below 50%)
<b>Participation/ Collaboration</b>	Student participates regularly in online learning activities, is an active contributor in learning activities as possible and demonstrates knowledge, understanding and application of the materials being considered; Student frequently asks questions to better know, understand, and apply learning (90%-100%)	Student participates in online learning activities, is usually an active contributor in learning activities as possible and demonstrates adequate knowledge, understanding and application of materials being considered; Student asks questions to better know, understand and apply learning (89%-70%)	Student participates periodically and demonstrates engagement; Student contributions are limited or inconsistent and may be impacted by distance learning barriers (69%-50%)	Student participates inconsistently with almost no contributions; Distance learning barriers exist and have not been able to be resolved (Below 50%)



## CAREER AND TECHNICAL EDUCATION (CTE)

The Lyons Central School District will continue to partner with the Wayne Technical and Career Center of the Wayne-Finger Lakes BOCES. Students in 11<sup>th</sup> and 12<sup>th</sup> grades who are enrolled in CTE programs will continue to attend these courses when they are offered in person. If the District or BOCES moves into a hybrid or virtual distance learning model, the District will continue to provide support and transportation as needed for students enrolled in these programs.

In its planning for the 2020-2021 school year, BOCES will ensure that all applicable NYS Learning Standards are met and content that is critical for meeting these standards as well as requirements for applicable industry certifications or other postsecondary credentialing is identified. BOCES will work to provide safe and healthy opportunities for students to complete laboratory and clinical experiences.

To ensure student health and safety, the District will ensure that BOCES will:

- Modify learning for social distancing and/or remote learning
- Identify content that takes precedence in the event instructional capabilities are modified and/or changed throughout the year
- Identify those activities that must take place in a classroom and those that can be completed independently.
- Determine what students need to complete all learning activities and how to provide access to necessary materials.
- Utilize online platforms when teaching in person to build practice among students in the event that districts may need to switch to remote learning.
- Consider modifications to laboratory skills or clinical days to reduce risk of transmission (i.e., designated lab/clinical days)
- Implement procedures for sharing, disinfection, and decontaminating materials and equipment



## **ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. The Lyons Central School District will work with the New York State Public High School Athletic Association, Section V to support any safe and healthy options for holding interscholastic sports. At the time of the publication of this plan, interscholastic sports are not currently permitted.

In accordance with current guidelines, the District will not permit outside groups to use school/district facilities. Once NYS permits interscholastic sports to occur, the Lyons Central School District will work with all athletics staff to ensure that wearing of masks, handwashing and social distancing provisions will be followed. The District will continue to ensure that all CDC guidelines for the cleaning and disinfection of public spaces is implemented.



## SPECIAL EDUCATION

Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. The Lyons Central School District is committed to ensuring that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

### Special Education Instruction and Services

- When the district is operating in a hybrid instructional model, the district will prioritize in person instruction for students in self-contained special education classes. These students will attend daily, in-person instruction and will not have alternating days for virtual instruction.
- Whenever permitted by the state, all Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) meetings will occur in person in the preferred language of the parent.
- Special Education case workers will monitor student IEPs to ensure compliance with all services recommended in the IEP. Special education case workers will document and log all contact with special education students to ensure compliance with the IEP.
- The District will ensure access to necessary accommodations, modifications, supplementary aids and services, and technology to meet the unique disability related needs of students.
- Students with disabilities will 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.
- While providing in-person instruction, the District will ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.
- IEP Service providers will continue to document all attempts to communicate with students and families to detail provided services.
- Teachers and service providers will continue to collect data, whether in-person or remotely, and use the data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Copies of all documentation will be shared with the Director of Educational Services.

### 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, the district CPSE/ CSE will 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.

### Referrals

Before referring a student for special education, the District will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the 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 request for referrals by school staff will be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).





### **Initial Evaluation/Reevaluation**

The District will ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology will be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs will review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations.

### **Eligibility Determination/Annual Review Meetings**

Monthly full CSE meetings and annual review meetings will be scheduled and held according to schedule during the school year. When allowable by NYS regulations, these meetings will occur in person. At a parent's request, these meetings will be permitted to occur via teleconferencing or videoconferencing software when health and safety concerns arise.

### **Procedural Safeguards and Prior Written Notice Requirements**

- The District will continue to provide the procedural safeguards notice to parents.
- The 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.

### **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. 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, the District will 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.



## **BILINGUAL EDUCATION & WORLD LANGUAGES**

The Lyons Central School District remains committed to serving the unique needs of English Language Learners (ELLs). These students will be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction.

### **Provisions for English Language Learners**

- For all newly enrolled students, the ELL identification process will be completed within 20 school days of the start of the school year.
- Provision of required instructional units of study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person and hybrid instruction.
- English Language Learners will receive prioritized in-person instruction. Whenever possible, these students will be able to attend school in person every day that in-person instruction is permitted for other students.
- The District will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education.
- In addition to continuing their usual course of ELL-focused professional learning, teachers of ELLs may require focused professional learning to strengthen their knowledge and skills to address new learning challenges that ELLs may face as a result of the Spring 2020 closure.
- The District will continue to provide progress monitoring of all ELL students per NYSED regulations.



## STAFFING

The Lyons Central School District will continue to ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment. The District will continue to maximize staffing resources to ensure cost-effective allocation of resources.



## **TEACHER AND PRINCIPAL EVALUATION SYSTEM**

Providing feedback and support to educators through the evaluation process can both equip them as they adjust their practice to distance learning, as well as guide focus areas for future growth once students and teachers return to their physical classrooms. Pursuant to Education Law 3012-d, the District will fully implement its currently approved APPR plan. Additionally, each educator's evaluation will include at least one required student performance measure. The Superintendent will collaborate with the presidents of the Lyons Teachers Association and the Lyons Administrator's Association to review and update the current APPR plan as needed to address the complex challenges created by the COVID-19 pandemic.

Pursuant to Education Law 3001, individuals employed to teach in the Lyons Central School District must hold a valid certificate. The District will monitor certifications of all staff members to ensure compliance. The District will proactively recruit, employ and retain substitute teachers to address the anticipated need for staff absences.

The Lyons Central School District will continue to collaborate with local colleges and universities to welcome student teachers into District classrooms and to determine ways to involve student teachers in classroom activities.



## ASSUMPTIONS

As the world continues to learn about and respond to new data about Covid-19, the Lyons Central School District will need to be flexible and willing to review and adjust this plan based on new data that may arise. While no one can predict all the challenges that may arise over the coming weeks and months, NYSED has been adamant that districts should plan for a safe and orderly return to school. The Lyons Central School District has worked diligently to review state, department of health and CDC guidelines and to gather and review feedback from parents, students, staff and community members to support the development of this plan. Simply put, the District cannot possibly plan for every possible scenario that might arise as we cannot predict how the Covid-19 pandemic will progress and change as schools begin to reopen. To develop this plan, the District has had to work based on several conditions or assumptions being in place. Should any of these conditions not occur, the District might be placed in a situation that renders the district unable to reopen under the plan of action detailed in this plan. Should such a situation occur, the District will evaluate current conditions and data to determine what modifications might need to be made to this plan.



## Appendix A



### ParentSquare Tips for Parents

#### 1 Activate Account

Click the link in your invitation email/text or sign up on ParentSquare.com or via the ParentSquare app.

#### 2 Download App

It's easy to stay in the loop with the ParentSquare app. Download it now from the App store or Google Play.

#### 3 Set Preferences

Click your name in the top right to visit your account page and set your notification and language preferences.

#### 4 Get Photos & Files

Click 'Photos & Files' in sidebar to easily access pictures, forms and documents that have been shared with you.

#### 5 Appreciate Posts

Click 'Appreciate' in your email/app or website to thank a teacher or staff for a post. Teachers love the appreciation.

#### 6 Comment or Reply

Click 'Comment' in app or website to privately ask a question about the post that your teacher or school sent.

#### 7 Participate

Click 'Sign Ups & RSVPs' in the sidebar to see available opportunities. Click bell on top to check your commitments.

#### 8 Join a Group

Click 'Groups' in the sidebar to join a group or committee at your school to participate or to stay up-to-date.

#### 9 Find People

Click 'Directory' in the sidebar to find contact information for teachers and parents (not available at all schools).

#### 10 Get in Touch

Click 'Messages' in the sidebar to privately get in touch with staff, teachers and parent leaders.





## **Appendix B:**

### **Daily Area Inspection Checklist**

Please begin your day by reviewing the daily area inspection checklist to ensure they have sufficient supplies each day. Additional supplies will be available in the main office, teacher workrooms and the school Health Office. Please contact the main office if you need additional supplies.

- ☐ Extra Face Coverings
  - ☐ Tissues
- ☐ Hand Hygiene Supplies
- ☐ Any Needed Cleaning Supplies
  - ☐ Trash Can with Bag
- ☐ UPK-8 Only: Trash Can for Breakfast/Lunch



## **Appendix C:**

### **Guidelines for Conducting Temperature Screenings:**

1. Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks;
2. Perform hand hygiene;
3. Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol;
4. Put on disposable gloves;
5. Check the child's temperature, reaching around the partition or through the window;
6. Make sure your face stays behind the barrier at all times during the screening;
7. If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
8. If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with the child, you do not need to change gloves before the next check; and
9. If non-contact thermometers are used, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. You can reuse the same wipe if it remains wet.



## Appendix D:

**Donald Putnam**  
Superintendent  
dputnam@lyonscsd.org

**Michael R. Pangallo**  
Assistant Superintendent for Business  
mpangallo@lyonscsd.org

**Jennifer DeVinney**  
Assistant Superintendent for Instruction  
jdevinney@lyonscsd.org

**Margaret M. Blask**  
Director of Educational Services  
mblask@lyonscsd.org

# Lyons Central School District

10 Clyde Road  
Lyons, New York 14489  
(315) 946-2200  
Fax: (315) 946-2205  
www.lyonscsd.org

**Erin P. Long**  
Elementary School Principal  
elong@lyonscsd.org

**Libarid Alexanian**  
MS/HS Principal  
lalexanian@lyonscsd.org

**Katie Jo Passero**  
MS/HS Assistant Principal  
kpassero@lyonscsd.org

**Stephen J. Veeder**  
Transportation Admin/Athletic Director  
sveeder@lyonscsd.org

August 1, 2020

Dear Parent/Guardian:

Children need healthy meals to learn. The Lyons Central School District offers healthy meals every school day.

Attached, please find a copy of the eligibility form for Free and Reduced lunch. All children in the school district will receive meals at no charge regardless of household income or completion of this form. While completion of this form **will not** impact the free meals that your child currently receives, it will be used to secure additional resources for our students. Therefore, we request that all families still complete this form in order to determine eligibility for additional state and federal program benefits that your child(ren) may qualify for.

In order to support this measure, please read the instructions on the back, complete only one form for your household, sign your name and return it to your child's school. If you need help completing this form please call Jennifer Tyler at (315) 946-2200 x3346. All forms should be returned to school no later than October 1, 2020.

Thank you for your support and prompt attention to this matter.

With Lyons Pride,

Jennifer Tyler  
Director of Food Service  
Lyons Central School District

Date Withdrew \_\_\_\_\_

F \_\_\_\_ R \_\_\_\_ D \_\_\_\_

**2020-2021 Application for Free and Reduced Price School Meals/Milk**

To apply for free and reduced price meals for your children, read the instructions on the back, complete **only one** form for your household, sign your name and return it to the address listed below. Call **(315) 946-2200**, if you need help. Additional names may be listed on a separate paper.

