



Peru Central
School District
EMPOWERING ALL STUDENTS

REOPENING PLAN

FALL 2021

Peru Central School District

VISION

Preparing our
students for success.

MISSION

Empower all students to be lifelong learners by providing a nurturing environment in which they are inspired to pursue their dreams and contribute to the global community.

CORE BELIEFS

- ① Students are our first priority.
- ② All students can learn and we provide for each student's individual needs.
- ③ High quality learning is rigorous and relevant.
- ④ We embrace innovation and strive for continuous improvement.
- ⑤ We bring talent, passion, and integrity to our school every day.
- ⑥ We value inclusivity and hold diversity and respect paramount.
- ⑦ We build powerful, trusting relationships where teamwork and collaboration are valued.
- ⑧ We commit to our community's safety and security.

AT PERU, WE NEVER GIVE UP!

Empowering All Students

District Fall Reopening Committee

Dr. Thomas Palmer	Superintendent
Scott Storms	Assistant Superintendent of Educational Services
Mr. Randolph Sapp	Business Official
Mrs. Shannon Rabideau	Director of Student Services
Mrs. Sara Shult	Primary School Principal
Mr. James Manchester	Middle School Principal
Ms. Stephanie Murphy	Associate Middle School Principal
Mr. Matt Berry	High School Principal
Mr. Joha Battin	Associate High School Principal
Mr. Matt Lefevre	Director of Facilities
Mr. David Wagner	Director of Transportation
Mrs. Jeannine Kerr	Director of School Food Service
Mr. Nicholas Damiani	Technology Integration Specialist Coordinator
Mr. Brian Marino	High School Teacher/Teacher Union President
Mr. Peter McCormick	High School Teacher
Mrs. Tricia Thurber	Middle School Teacher
Mrs. Francine LaPorte	High School Teacher
Mrs. Beth-Ann Lozier	Middle School Special Education Teacher
Mrs. Meghan Matthews	Elementary Teacher
Ms. Kathleen Cavanaugh	Elementary School Counselor
Ms. Cindy Marcil	Elementary Intervention Teacher
Ms. Julia Gillman	Speech and Language Therapist
Mrs. Michelle Polhemus	High School Teacher Assistant

FAQs About This Document

Are the plans created by schools for reopening expected to be permanent?

The school community needs to plan for reopening and be prepared to adjust as conditions change. As conditions improve, schools can work with local health officials to relax the plan. Likewise, if some communities experience periodic, local outbreaks, schools may need to adjust to more restrictive environments. Like the 2020-21 school year, how education is delivered in September of 2021 might be very different from how it is delivered in April of 2022. This document was intended to encourage our school leadership to assume the best-case and worst-case scenarios and plan accordingly. **THESE PLANS COULD CHANGE AT ANYTIME WITHOUT ANY NOTICE AS A DIRECTIVE FROM THE STATE WOULD CHANGE THE MODEL WE ARE IN.**

What will the District's plans be for a Safety Compliance Officer?

A Safety Compliance Officer shall be designated by the Superintendent to be responsible for implementing, monitoring and enforcing all safety plans and policies. All employees shall be advised to direct all questions and concerns regarding the Plan to the Safety Compliance Officer. The Superintendent Designee is Randolph Sapp, Peru Central School District's Business Official, (518) 643-6003, rsapp@perucsd.org.

The Alternate Safety Compliance Officer shall be designated to act in the Safety Compliance Officer's absence. The Superintendent's designee is Shannon Rabideau, Director of Student Services, (518) 643-6040, srabideau@perucsd.org.

Will the considerations in this document change?

Absolutely. As new and improved information is released by state and federal agencies; the considerations will be updated. We will continue to strive to make it better. If you have suggestions on how to improve the document, please share them at tpalmer@perucsd.org.

Who are the stakeholders of the Peru Central School District?

The stakeholder groups that were involved in the development and refinement of the reopening plans included the superintendent, the administrators, teacher union leadership and the community through surveys throughout the process.

Table of Contents

[Glossary of Terms](#)

[Introduction](#)

[Health and Safety](#)

[Health Checks](#)

[Healthy Hygiene Practices](#)

[Social Distancing](#)

[Personal Protective Equipment \(PPE\) and Cloth Face Coverings](#)

[Management of Ill Persons](#)

[Cleaning and Disinfection](#)

[Confirmed Case of COVID-19](#)

[COVID-19 Resource Officers:](#)

[Safety Drills](#)

[Student/Staff Accommodations](#)

[Mask Breaks](#)

[Facilities](#)

[General Health and Safety Assurances](#)

[Fire Code Compliance](#)

[Doorways](#)

[Emergency Drills](#)

[Inspections](#)

[Required Square Footage](#)

[Plumbing Facilities and Fixtures](#)

[Drinking Water Facilities](#)

[Ventilation](#)