**Return Completed Applications to:** **LYONS CENTRAL SCHOOL DISTRICT**  
10 Clyde Road  
Lyons, NY 14489

1. List all children in your household who attend school:

Student Name	School	Grade/Teacher	Foster Child	Homeless Migrant, Runaway
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

2. SNAP/TANF/FDPIR Benefits:

If anyone in your household receives either SNAP, TANF or FDPIR benefits, list their name and CASE # here. **Skip to Part 4, and sign the application.**

Name: \_\_\_\_\_ CASE #: \_\_\_\_\_

3. Report all income for ALL Household Members (Skip this step if you answered 'yes' to step 2)

**All Household Members (including yourself and all children that have income).**

List all Household members not listed in Step 1 (including yourself) **even if they do not receive income**. For each Household Member listed, if they do receive income, report total income for each source in whole dollars only. If they do not receive income from any other source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of household member	Earnings from work before deductions <i>Amount / How Often</i>	Child Support, Alimony <i>Amount / How Often</i>	Pensions, Retirement Payments <i>Amount / How Often</i>	Other Income, Social Security <i>Amount / How Often</i>	No Income
	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>
	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	\$ _____ / _____	<input type="checkbox"/>

Total Household Members (Children and Adults)



\*Last Four Digits of Social Security Number: XXX-XX- \_\_\_\_ - \_\_\_\_

 I do not have a SS# ☐

\*When completing section 3, an adult household member must provide the last four digits of their Social Security Number (SS#), or mark the "I do not have a SS#" box" before the application can be approved.

4. Signature: An adult household member must sign this application before it can be approved.

I certify (promise) that all the information on this application is true and that all income is reported. I understand that the information is being given so the school will get federal funds; the school officials may verify the information and if I purposely give false information, I may be prosecuted under applicable State and federal laws, and my children may lose meal benefits.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Home Address: \_\_\_\_\_

5. Ethnicity and Race are optional; responding to this section does not affect your children's eligibility for free or reduced price meals.

Ethnicity: ☐ Hispanic or Latino ☐ Not Hispanic or LatinoRace (Check one or more): ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian or Other Pacific Island ☐ White**DO NOT WRITE BELOW THIS LINE – FOR SCHOOL USE ONLY**

**Annual Income Conversion (Only convert when multiple income frequencies are reported on application)**  
Weekly X 52; Every Two Weeks (bi-weekly) X 26; Twice Per Month X 24; Monthly X 12

☐ SNAP/TANF/Foster☐ Income Household: Total Household Income/How Often: \_\_\_\_\_ / \_\_\_\_\_ Household Size: \_\_\_\_\_☐ Free Meals ☐ Reduced Price Meals ☐ Denied/Paid

Signature of Reviewing Official \_\_\_\_\_ Date Notice Sent: \_\_\_\_\_

## APPLICATION INSTRUCTIONS

To apply for free and reduced price meals, complete only one application for your household using the instructions below. Sign the application and return the application to Jennifer Tyler, Food Service Director, Lyons Central School District, 10 Clyde Road, Lyons, NY 14489.

If you have a foster child in your household, you may include them on your application. A separate application is not needed. Call the school if you need help: (315)946-2200. Ensure that all information is provided. Failure to do so may result in denial of benefits for your child or unnecessary delay in approving your application.

### PART 1 ALL HOUSEHOLDS MUST COMPLETE STUDENT INFORMATION. DO NOT FILL OUT MORE THAN ONE APPLICATION FOR YOUR HOUSEHOLD.

- (1) Print the names of the children, including foster children, for whom you are applying on one application.
- (2) List their grade and school.
- (3) Check the box to indicate a foster child living in your household, or if you believe any child meets the description for homeless, migrant, runaway (a school staff will confirm this eligibility).

### PART 2 HOUSEHOLDS GETTING SNAP, TANF OR FDIPIR SHOULD COMPLETE PART 2 AND SIGN PART 4.

- (1) List a current SNAP, TANF or FDIPIR (Food Distribution Program on Indian Reservations) case number of anyone living in your household. The case number is provided on your benefit letter.
- (2) An adult household member must sign the application in PART 4. SKIP PART 3. Do not list names of household members or income if you list a SNAP case number, TANF or FDIPIR number.

### PART 3 ALL OTHER HOUSEHOLDS MUST COMPLETE THESE PARTS AND ALL OF PART 4.

- (1) Write the names of everyone in your household, whether or not they get income. Include yourself, the children you are applying for, all other children, your spouse, grandparents, and other related and unrelated people in your household. Use another piece of paper if you need more space.
- (2) Write the amount of current income each household member receives, before taxes or anything else is taken out, and indicate where it came from, such as earnings, welfare, pensions and other income. If the current income was more or less than usual, write that person's usual income. **Specify how often this income amount is received: weekly, every other week (bi-weekly), 2 x per month, monthly. If no income, check the box.** The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care and Development Block Grant, TANF and At Risk Child Care Programs should **not** be considered as income for this program.
- (3) Enter the total number of household members in the box provided. This number should include all adults and children in the household and should reflect the members listed in PART 1 and PART 3.
- (4) The application must include the last four digits only of the social security number of the adult who signs **PART 4** if Part 3 is completed. If the adult does not have a social security number, check the box. **If you listed a SNAP, TANF or FDIPIR number, a social security number is not needed.**
- (5) An adult household member must sign the application in PART 4.

**OTHER BENEFITS:** Your child may be eligible for benefits such as Medicaid or Children's Health Insurance Program (CHIP). To determine if your child is eligible, program officials need information from your free and reduced price meal application. Your written consent is required before any information may be released. Please refer to the attached parent Disclosure Letter and Consent Statement for information about other benefits.

### USE OF INFORMATION STATEMENT

Use of Information Statement: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not submit all needed information, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the primary wage earner or other adult household member who signs the application. The social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDIPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs.

We may share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

### DISCRIMINATION COMPLAINTS

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.





## **Appendix E:**

# **HACCP-Based Standard Operating Procedure (SOP)**

## **SOP 25 – Viral Pandemic Response**

**PURPOSE:** To prepare for pandemic incidents involving child nutrition program staff and child nutrition program services.

**SCOPE:** This procedure should be implemented to safely and properly respond to pandemic incidents, some of which may involve school closures.

**KEY WORDS:** Pandemic, virus, infectious, school closures.

### **INFORMATIONAL PREFACE:**

Viral illness can spread from person to person through small droplets from the nose or mouth which are spread when an infected person coughs or exhales. These droplets land on surfaces and survive for hours and even days on some surfaces. The virus can be transferred to other people when they touch the contaminated surface, then touch their eyes, nose, or mouth. The virus can also be transferred when people breathe in droplets from a person with a viral infection who coughs, sneezes or exhales droplets. When infection spreads rapidly in people across a very large region, it is considered a pandemic.

Preventative measures may be taken on global, national, state, and local levels to protect public health and safety.

### **GENERAL INSTRUCTIONS:**

Emergency preparedness is all about being ready to manage the unexpected and keep everyone safe. During a viral pandemic...

1. Limit exposure to large groups of people. Use spacing strategies to create a six-foot distance between people. This could involve staff members working at different work stations. It could involve innovative meal delivery systems when providing meals to children.
2. Avoid one-on-one contact with individuals (hugs, handshakes, high fives, etc.).
3. Exclude (send home) nutrition program employees with symptoms of viral infection, including but not limited to fever, coughs associated with a respiratory condition, vomiting and/or diarrhea. The State health department will provide guidance on what actions to take to allow the staff member to return to work.
4. Maintain social distancing during meal service or meal delivery.
  - a. Meals served on site should be placed on a counter or tray line for quick pick up.
  - b. Meals for curb-side pick-up should be placed on a table, or placed in the trunk of the vehicle to minimize person-to-person contact.
  - c. Limit social interactions to speed up service and minimize contact time.
5. Comply with all policies for reporting notifiable illnesses to administrative personnel and/or public health departments.
6. Cross-train program staff to perform essential activities in the event of key absences or emergency situations.

## **SOP 25 – Viral Pandemic Response, continued**

7. Reinforce and closely monitor personal hygiene and hand hygiene practices.
  - a. Wash hands properly and frequently. Many diseases and conditions are spread by not washing hands with soap and clean, running water. Refer to SOP 1 – Washing Hands.
  - b. Apply the “no bare hand contact” rule. Wear single-use food gloves when handling ready-to-eat foods. As a best practice, wear single-use gloves when handling or delivering all foods.
  - c. As a best practice, wear a disposable apron when handling or delivering foods.
  - d. Strongly reinforce health and hygiene activities. Refer to SOP 3 – Personal Hygiene.
8. Avoid touching eyes, nose, or mouth. Follow appropriate coughing and sneezing etiquette. Cough or





sneeze using a disposable tissue or elbow, followed by proper handwashing at all times.

9. Allow only program staff, custodial staff, and approved volunteers to enter program areas.

10. Routinely clean and disinfect high-touch nonfood-contact surfaces, such as door handles, light switches, phones, keyboards, tray slides, etc. Disinfecting works by using chemicals to kill germs on surfaces. Disinfectants are chemical products that destroy or inactivate germs.

a. Use properly diluted household bleach solutions, alcohol solutions with at least 70% alcohol, and/or EPA-registered disinfectants.

b. Disinfecting solutions can be transferred to the spray bottle for easier application to areas that need to be disinfected.

c. Allow the disinfectant to remain in contact with the surface for the appropriate amount of time. Follow manufacturer's instructions for contact time.

d. Diluted household bleach disinfecting solutions can be used if appropriate for the surface.

Prepare by mixing 1/3rd cup bleach per gallon of warm water, wearing glove and eye protections and mixing in a well-ventilated area. Contact time for a chlorine bleach solution is about 5 minutes.

11. Clean and sanitize food contact surfaces before and after each use. See SOP 7 – Cleaning and Sanitizing Food Contact Surfaces.

12. Handle program wastes properly.

13. Discontinue use of share table options temporarily.

14. As part of overall emergency preparedness, maintain an updated contact list of key partners at the State and local levels.

15. Keep staff, customers, and other stakeholders informed with current and reliable information.

16. Work in cooperation with school administration and media to communicate importance of preventative measures, such as handwashing, for all school staff and students.

### **INSTRUCTIONS INVOLVING SCHOOL CLOSURES:**

In the interest of public health, agencies could make decisions that affect normal program operations.

During a pandemic, school closures may be ordered by local, county or state health officials. Since many children rely on school meals for proper nutrition, USDA may approve waivers allowing flexibilities in the provision of meals to children. State agencies may, then, apply the waivers at the State and local levels.

1. Defer to Federal, State, and Local agency protocol and guidance during crisis situations. Agencies are able to assist when conditions disrupt the day-to-day routine on a large scale. Agencies can work with Sponsors in collaborative efforts to maintain a safe food supply and keep program staff safe.

2. If available, apply for waivers that allow meal flexibilities. Sponsors are not required to provide meal service during school closures, but willingness to continue meal service operations ensures children receive nutritious meals during a public health crisis.

### **SOP 25 – Viral Pandemic Response, continued**

3. Upon approval, plan for meal service during emergency period.

a. Determine service methods that can be used, such as grab and go, curbside pick-up, and/or meal delivery systems.

b. Plan service locations. Meals may be served in unconventional places, such as parking lots, bus loops, multi-purpose rooms, libraries, parks, etc.

c. Determine meal accountability procedures. Separate meal counts and records must be maintained for meals served under a USDA waiver.

d. Identify ways to communicate meal availability.

e. As part of social distancing measures, the number of people arriving at one time to pick up a meal should be staggered and social interactions limited.



- f. Strongly reinforce that staff should avoid touching their face (mouth, nose, eyes) during preparation and service of meals.
- g. Plan for proper hand hygiene for the type of service planned.
- h. For remote sites with no working sink, provide hand hygiene capabilities using a portable handwashing station. A portable handwashing station can be set up using a thermal container, soap, paper towels, and a discard bucket as shown.
- 4. The type of meal offered will depend on the resources and capacity of the site. Those sites, that are able to prepare ready-to-eat meals and have the capacity to deliver meals daily in a way that meets state or local food safety requirements, may do so. Home-delivered meals still have to meet all meal pattern requirements for the designated program. If emergency conditions prevent a sponsor from obtaining a certain food product, such as milk, the State Agency (KSDE) may approve the service of meals without the required menu item during the emergency period.
- 5. Meals served during a viral pandemic must be prepared in advance and must be ready to eat off-site. Schools may offer meals in a variety of innovative ways, such as “Grab n’ Go,” “Drive-thru,” or “Curbside” meal service.

## **SOP 25 – Viral Pandemic Response, continued**

- 6. Meals served must still comply with relevant civil rights requirements, including documented requests to accommodate children with special dietary needs. Communicate with families in need of special dietary accommodations to make plans for when and where they can obtain special meals.
- 7. Purchase and keep on hand, sufficient quantities of...
  - a. Chemicals used to make a sanitizing solution
  - b. Disinfectant approved for use in a foodservice facility
  - c. Single-use food gloves in several sizes
  - d. Disposable service ware suitable for unconventional delivery systems
  - e. Shelf-stable foods
- 8. Communicate food safety rules as they apply to the planned meal service style.
  - a. Meals provided to children must be ready-to-eat. It would not be acceptable to send unprepared menu items home with children. Cooked potentially hazardous hot foods must be cooked to proper internal temperatures before service. For example, a sponsor could not send home portions of frozen raw chicken nuggets with instructions for preparing the food at home. A sponsor could properly cook the chicken nuggets, making them a ready-to-eat food. The chicken nuggets could be delivered hot, or the chicken nuggets could be cooled within standards and sent to the household to reheat, if reheating is desired. **DO NOT ASSUME HOUSEHOLDS HAVE THE MEANS TO PROPERLY COOK OR COOL FOODS.**
  - b. Potentially hazardous foods must be held at proper temperatures or have time controls applied when serving reimbursable meals in unconventional ways.
  - c. If Time as a Public Health Control is used for a cold potentially hazardous food, the food shall have an initial temperature of 41°F or less when removed from cold holding. The food must be served to the customer or discarded within 4 hours.
  - d. If Time as a Public Health Control is used for a hot potentially hazardous food, the food shall be cooked to a proper internal temperature, and have an internal temperature of 135°F or greater when removed from hot holding. The food must be served to the customer or discarded within 4 hours. **DO NOT ASSUME HOUSEHOLDS HAVE THE MEANS TO PROPERLY COOL FOOD.**
  - e. Refer to SOP 14 – Using Time as a Public Health Control to Limit Bacteria Growth in Potentially Hazardous Foods for more information on using time as the control measure instead of temperature.



f. Label items packaged on site and made available for self-service with appropriate ingredient information to protect the health and safety of children who experience allergic reactions to specific foods.

g. As a best practice, communicate appropriate food safety actions for customer handling of menu items. For example, milk served as part of a reimbursable meal should be held cold until time of service or delivery and include instructions for consuming the milk within 2 hours. Milk or cold items designated for another day, should include instructions for storing the milk under refrigeration in the household.

h. A label template is provided on the KSDE, Child Nutrition & Wellness website.

### **SOP 25 – Viral Pandemic Response, continued**

9. Sponsors may send meals for Same-Day Service and Multi-Day Service. For meals designated for additional days, a sponsor could send shelf-stable, individually packaged foods that meet USDA’s summer food requirements or send ready-to-eat foods. A list of sample “grab and go” meals is available on the Child Nutrition & Wellness website.

10. Production records must be completed for each meal.

11. Provide food safety training to newly hired staff and volunteers. Reinforce food safe practices for all program personnel and volunteers.

#### **MONITORING:**

A supervisor will ensure that at least one on-duty staff person is designated to implement this SOP during a viral pandemic incident.

A supervisor will exclude nutrition program employees in accordance with State health directives.

#### **CORRECTIVE ACTION:**

A supervisor or other designated employee will retrain and/or provide proper direction to staff and volunteers in application of this SOP during a viral pandemic incident.

#### **VERIFICATION and RECORD KEEPING:**

The supervisor or other designated employee will review this SOP annually and include it as part of the site’s Emergency Preparedness Plan.

**Date Implemented:** \_\_\_\_\_ **By:** \_\_\_\_\_

**Date Reviewed:** \_\_\_\_\_ **By:** \_\_\_\_\_

**Date Revised:** \_\_\_\_\_ **By:** \_\_\_\_\_



Appendix F:

**LYONS CENTRAL SCHOOL DISTRICT  
FOOD SAFETY CHECKLIST**

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

*Directions: Complete this checklist daily to monitor food safety and sanitation practices. Completed checklists will be stored by the Food Service Director.*

<b>Personal Hygiene</b>	<b>Yes</b>	<b>No</b>
1. Employees wear clean and proper clothing, including closed-toe shoes.		
2. Effective hair restraints, such as a hairnet or hat, are properly worn.		
3. Hands are washed properly, frequently, and at appropriate times.		
4. Eating, chewing gum, smoking and using tobacco are allowed only in designated areas away from preparation, service, and food storage.		
5. Staff beverages have lids, and are kept where they cannot spill onto foods.		
6. Employees use disposable tissues when coughing or sneezing, and immediately wash hands and change gloves.		
7. Hand sinks are stocked with soap, disposable towels, and warm water.		

<b>Food Preparation</b>	<b>Yes</b>	<b>No</b>
1. Food equipment, utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use.		
2. Frozen food is thawed under refrigeration, in the microwave, cooked to proper temperature from frozen state, or in cold running water.		
3. Food is handled with suitable utensils, such as single use gloves or tongs.		
4. Clean, reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils or the floor.		
5. Food is cooked to proper internal temperature and is tested with a clean, calibrated thermometer. Temperature is documented.		

<b>Refrigerator and Freezer</b>	<b>Yes</b>	<b>No</b>
1. Refrigerator and freezer units are clean and neat. Floors are swept and boxes are closed.		
2. Refrigerator temperature is at or below 41°F. Freezer is at or below 0°F.		
3. Food is protected from contamination.		

<b>Food Storage and Dry Storage</b>	<b>Yes</b>	<b>No</b>
1. All food is stored 6-8 inches off the floor.		
2. Food is stored in the original container or a food grade container. Containers are marked and dated.		
3. There are no bulging or leaking canned goods.		
4. Food is protected from contamination using the FIFO method.		
5. Chemicals are clearly labeled and stored away from food.		

<b>Utensils and Equipment</b>	<b>Yes</b>	<b>No</b>
1. Utensils and equipment are cleaned and sanitized between uses.		
2. Work surfaces and utensils are clean and sanitized between uses.		
3. Food carts or containers used to transport food are cleaned and sanitized between each use.		
4. Thermometers are cleaned and sanitized between uses.		
5. Can opener is cleaned and sanitized between uses.		



## **Appendix G:**

# **Lyons Central School District Gap Reduction Plan 2020-2021**



### **District Mission:**

We exist to empower all learners to shape their world.

### **District Vision:**

We meet all learners where they are and provide them with engaging and personalized opportunities for growth.

### **Objective:**

To close achievement gaps for all students compared to regional, state and national norms by strategically analyzing and evaluating multiple data sources to develop cohesive action plans to support the academic development of the whole child.



## Goals:

Board of Education Goal	Gap Reduction SMART Goal
<p>The Lyons BOE will ensure a safe, engaging learning environment promoting progress toward academic achievement and excellence as well as the development of the whole child.</p>	<p>During the summer and fall of 2020, the Superintendent and Assistant Superintendent for Instruction will meet with key stakeholder groups to gather data about the current state of school culture and potential hurdles to supporting the development of the whole child. From that, a course of action for supporting the development of the whole child will be developed. This will include the strategic plan goals addressing absenteeism and graduation rate along with Community Schools goals and objectives relating to the five tenets of the whole child as established by the Association for Supervision of Curriculum Development (ASCD) of healthy, safe, engaged, supported, and challenged.</p> <p>From the stakeholder groups, the Superintendent will form a District Visioning Team representative of stakeholder groups that will be responsible for the oversight of this plan.</p>
<p>The Lyons BOE will provide students with academic opportunities and accountability so they are prepared for college, career and ready to compete in the local and global work force.</p>	<p>75% of graduating seniors will complete high school with a college and career ready Lexile level for reading and Quantile level for math. Student reading and math levels will be progress monitored at least three times throughout the school year (Fall, Winter, Spring) using Fountas and Pinnell (K-6) and iReady (K-12) with departments and teachers reflecting on student progress after each benchmark.</p> <p>100% of students with disabilities will meet or exceed their individual growth targets in ELA and math.</p> <p>Teacher leaders will work with teams to facilitate the development of individualized gap reduction plans for each student not making adequate progress during each benchmarking period. All interventions will be research-based and monitored for fidelity and effectiveness in reducing student gaps at an accelerated rate. All interventions will be <i>in addition to</i> regular instruction.</p> <p>Each building, department and individual teacher will set goals for achieving adequate progress in reading level and/or math level for all students within his or her class. Each teacher will reflect on student progress in writing after each benchmark diagnostic is conducted. Teachers will meet with their department chairs and building principals to review student progress and teacher reflections and next steps after each benchmark.</p>
<p>The Lyons BOE will build an instructional culture through professional development that utilizes best instructional practices to help our students grow academically, emotionally and socially.</p>	<p>As detailed in the District Professional Learning Plan, all staff will participate in professional development to support students' growth academically, emotionally and socially. As a part of the Gap Reduction Plan, each teacher will meet with his or her principal and department chair in September or October to review the initial benchmark data of his or her students. During this meeting, each teacher will develop a Personalized Professional Learning Plan identifying areas in which that teacher will engage in professional learning opportunities throughout the year.</p> <p>All staff will participate in ongoing professional learning in the areas of cultural responsiveness, priority learning standards, data analysis, trauma-informed instruction and social and emotional learning.</p>





The Lyons BOE will work cooperatively with local agencies, organizations and stakeholders to educate and enrich our students and their families as members of our greater school community.	Under the leadership of the 21 <sup>st</sup> Century Grant Project Director, community partnerships will continue to be developed and refined to support the ongoing gap reduction and enrichment for all students. Increased effort will be given to increasing parent collaboration and educational opportunities for parents and community members.
The Lyons BOE will monitor the sustainability and success of the district by ensuring that each fiscal decision is made after thorough research and collaborative discussion.	Not included in gap reduction plan.
The Lyons BOE will support and improve district facilities and infrastructure to ensure a safe and secure environment for which all members of the school community feel pride.	Not included in gap reduction plan.

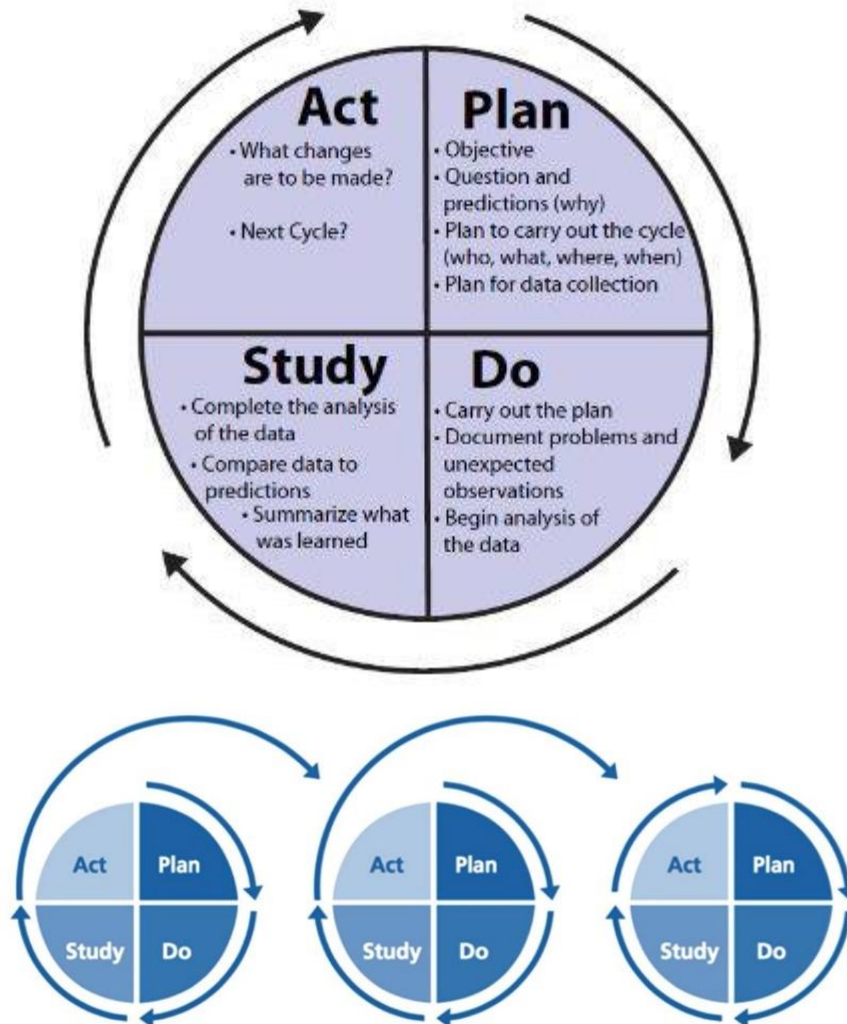


### History:

In March of 2020, following an executive order from Governor Andrew Cuomo, schools were placed on extended closure in the wake of the COVID-19 outbreak. During this time, schools were obliged to continue providing learning opportunities for students through distance learning. Due to barriers related to learning technology, home learning environments, and lack of support opportunities, this situation has created a significant gap in student achievement in reading and math that will continue to impact student achievement moving forward. Additionally, many Lyons students already demonstrated achievement gaps prior to the extended closure, placing them at an even greater risk for larger gaps. It is the belief of the Lyons Central School District that a coordinated effort and approach to gap reduction requires ongoing data analysis, making data-informed decisions and providing accountability for curriculum and instructional decisions.

### Course of Action:

Through this Gap Reduction Plan, the Lyons Central School District will engage in ongoing data review and planning each year to monitor progress and adjust our course of action accordingly based on student achievement data. With each benchmark of student achievement in math and reading, the following cycle will be employed to develop and review our course of action. Planning will occur at least annually but will be reviewed and potentially adjusted at the mid-year mark after reviewing interim student achievement data.





## Lexile Levels for Reading

Research indicates that the materials students will first encounter in college and careers are around 1300L.



Grade	Benchmark Time Frame	F&P Level	Lexile Level
<b>K</b>	September	A	BR
	November-December	B	BR
	Feb-March	C	BR
	May-June	D	BR-50
<b>1</b>	September	D	BR-50
	November-December	F	100-215
	Feb-March	H	240-275
	May-June	J	300-375
<b>2</b>	September	J	300-375
	November-December	K	376-450
	Feb-March	L	451-500
	May-June	M	525-550
<b>3</b>	September	M	525-550
	November-December	N	551-600
	Feb-March	O	601-650
	May-June	P	651-700
<b>4</b>	September	P	651-700
	November-December	Q	701-740
	Feb-March	R	741-775
	May-June	S	776-800
<b>5</b>	September	S	776-800
	November-December	T	801-835
	Feb-March	U	836-865
	May-June	V	866-900
<b>6</b>	September	V	866-900
	November-December	W	901-925
	Feb-March	X	936-950
	May-June	Y	951-975
<b>7</b>	September	Y	951-975
	November-December	Y	976-1000
	Feb-March	Z	1001-1020
	May-June	Z	1021-1035
<b>8</b>	September	Z	1021-1035
	November-December	Z	1036-1065
	Feb-March	Z	1066-1080
	May-June	Z+	1081-1185
<b>9</b>			1050-1260
<b>10</b>			1080-1335
<b>11</b>			1185-1385
<b>12</b>			1185-1385



## Quantile Levels for Math

Research indicates that the materials students will first encounter in college and careers are around 1350Q.



### Quantile Lesson Measures to Guide Mathematics Instruction for College and Career Readiness

Grade	Lessons Complexity Measures Beginning of Year	Lessons Complexity Measures End of Year
1	EM50Q*	80Q
2	40Q	300Q
3	240Q	490Q
4	390Q	680Q
5	560Q	810Q
6	680Q	890Q
7	800Q	950Q
8	840Q	1050Q
9	900Q	1150Q
10	1070Q	1230Q
11	1100Q	1350Q

\*When a Quantile measure is below 0Q, an EM (Emerging Mathematician) code is reported with the measure.

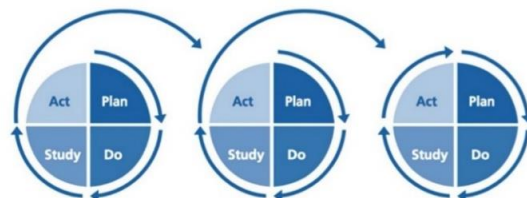


### Course of Action for 2020-2021 School Year

Timeline	Action	Person/Group Responsible
May 2020	Identify priority standards for math and ELA for each grade level	Coaches, Principals, Director of Educational Services, ASI
	Develop intervention unit for the start of the 2020-2021 school year to address gaps in skills during the time of the extended closure	Teachers with support of Coaches, Principals, Director of Educational Services and ASI
	Review curriculum maps and pacing to focus on achieving mastery of priority standards	Teachers with support of Coaches, Principals, Director of Educational Services and ASI
	Professional development will be provided for staff in the areas of trauma informed instruction and high-impact instructional strategies	Teachers, Coaches, Principals, ASI, WFL BOCES Staff Development Team
	Identify needed policies and procedures for potential continued or return to distance learning	Administrative Team
June 2020	Review or develop pre and post assessments for each grade level for identified priority standards for math and ELA	Teachers with support of Coaches, Principals, Director of Educational Services and ASI
	Review report cards for the 2020-2021 school year to develop standards based report cards that are reflective of the identified priority standards	Teacher Leaders, Principals, Coaches
	Review Tier Two MTSS processes at each building level to monitor and adjust process as needed; Develop and modify necessary forms	MTSS Teams, Principals, Director of Educational Services
	Develop a bank of research-based, high impact interventions available to students through the MTSS process	MTSS Teams, Principals, Director of Educational Services
	Introduce procedures for MS/HS FOCUS Time for 2020-2021 School Year	Administrative Team and Teacher Leaders
	Establish timeline for WIN and FOCUS Time Cycles	Administrative Team
	Provide high-impact training and planning time for support staff that are engaged in small group instruction and provision of interventions	Support Staff, Coaches, Administrators, WFL BOCES Staff Development Team
	Develop master schedules to prioritize core instruction and intervention time	Administrators and Counselors
July – August 2020	Use Summer School to focus on skill development to support student success and reduce gaps in key areas and priority standards	Summer School Team
	Develop 2020-2021 Professional Learning Calendar to offer a series of trainings on research-based, high-impact interventions and instructional strategies to be available to all staff	Department Chairs, Principals, Director of Educational Services, ASI
	Conduct meetings with focus groups of stakeholders	Superintendent, ASI
	Develop calendar of monthly parent education and engagement opportunities	21 <sup>st</sup> CCLC Project Director, Principals, Director of Educational Services, ASI
	Draft Whole Child/Community Schools Goals and Action Plan	Community Schools Director, ASI, Superintendent
	Form District Visioning Team; Meet with Visioning Team to establish district belief statements to accompany district vision and mission; Review Whole Child Goals and Gap Reduction Plan; Conduct Title I Planning Meeting; Review list of parent education offerings	Superintendent and District Visioning Team
	Analyze achievement data and create first WIN and FOCUS	Grade Level Teams, Interventionists,



	groups	MTSS Teams, Administrators
September 2020	Conduct Fall diagnostics in reading and math for all students in grades 1-12 (K will assess in October)	Students and Teachers
	Review student achievement data and establish department and classroom goals for student achievement	Teachers with Teacher Leaders and Principals
	Establish Personal Professional Learning goals based on student needs within individual classrooms	Teachers with Teacher Leaders and Principals
	Develop Individualized Gap Reduction Plans for students with most significant gaps (Tier 2 plans)	Teacher Leaders with Teams
Fall 2020	Complete first three cycles of WIN groups and FOCUS groups; Progress monitor achievement in interventions and communicate progress with students and parents; Monitor interventions for fidelity and effectiveness	Teachers and Administrators
January 2021	Conduct mid-year diagnostics in reading and math for all students in K-12	Students and Teachers
	Review student achievement data and reflect on progress toward department and classroom goals for student achievement; monitor- are we on track to make established adequate yearly progress	Teachers and Administrators
	Develop Individualized Gap Reduction Plans for students with most significant gaps (Tier 2 plans)	Teacher Leaders with Teams
February 2021	Mid-Year Monitoring Meetings to review student progress and goal reflections on progress	Teachers, Department Chairs, Principals
	Mid-Year Data Report to Board of Education to include student progress data and teacher goal reflections on progress	Administrators and Board of Education
	District Visioning Team Mid-Year Meeting: review mid-year data report, adjust professional learning plan and gap reduction plan as needed based on mid-year data	Superintendent and District Visioning Team
Winter & Spring 2021	Complete second three cycles of WIN groups and FOCUS groups; Progress monitor achievement in interventions and communicate progress with students and parents; Monitor interventions for fidelity and effectiveness	Teachers and Administrators
June 2021	Conduct end of year diagnostics in reading and math for all students in K-12	Students and Teachers
	Review student achievement data and reflect on annual toward department and classroom goals for student achievement; assess- did we make established adequate yearly progress	Teachers and Administrators
July 2021	End of Year Data Report to Board of Education to include student progress data and teacher goal reflections on progress	Administrators and Board of Education
	District Visioning Team End of Year Meeting: review end of year data report, adjust professional learning plan and gap reduction plan as needed for 2021-2022 school year based on gap reduction and achievement data	Superintendent and District Visioning Team







## **Appendix H:**

Signage to be used across school facilities and in communication with students and families.



## Feeling Sick?

Stay home when you are sick!

If you feel unwell or have the following symptoms  
please leave the building and contact your health care provider.  
Then follow-up with your supervisor.

DO NOT ENTER if you have:



**FEVER**



**COUGH**



**SHORTNESS OF  
BREATH**



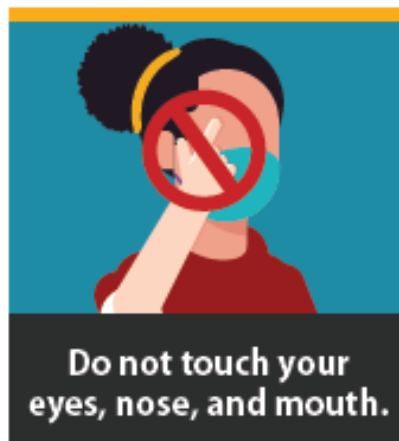
CS 316129-A March 22, 2020 5:14 PM

[cdc.gov/CORONAVIRUS](https://cdc.gov/CORONAVIRUS)



# Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

318P17-A May 13, 2020 11:00 AM

# Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

**Seek medical care immediately if someone has emergency warning signs of COVID-19.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

316475-A 07/21/2020



# Please wear a cloth face covering.



**Maintain a distance of 6 feet  
whenever possible.**



CS10176-8 09/20/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

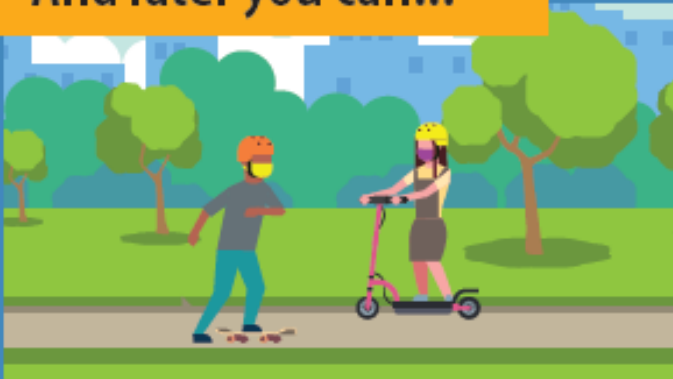
# Do it for Yourself and Your Friends

If you have or think you have COVID-19

Stay home, get rest, and hydrate



And later you can...



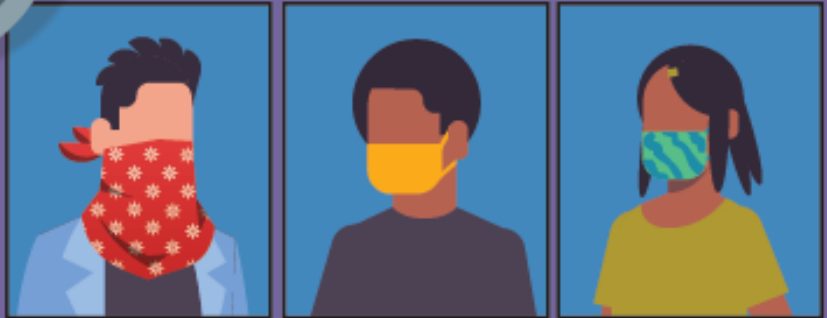


# Slow the Spread of COVID-19



WASH YOUR HANDS OFTEN

WHEN OUT WITH YOUR FRIENDS,  
WEAR A CLOTH FACE COVERING



AND STAY  
6 FEET APART  
FROM OTHERS



CLEAN  
FREQUENTLY  
TOUCHED  
OBJECTS



DO NOT  
TOUCH YOUR  
EYES, NOSE,  
AND MOUTH

COVER  
YOUR  
COUGHS  
AND  
SNEEZES



STAY HOME IF YOU ARE SICK



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

CS180004-A 00/04/2020



Students: Let's work together to stop the spread of COVID-19

## KEEP SPACE BETWEEN YOU AND OTHERS

when outside



in the classroom



on the bus



try to skip a row if possible



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



# DON'T LET YOUR GERMS GO FOR A RIDE



## COVER YOUR COUGHS AND SNEEZES

*with a tissue or use the inside of your elbow.  
If you use a tissue, throw it in the trash, and  
wash your hands right away.*

*If you can't wash your hands, ask  
your teacher or another adult  
for hand sanitizer*



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)





# DON'T FEEL WELL? STAY HOME WHEN YOU ARE SICK

*Tell your mom, dad, or caregiver before  
you come to school. Tell your teacher or  
an adult if you become sick at school*



cough



Shortness of breath  
or problem breathing



chills



sore throat



loss of taste  
or smell



muscle pain

## OTHER SYMPTOMS INCLUDE:

*fever, runny nose, diarrhea, feeling nauseous  
or vomiting, feeling tired, headache,  
and poor appetite*



CS 123456 - July 30, 2020 09:00 AM

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



# CLASS RULES



stay home if  
you feel sick



6 FT



keep 6 ft  
from others



wash your  
hands with  
soap and water



use hand sanitizer  
if you can't wash  
your hands



cough or sneeze into a  
tissue or use your elbow.  
clean your hands after.

## OTHER CLASS RULES

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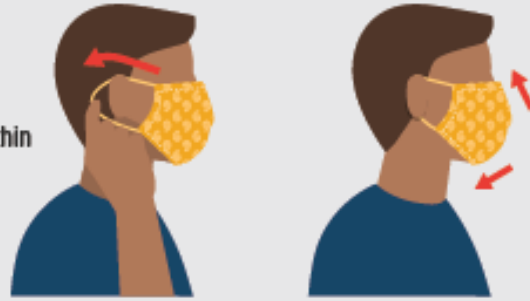
[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# How to Safely Wear and Take Off a Cloth Face Covering

Accessible: <https://www.cdc.gov/coronavirus/2019-nCoV/prevent-getting-sick/diy-cloth-face-coverings.html>

## WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2



## USE THE FACE COVERING TO HELP PROTECT OTHERS

- Wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain
- Don't put the covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, clean your hands

## FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available



## TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water



CS144108 01/16/2020

Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see:

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)



Students: Let's work together to stop the spread of COVID-19

# DID YOU WASH YOUR HANDS?

stop



think



wash hands



## ASK YOURSELF:

Did I just go to the bathroom?

Am I about to eat?

Did I just eat?

Did I cough or sneeze?

Did I touch supplies or objects  
that other people have touched?

Did I touch garbage?

Did I touch my cloth face cover?

If you can't wash your hands,  
ask your teacher or another  
adult for hand sanitizer.



# HANDWASHING

is your superpower!



CS116625-D 04/24/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# HANDWASHING

is your superpower!



CS294906-E

[www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)





# How To Wash Your Hands

**Step 01**

Wet hands with water and apply soap or handwash.

**Step 02**

Rub hands palm to palm.

**Step 03**

Rub palm over the back of the other hand with interlaced fingers and vice versa.

**Step 04**

Palm to palm with fingers interlaced.

**Step 05**

Back of fingers to opposing palms with fingers interlocked.

**Step 06**

Rotational rubbing of left thumb clasped in right palm and vice versa.

**Step 07**

Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.

**Step 08**

Rinse hands under running warm water.

**Step 09**

Dry hands thoroughly with a paper towel or air dryer.

**Step 10**

Use your elbow or paper towel to turn off the tap.



## Appendix I: Parent Letter

# Lyons Central School District

**Donald Putnam**  
Superintendent  
dputnam@lyonscsd.org

**Michael R. Pangallo**  
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jdevinney@lyonscsd.org

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Transportation Admin/Athletic Director  
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## COVID-19 Symptoms Parent Handout

Dear Parent of Guardian,

Your son or daughter was found to have signs or symptoms that may represent COVID-19. This is NOT a diagnosis. Only a medical provider can give an actual diagnosis of COVID-19. Please call your medical provider and make an appointment for your child to be seen for evaluation.

New York State is requiring schools to be extra cautious this year in order to protect others as much as possible. New York State currently considers any temperature of 100.0°F a fever. Any child with a temperature of 100.0°F or higher will be sent home from school and should remain home until the return to school guidelines have been met.

In order for your child to return to school they must be fully recovered and meet all the following protocol:

1. Medical practitioner note clearing your child to return to school.
2. It has been at least 10 days since symptoms began.
3. It has been at least three days since your child has had a fever without taking fever reducing medication (Tylenol, acetaminophen, ibuprofen, Motrin, aspirin, ext.)
4. It has been at least three days since symptoms have improved (shortness of breath, cough, ext.)

If your child is diagnosed with a medical condition other than COVID-19 the following conditions must be met in order to return to school:

1. Medical practitioner note clearing student to return to school along with the diagnosis clearing the student of COVID-19.
2. Your child has been fever free and feeling well for at least 24 hours without taking fever reducing medication (Tylenol, acetaminophen, ibuprofen, Motrin, aspirin, ext.)

**If your child is having any of the following symptoms you should call 911 or take them immediately to the emergency room:**

- a. Difficulty breathing or shortness of breath.
- b. Persistent pain or pressure in the chest.
- c. New confusion or inability to arouse. Or
- d. Bluish lips or face.

**Jill Harper, MS/HS School Nurse** Phone: 315-946-2200 ext. 2504 Fax: 315-946-2221 Email: [jharper@lyonscsd.org](mailto:jharper@lyonscsd.org)

**Ashley Molisani, ES School Nurse** Phone: 315-946-2200 ext. 3504 Fax: 315-946-2254 Email: [amolisani@lyonscsd.org](mailto:amolisani@lyonscsd.org)





## Steps to help prevent the spread of COVID-19 if you are sick

If you or your child are sick with COVID-19 or think you might have it, follow the steps below to help protect other people in your home and community.

**Stay home:** People who are mildly ill with COVID-19 are able to recover at home. Do not leave, except to get medical care. Do not visit public areas.

**Stay in touch with your doctor.** Call before you get medical care. Be sure to get care if you feel worse or you think it is an emergency.

**Avoid public transportation:** Avoid using public transportation, ride-sharing, or taxis.

**Separate yourself from other people in your home, this is known as home isolation:**

**Stay away from others:** As much as possible, you should stay in a specific “sick room” and away from other people in your home. Use a separate bathroom, if available.

**Limit contact with pets & animals:** You should restrict contact with pets and other animals, just like you would around other people. Although there have not been reports of pets or other animals becoming sick with COVID-19, it is still recommended that people with the virus limit contact with animals until more information is known. If you must care for your pet or be around animals while you are sick, wash your hands before and after you interact with them. See COVID-19 and Animals for more information.

**Wear a facemask if you are sick:**

**If you are sick:** You should wear a facemask when you are around other people and before you enter a healthcare provider’s office.

**If you are caring for others:** If the person who is sick is not able to wear a facemask (for example, because it causes trouble breathing), then people who live in the home should stay in a different room. When caregivers enter the room of the sick person, they should wear a facemask. Visitors, other than caregivers, are not recommended.

**Cover your coughs and sneezes:**

**Cover:** Cover your mouth and nose with a tissue when you cough or sneeze.

**Dispose:** Throw used tissues in a lined trash can.

**Wash hands:** Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.

**Clean your hands often:**

**Wash hands:** Wash your hands often with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.

**Hand sanitizer:** If soap and water are not available, use an alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry.

**Avoid touching:** Avoid touching your eyes, nose, and mouth with unwashed hands.

**Avoid sharing personal household items:**

**Do not share:** Do not share dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home.

**Wash thoroughly after use:** After using these items, wash them thoroughly with soap and water or put in the dishwasher.

**Clean all “high-touch” surfaces everyday**

Clean high-touch surfaces in your isolation area (“sick room” and bathroom) every day; let a caregiver clean and disinfect high-touch surfaces in other areas of the home.

**Clean and disinfect:** Routinely clean high-touch surfaces in your “sick room” and bathroom. Let someone else clean and disinfect surfaces in common areas, but not your bedroom and bathroom. If a caregiver or other person needs to clean and disinfect a sick person’s bedroom or bathroom, they should do so on an as-needed basis. The caregiver/other person should wear a mask and wait as long as possible after the sick person has used the bathroom.





## Appendix J: Instructional Options



# 2020-2021 School Re-Opening

## Option 1: Hybrid Instruction

Attendance Requirements	School Responsibilities	Student Responsibilities	Parent Responsibilities
UPK- 8 Students attend school in-person every day	<ul style="list-style-type: none"> <li>Provide daily synchronous (live) instruction to all students</li> <li>Provide regular communication regarding student progress and grades</li> <li>Track and report attendance</li> <li>Ensure compliance with safety guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Attend and participate in daily instruction</li> <li>Wear a mask when moving throughout the school building</li> <li>Complete a temperature check before boarding the bus or entering the school building</li> </ul>	<ul style="list-style-type: none"> <li>Provide transportation to school if you live within two miles</li> <li>Monitor student engagement during virtual learning days</li> <li>Communicate with teachers regarding student progress</li> <li>Keep your student home if they show any signs of illness</li> </ul>
9 <sup>th</sup> -10 <sup>th</sup> grade students attend in person Thursday, Friday and Every Other Wednesday (other days are virtual)			
11 <sup>th</sup> -12 <sup>th</sup> grade students attend in person Monday, Tuesday and Every Other Wednesday (other days are virtual)			

## Option 2: Virtual Instruction

*Offered to students with a doctor's note documenting a qualifying health condition or for students who live with an individual with a doctor's note documenting a qualifying health condition*

Attendance Requirements	School Responsibilities	Student Responsibilities	Parent Responsibilities
UPK-12 <sup>th</sup> Grade Students Attend School Virtually Every Day: Students will have daily synchronous (live) instruction provided by their teacher(s)	<ul style="list-style-type: none"> <li>Provide daily synchronous (live) instruction to all students</li> <li>Provide regular communication regarding student progress and grades</li> <li>Track and report attendance</li> <li>Provide technology support</li> </ul>	<ul style="list-style-type: none"> <li>Attend and participate in daily instruction</li> <li>Complete and submit online learning assignments and activities</li> <li>Communicate with teachers about questions or learning concerns</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student engagement during virtual learning days</li> <li>Communicate with teachers regarding student progress</li> </ul>

## Option 3: Home Schooling

*If you choose to homeschool your child, you become responsible for all of the instruction, curriculum, materials, assessment and reporting. The school district oversees the reporting process only. Please understand that the school district does not provide any materials, video/zoom learning, curriculum, or instruction for homeschoolers.*

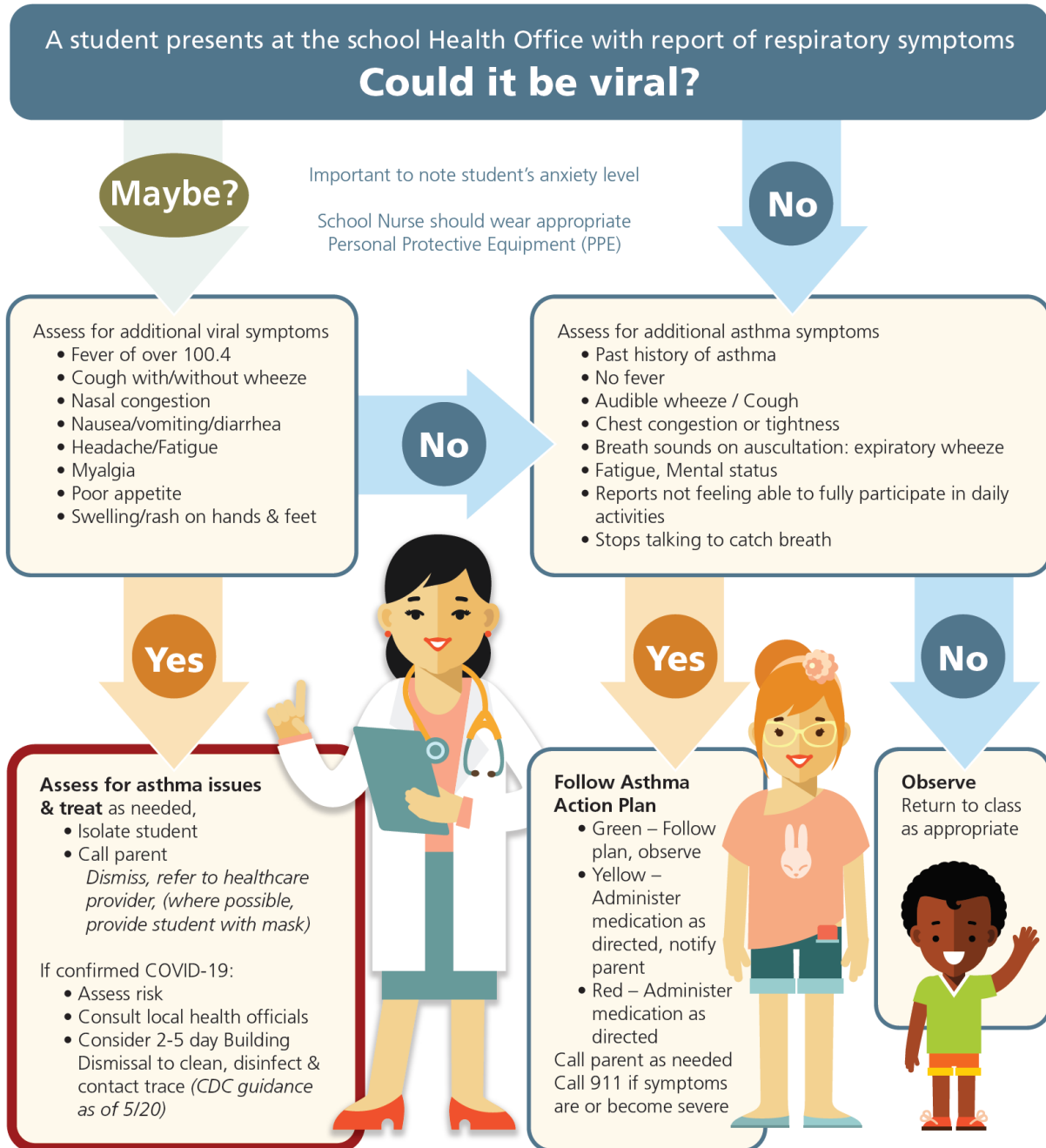
<p>Process:</p> <ol style="list-style-type: none"> <li>Parent submits written notice of intent to provide home instruction</li> <li>Within ten days, the District provides the parent with a copy of NYS regulations for home instruction</li> <li>Within four weeks, parent submits an Individualized Home Instruction Plan (IHIP) to the District providing a list of the syllabi, curriculum materials, textbooks or plan of instruction to be used in each of the required subjects, the dates for submission of the parents' quarterly reports, names of the individuals providing instruction, and a statement that the child will meet the compulsory educational requirements of Education Law.</li> <li>The District will review the IHIP within ten days to ensure compliance with state regulations.</li> <li>Parents provides for instruction and reports quarterly student progress to the District. Parent must also provide for an annual assessment of student progress that will be reported to the District.</li> </ol> <p>For more information, visit: <a href="http://www.p12.nysed.gov/part100/pages/10010.html">http://www.p12.nysed.gov/part100/pages/10010.html</a></p>
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## Appendix K: Asthma Care At School



# Asthma Care at School Post COVID-19 Outbreak



Please see Page 2 for Asthma Care Notes



# Asthma Care at School – Post COVID-19 Outbreak

## Asthma Care Notes:

**Green Zone** – No symptoms of an asthma flare, able to perform daily activities

**Yellow Zone** – Moderate severity – Cough, wheeze, chest tightness or shortness of breath, and/or waking at night due to asthma, can do some, but not all, usual activities, need to use quick relief medication

**Red Zone** – Severe – Very short of breath, nasal flaring, hunched over, quick relief medications have not fully relieved symptoms, frequent use of quick relief medications, cannot do usual activities, symptoms are the same or get worse after 24 hours in Yellow Zone

**Emergency symptoms:** Trouble walking or talking due to shortness of breath, lips or fingernails are blue

## Post COVID-19 School Care:

- Anxiety may be a major issue for students experiencing shortness of breath.
- Administer medication at school using individual inhaler and spacer/valved holding chamber.
- Avoid use of nebulizers as they spread droplets and are not advised. Nebulizers are often not required for children over the age of 6 (MDI inhalers are equally effective in delivering medication). Viral droplets persist in the air for 1 – 2 hours.
- Respiratory viruses are a common trigger for asthma flares – student's parent/guardian should contact healthcare provider if COVID-19 is suspected or change in care is needed.

## Pulse Oximeters:

- Appropriate to use as a portion of a full nursing assessment for both COVID- 19 and/or asthma.
- Provides the registered nurse with objective data on pulse rate and oxygen saturation.
- Reasonable expense for schools, smaller & more portable - more commonly used in the school setting.
- School district should ensure that the nurse is fully trained with a protocol in place to guide interpretation of data and how to respond to the results of pulse oximetry. Maintenance of the unit should be included. Ideally, the school nurse would participate in writing the clinical guideline.
- Oxygen saturations change late in asthma flare, if symptoms are present & saturation level normal, still treat asthma.

## Peak Flow Meters:

- Peak flow has been found to have variable results and is not recommended for use in routine care.

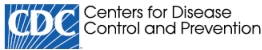
## School Considerations:

- Schools should create a plan in the event that a symptomatic student needs to be isolated.
- In the event of a confirmed case of COVID-19 among schools or staff, cleaning and educational plans should be in place to close classrooms, schools or districts in compliance with health department and CDC guidance.
- Group size should be limited and social distancing in place per health department and CDC guidance.

*The information in this document is developed from guidelines- based asthma care information. Each school nurse must exercise clinical judgement when assimilating into her/his practice. Nurse Practice Acts vary from state to state and each school nurse must ensure that anything related to the practice of nursing must be consistent with applicable laws, regulations and guidance as well as school district policies and procedures.*



## Appendix L: How to Wear Cloth Face Coverings



### Coronavirus Disease 2019 (COVID-19)

## How to Wear Cloth Face Coverings

Updated July 6, 2020

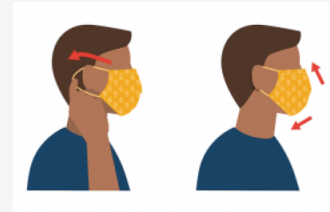
[Print](#)

Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with [every day preventive actions](#) and [social distancing](#) in public settings.

- **Who should NOT use cloth face coverings:** children under age 2, or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- **Cloth face coverings are NOT surgical masks or N95 respirators.** Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.

### Wear your Face Covering Correctly

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily

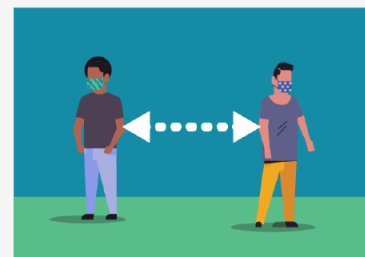


### Wear a Face Covering to Protect Others

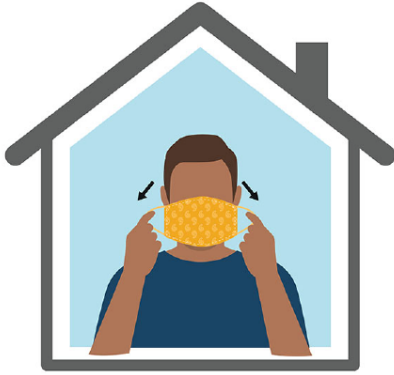
- Wear a face covering that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a face covering correctly for maximum protection
- **Don't** put the face covering around your neck or up on your forehead
- **Don't** touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

### Follow Everyday Health Habits

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available







## Take Off Your Cloth Face Covering Carefully, When You're Home

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine (learn more about [how to wash cloth face coverings](#))
- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.



## Appendix M:

# How to Wash Cloth Face Coverings

Updated May 22, 2020

[Print](#)

Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with [every day preventive actions](#) and [social distancing](#) in public settings.

Cloth face coverings should be washed after each use. It is important to always [remove face coverings correctly](#) and [wash your hands](#) after handling or touching a used face covering.

## How to clean

### Washing machine

- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.



### Washing by hand

- Prepare a bleach solution by mixing:
  - 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or
  - 4 teaspoons household bleach per quart of room temperature water
- Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the face covering in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.



**Make sure to completely dry cloth face covering after washing.**

## How to dry

### Dryer

- Use the highest heat setting and leave in the dryer until completely dry.







## Appendix N: Return to School After Illness



### Return to School After Illness

New York State is requiring schools to be extra cautious this year in order to protect others as much as possible. Any student or staff with new symptoms that are consistent with COVID-19 infection should be sent home from school.

New symptoms means symptoms that are not consistent with the pattern of a previously known chronic medical condition.

Example 1: A child with a known migraine disorder presents with a headache that is consistent with their normal migraine pattern. This child does not need to be sent home from school. The key is new symptoms that are not in line with a previous known medical disorder.

Example 2: A child with a known asthma disorder presents with increased shortness of breath and congestion that is not their normal asthma pattern. This child should be sent home from school and follow the return to school procedures.

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

1. Fever or chills (fever is considered 100.0°F or higher)
2. Cough
3. Shortness of breath or difficulty breathing
4. Fatigue
5. Muscle or body aches
6. Headache
7. New loss of taste or smell
8. Sore throat
9. Congestion or runny nose
10. Nausea or vomiting
11. Diarrhea

**If child/staff is having any of the following symptoms, 911 should be immediately called:**

- a. Difficulty breathing or shortness of breath.
- b. Persistent pain or pressure in the chest.
- c. New confusion or inability to arouse.
- d. Or bluish lips or face.

### Return to School

In order for a child/staff to return to school they must be fully recovered and meet all the following protocol:

1. Medical practitioner note clearing child/staff to return to school.
2. It has been at least 10 days since symptoms began.



3. It has been at least three days since child/staff has had a fever without taking fever reducing medication (Tylenol, acetaminophen, ibuprofen, Motrin, aspirin, ext.).
4. It has been at least three days since symptoms have improved (shortness of breath, cough, ext.).

If the child/staff is diagnosed with a medical condition other than COVID-19 the following conditions must be met in order to return to school:

1. Medical practitioner note clearing student/staff to return to school along with the diagnosis clearing them of COVID-19.
2. Fever free and feeling well for at least 24 hours without taking fever reducing medication (Tylenol, acetaminophen, ibuprofen, Motrin, aspirin, ext.)

**COVID-19 Testing:**

The school should not have mandatory requirements about COVID-19 testing. It should be the medical practitioner's prerogative on when to perform COVID-19 testing and how to use the results.



## Appendix O: Student Registration Form

### COVID 19 Student Registration Form PLEASE COMPLETE ONE FORM PER CHILD



Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
Address: \_\_\_\_\_  
Parent/Guardian Name: \_\_\_\_\_ Phone: \_\_\_\_\_

#### INSTRUCTIONAL CHOICE

**For the 2020-2021 School year I am registering my student to attend: (Please check one)**

\_\_\_\_\_ **In Person**- my child will be attending in-person classes in the Lyons Central School District. I am aware that I will be responsible to provide my student with a mask and they will be required to wear the protective mask and remain socially distanced at all times. I also understand that if there should be a rise in COVID 19 cases the district may have the need to change to Virtual education at any point throughout the school year.

\_\_\_\_\_ **Virtual**- my child will remain home and will receive their education via online classes and will not be returning to the Lyons Central School District in person. (Please select one reason below.)

\_\_\_\_\_ *my child has a serious medical condition* and his/her medical doctor will be writing an order for them to remain home for the school year. We will be providing the doctor's note to school by August 14, 2020.

\_\_\_\_\_ we have functioning internet services in our home  
\_\_\_\_\_ we are in need of a hot spot for internet connectivity

\_\_\_\_\_ *my child lives with an individual* who has a serious medical condition and his/her medical doctor will be writing an order for them to remain home for the school year. We will be providing the doctor's note to school by August 14, 2020.

\_\_\_\_\_ we have functioning internet services in our home  
\_\_\_\_\_ we are in need of a hot spot for internet connectivity

\_\_\_\_\_ **Homeschool** - Our child will be home schooled. We are aware that this means my child will no longer be a student of the Lyons Central School district and that we will be taking full responsibility for their education. We will submit a letter of intent to homeschool no later than August 14, 2020.

#### TRANSPORTATION

According to the CDC guidelines, students will need to maintain social distancing at all times while on the school bus. This will require additional bus runs to get students to school. If parents/guardians are able to commit to transporting their student to and from school each day it will decrease the number of students who will be riding the bus.

The following will be the times for the in-person school days:

Lyons Elementary School (prek-5) – 7:30 am-2:00 pm

Lyons Middle/High School (grades 6-12) - 8:30 am- 3:00 pm



- \_\_\_\_\_ We will commit to transfer our student(s) to and from school each day my child will be in person education.
- \_\_\_\_\_ Our student(s) will require transportation to and from school on the bus .

## MEALS

- \_\_\_\_\_ My child *will* require a meal delivery when school is not in person.
- \_\_\_\_\_ My child *will not* require a meal delivery when school is not in person.

## TECHNOLOGY

- \_\_\_\_\_ We have functioning internet services in our home
- \_\_\_\_\_ We are in need of a hot spot for internet connectivity

## COUNSELING

- \_\_\_\_\_ My child has experienced some emotional difficulties while out of school and would benefit from a conversation with the school counselor. The counselor will check in with the parent/guardian for further details.
- \_\_\_\_\_ My child has not experienced any emotional difficulties and at this time I do not feel they need to see a counselor at this time.

## COMMUNICATION

As we work through these challenging times it will be very important that we communicate with each other to help ensure the safety of our students, staff and families. We ask that you keep us updated with phone numbers and emails. Please indicate your preferred method of communication.

- \_\_\_\_\_ Please call/text my home phone number: \_\_\_\_\_
- \_\_\_\_\_ Please call/text my cell phone number: \_\_\_\_\_
- \_\_\_\_\_ Please call/text my work phone number: \_\_\_\_\_
- \_\_\_\_\_ Please email me at: \_\_\_\_\_

The best time to contact me is: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Printed parent name: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE RETURN THIS FORM TO SCHOOL BY AUGUST 10<sup>th</sup>**



## **Appendix P: Continuity of Instruction During Short Term Closures**

### **School Closures**

The District will collaborate with the Wayne County Department of Health to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. School administrators will consider closing school if absentee rates impact the ability of the school to operate safely. The District may choose to modify operations prior to closing to help mitigate a rise in cases. The District will consult Wayne County Department of Health when making such decisions.

Based on positive Covid-19 test results, the district may need to close periodically throughout the school year. In the event that such a closure is needed, the date(s) of the closure will be communicated with students, parents, and staff through ParentSquare via email, phone call, text and posting.

### **Protocols for Students in Grades UPK-5**

Prior to any closure, teachers of grades UPK-5 will create an envelope of printed review work that will be sent home for any unexpected closure. This envelope will also include a copy of the teacher's Distance Learning Schedule that will be used during a closure. UPK-5 Teachers will also create a Google Classroom and will train their students on how to access the Google Classroom in the event of a closure. For students in grades UPK-5, during the first days of a short-term closure, students should work on printed review materials provided to students in their Covid Closure Work Envelope that was sent home by teachers in September. During the first two days of a closure, UPK-5 teachers will prepare student Chromebooks and materials for parent pick-up at the Lyons Elementary School. Times for Chromebook pickup will be communicated with parents through ParentSquare. After the first two days of closure, UPK-5 teachers will begin providing live instruction daily via Zoom according to the schedule included in the Covid Closure Work Envelope. Additional assignments will be posted in the Google Classroom.

### **Protocols for Students in Grades 6-12**

During any short term or extended closures, students in grades 6-12 will continue to follow their regular bell schedule and will attend all classes at their regularly scheduled time via Zoom. Additional assignments will be posted, as needed, in the Google Classroom for each class. Each teacher will maintain active Zoom links that will be available to students through Clever and an up-to-date Google Classroom for each class.

### **Accessing Zoom Links**

Zoom links will be posted in the Google Classroom for each class. Students can also access a master list of Zoom links by building by opening the file of links in their Clever account. To find this, students should open Google Chrome and type: [clever.com/in/lyonscsd](https://clever.com/in/lyonscsd) in the address bar. Once they arrive at the Clever login page, students should login using their lunch code (without extra zeros) as both their username and password. Once students are logged in, they should scroll down to the section titled Virtual Student Information and click on the orange light bulb for their building level. This will open up a list of Zoom links that are sorted by teacher. When a student clicks on a blue link, this will open Zoom on the Chromebook.

### **Meals During Closures**

In the event of a school closure, meals will be delivered daily for all students. To request that meals be delivered to a different address, please email: [mealservice@lyonscsd.org](mailto:mealservice@lyonscsd.org)

### **Protocols for Staff During Closures**

All staff will be expected to report to the school building at their regularly scheduled times. Staff should remain socially distant in their workspace throughout the buildings. All staff will be expected to continue to wear appropriate face coverings when they are not able to maintain social distance from others. Staff should limit their movement throughout the buildings and their interaction with others to mitigate spread of germs. Staff should continue to diligently practice proper hand and respiratory hygiene.



# TEACHER CLOSURE CHECKLIST

## Grades UPK-5

### Prior to Closure:

- ☐ Ensure that all students have joined your Google Classroom and are familiar with how to access learning materials and assignments in the Google Classroom.
- ☐ Maintain digital copies of all student assignments in the Google classroom to build student familiarity with accessing Google Classroom.

### During Closure or Individual Class Quarantine:

- ☐ Before 1:00 on the first day of closure, label and deliver all student chromebooks and chargers to the designated table for your classroom within the gym. A student computer login information sheet should be included with each Chromebook that includes the students' specific
- ☐ Support staff should help teachers gather and organize materials for delivery as follows:
  - o Bastian: 8:00-10:00 Spencer, 10:00-12:00 Frey, 12:30-1:30 Spencer, 1:30-2:30 Frey
  - o Eaton: 8:00-10:00 Bernhardt, 10:00-12:00 Galbraith, 12:30-1:30 Bernhardt, 1:30-2:30 Galbraith
  - o Hilfiker: 8:00-10:00 Sandore, 10:00-12:00 Mares, 12:30-1:30- Sandore, 1:30-2:30 Mares
  - o Roque-Correa: 8:00-10:00 Thurston, 10:00-12:00 Fries, 12:30-1:30 Thurston, 1:30-2:30 Fries
  - o Cooney: 8:00-10:00 Kise, 10:00-12:00 DeCracker, 12:30-1:30 Kise, 1:30-2:30 DeCracker
  - o Gallo-Burnett: 8:00-10:00 Dorrington, 10:00-12:00 Saracino, 12:30-1:30 Dorrington, 1:30-2:30 Saracino
  - o Scott: 8:00-10:00 Bogue, 10:00-12:00 Boardman, 12:30-1:30 Bogue, 1:30-2:30 Boardman
  - o Troncone: 8:00-10:00 Askin, 10:00-12:00 Salisbury, 12:30-1:30 Askin, 1:30-2:30 Salisbury
  - o Suave: 8:00-10:00 Molisani, 10:00-12:00 Clark, 12:30-1:30 Molisani, 1:30-2:30 Clark
  - o Coons: 8:00-10:00 P. DiSanto, 10:00-12:00 Wetmore, 12:30-1:30- DiSanto, 1:30-2:30 Wetmore
  - o Marchitell: 8:00-10:00: Thorn, 10:00-12:00 Cole, 12:30-1:30- Thorn, 1:30-2:30 PE Prep
  - o R. DiSanto: 8:00-10:00 Lunches, 10:00-12:00 Petty, 12:30-1:30 Petty, 1:30-2:30 Cole
  - o Pentycofe: 8:00-12:00: Lunches, 12:30-2:30- Library Prep
  - o Williamson: 8:00-12:00 Lunches, 12:30-2:30 Linzy
  - o Gaylord: 8:00-11:00 Lunches, 11:30-2:30 O'Neill
  - o Thacker: 8:00-10:00 Lunches, 10:00-12:00 Powers, 12:30-2:30 Powers
  - o Suave: 8:00-10:00 Lunches, 10:00-12:00- Powers, 12:30-2:30 Powers
- ☐ Send a message to parents through ParentSquare reminding them of the Distance Learning Schedule and times for parent pick up of Chromebooks. Post this same information in your Google Classroom.
- ☐ Prepare and post learning materials and information in your Google Classroom.
- ☐ Beginning on the second day of closure, follow your Distance Learning Schedule to provide live instruction via Zoom. Remember that not all students might have picked up their chromebooks yet, so you might not have all students in your Zooms on this day. Please still record attendance in SchoolTool on this day.

## Grades 6-12

### Prior to Closure:

- ☐ Ensure that all students have joined your Google Classroom and are familiar with how to access learning materials and assignments in the Google Classroom.
- ☐ Maintain digital copies of all student assignments in the Google classroom to build student familiarity with accessing Google Classroom.
- ☐ 6th-8th Grade Teachers: Be sure your students have a printed copy of their schedule and know how to access Zoom during times of closure.
- ☐ Send Classroom Code and Zoom links to all special education teachers and support staff that push into your classes.

### During Closure or Individual Class Quarantine:

- ☐ Provide instruction on Zoom following your teacher schedule. Record attendance in SchoolTool. Report any absences to Mrs. Sholly.
- ☐ Support Staff should report to the cafeteria from 8:00-11:00 to help with food preparations. MS/HS support staff should be prepared to do meal deliveries from 11:00-2:00.





## Teacher Name

# Sample Distance Learning Schedule



8:00-8:30	Morning Meeting on Zoom (Whole Class)- Attendance will be taken during this meeting
8:30-9:00	ELA Group A (Student Last Names)
9:00-9:30	ELA Group B (Student Last Names)
9:30-10:00	ELA Group C (Student Last Names)
10:00-10:35	Specials (Whole Class)
10:45-11:15	Math Group A (Student Last Names)
11:15-11:45	Math Group B (Student Last Names)
11:45-12:15	Math Group C (Student Last Names)
1:00-1:30	PE Class (Days) and Teacher Office Hours for Extra Help (Days)
1:30-2:00	Afternoon Meeting on Zoom (Whole Class)

*\*When students are not attending their scheduled ELA or Math group time, they will be assigned additional practice work assignments to complete.*

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### IMPORTANT INFORMATION FOR PARENTS:

Student Email Address: \_\_\_\_\_

Student Chromebook Password: \_\_\_\_\_

Student Clever Username and Password: \_\_\_\_\_

Teacher Email Address: \_\_\_\_\_

For Tech Issues, Email: [techsupport@lyonscsd.org](mailto:techsupport@lyonscsd.org)  
For Meal Delivery Questions or Changes, Email: [mealservice@lyonscsd.org](mailto:mealservice@lyonscsd.org)



# Guide for Lyons Students

Email:

Password:



## Lyons Account

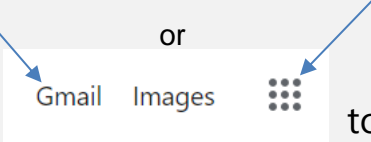
✉ Your Lyons email is your *first initial of your first name then last name.year of graduation@student.lyonscsd.org*  
(eg. [rschott.2024@student.lyonscsd.org](mailto:rschott.2024@student.lyonscsd.org))

🔑 Your Lyons password is three zeros and your 5-digit code from Schooltool/lunch code (eg. 00012345).

🚗 Use your Lyons account to login to your chromebook and access gmail(email)



## Lyons Email

💻 Go to [www.google.com](http://www.google.com) and click on  to Sign In  
💻 Enter your **Lyons email address** and **password** (see above)  
👉 Click on **Gmail** for email

⚠ Don't forget to check your email at least every day! ⚠



## SchoolTool

💻 Go to [www.lyonscsd.org](http://www.lyonscsd.org), click on  or click on **For Student**, then click on SchoolTool

🔑 Login with your First part of email before the @ sign for Username and three zeros and your 5-digit code from SchoolTool/lunch code (eg. 00012345).

Username: rschott.2024

Password: 00012345



Clever



## Clever

- Go to [www.lyonscsd.org](http://www.lyonscsd.org), click *For Student*, then click on *Clever*
- Login with your SchoolTool/lunch code (NO Zeros) for Username and Password

Username: 12345

Password: 12345

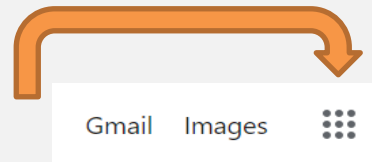
## Zoom

- Click on the **Zoom join link** provided by your teacher on the document provided in Clever or on your google classroom
- Enter your **First and Last Name**
- Leave your microphone muted unless instructed by your teacher
- Be respectful and appropriate at all times during your class/meeting

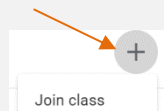


## Google Classroom

- Go to [Classroom.google.com](https://Classroom.google.com) or click on



- Click on Plus sign (+) to join a class, then enter class code provide by teacher



## Questions?

- Technology Support – Call 946-2200 or click on the Zoom Technology Support Link found at [www.lyonscsd.org](http://www.lyonscsd.org)

- Call or Zoom when having ?
  - Issues logging in to anything
  - How to use any technology (websites, software)
  - Issues with device





## Appendix Q:

# SYMPTOM RESPONSE PROTOCOLS FOR STAFF

Please follow the information below in determining whether or not to report to work.

Scenario	Steps to Take
Scenario #1: I have symptoms of Covid-19.	<ul style="list-style-type: none"><li><input type="checkbox"/> Do not report to work.</li><li><input type="checkbox"/> Contact your building sub coordinator or supervisor to notify of an absence.</li><li><input type="checkbox"/> Email the Covid Resource Nurse of your symptoms.</li><li><input type="checkbox"/> Get a Covid-19 test.</li><li><input type="checkbox"/> When you receive your Covid test results, forward a copy of the results to your Covid Resource Nurse.</li><li><input type="checkbox"/> The Covid Resource Nurse will advise you of when you may return to work based on the test results.</li></ul>
Scenario #2: I have been exposed to someone with a confirmed case of Covid-19 but am not experiencing symptoms.	<ul style="list-style-type: none"><li><input type="checkbox"/> Email the Covid Resource Nurse in your building.</li><li><input type="checkbox"/> You may report to work but are required to wear your face mask at all times.</li><li><input type="checkbox"/> You must monitor yourself for symptoms, including checking your temperature at least twice per day.</li><li><input type="checkbox"/> If symptoms arise, please immediately notify the Covid Resource Nurse. You should not remain at work.</li></ul>
Scenario #3: My child or someone I live with has symptoms of Covid-19.	<ul style="list-style-type: none"><li><input type="checkbox"/> You may report to work as long as you are not experiencing symptoms.</li><li><input type="checkbox"/> You should wear your face mask at all times and monitor yourself for symptoms while you wait for Covid test results for the individual with whom you live.</li><li><input type="checkbox"/> If the individual with whom you live does not get a Covid test, please wear your face mask at all times and self-monitor for symptoms for ten days.</li></ul>
Scenario #4: My child or someone I live with has tested positive for Covid-19.	<ul style="list-style-type: none"><li><input type="checkbox"/> Do not report to work.</li><li><input type="checkbox"/> Contact your building sub coordinator or supervisor to notify of an absence.</li><li><input type="checkbox"/> Notify the Covid Resource Nurse of your situation, preferably by email.</li><li><input type="checkbox"/> The Covid Resource Nurse will advise you of when you may return to work based on the test results.</li></ul>
Scenario #5: A student or staff member with whom I had contact now has symptoms of Covid-19.	<ul style="list-style-type: none"><li><input type="checkbox"/> You may report to work as long as you are not experiencing symptoms.</li><li><input type="checkbox"/> You should wear your face mask at all times and monitor yourself for symptoms while you wait for Covid test results for the individual with whom had contact.</li><li><input type="checkbox"/> If that individual tests positive, you will be notified by a contact tracer if further action is needed on your part.</li></ul>

*Please contact your Covid Resource Nurse with any questions.*