[Child Nutrition](#)

[Student Meals](#)

[Meals Consumed Onsite](#)

[Transportation](#)

[School Bus Mandatory Requirements](#)

[School Bus Staff](#)

[Students on Transportation](#)

[Pupil Transportation Routing](#)

[Parent Drop Off and Pick Up](#)

[Social Emotional Well-Being](#)

[District Staffing and County Support](#)

[Counseling Curriculum](#)

[Certified School Counselors and School Psychologists](#)
[School-County Based Support](#)

[School Schedules](#)

[Budget and Fiscal](#)

[School District Fiscal Preparedness](#)

[Attendance and Chronic Absenteeism](#)

[Attendance for Instructional Purposes](#)

[Chronic Absenteeism](#)

[Technology and Connectivity](#)

[Teaching and Learning](#)

[Continuity of Learning Plan](#)

[Equity](#)

[Certification of Staff](#)

[Communication Plan](#)

[Career and Technical Education](#)

[Athletics and Extracurricular Activities](#)

[Special Education](#)

[Bilingual Education and World Languages](#)

[Staffing](#)

[Teacher and Principal Evaluation System](#)

[Appendix D: Cleaning/Disinfecting Procedures](#)

[Appropriate cleaners](#)

[Step 1. Clean](#)

[Step 2. Disinfect](#)

[Laundering](#)

[Classrooms](#)

[Suggested Cleanliness and Disinfection Standards](#)

[Classroom](#)

[Restrooms and Locker Rooms](#)

[Common Areas \(Hallways\)](#)

[Medical Office](#)

[Clerical/Admin Offices](#)

[Athletic Areas](#)

[Restrooms](#)

[General Cleaning](#)

[Cleaning Daily Cafeteria/Kitchens](#)

[Electronics](#)

[Appendix E: COVID Nurse Screening Tool](#)

[Appendix H: Peru High School Morning Student Drop Off](#)

[Appendix I: Peru Middle School Morning Student Drop Off](#)

[Appendix J: Peru Intermediate Building Drop Off/Pick Up](#)

[Appendix K: Peru Primary Building Drop Off/Pick Up](#)

Fall Reopening Plans

CVES CSO Agreement fo Reopening for 2021-2022

Masking

- All staff, students, and visitors inside all school buildings and buses
 - Exceptions as defined by districts

Physical Distancing

- 3 feet where practical inside
 - School leaders should keep in mind that they should not exclude students from in-person learning to keep a minimum distance requirement.
 - Buses- not required but all will wear masks.

Cafeteria

- 3 feet physical distancing where practical
- Masks when not eating

COVID-19 Testing at school, isolation and quarantine

- As required by the county or state health department

Daily Screening

- Completed at home
- Student and staff who are ill should remain home

Full remote option

- Not required

Athletics

- Outdoor sports do not require masking
- Inside sports require masking
- Spectators required to mask at all indoor events
- Spectators- 3 feet physical distancing where practical

Vaccinations

- All eligible students and staff are encouraged to be vaccinated

Updated August 5, 2021

Subject to change based on additional official guidance and regional transmission rates

Secondary School Medical Remote

Hello Peru Middle and High School Students and Families,

As you are aware from the recent Peru School District-level communications, we have received guidance from the New York State Education Department about the specifics of reopening school for the 2021-2022 school year. Our intent is to return to traditional in-person instruction with protective safety measures in place that meet the guidance from the State Education Department. We have learned that in person instruction is the best way to educate and support our students. With that said, the Peru Central School District recognizes that some students will have specific circumstances that warrant remote instruction based upon certain health considerations. At this point, Middle and High School students who have medically documented health conditions and/or family medically documented health conditions within households are eligible for remote learning. This is subject to change based upon further guidance from the New York State Education Department.

In order for students to qualify for the remote model, families are required to complete an application, and in turn, agree to a remote learning contract outlined by the district. Students and families will then be interviewed based on eligibility and produce medical documentation indicating a requirement for full remote instruction. Families must commit to the outlined plan for the entire 2021-2022 school year. The remote learning model will then be decided upon under the discretion of appropriate school personnel as outlined in district policy.

The Remote Learning model will be different from the 2020-2021 school year. Students will not be logging into live Google classes during the normal school day hours. Students will have online academic responsibilities throughout the school day but live instruction via Google Meets and/or other district-approved online meeting platforms will only occur after regular school hours. Students will be required to attend these sessions routinely as attendance will be recorded.

At Peru Middle and High School, we realize the challenges all families are facing during this time. We also recognize that families have many questions about the reopening of schools at all levels. Given the nature of operating a school district during a worldwide pandemic, there remains a level of uncertainty regarding school operations. School personnel, parents, guardians, and students must remain flexible as educational and operational plans may change as the COVID 19 virus evolves and the state and federal guidelines are modified. We ask for your continued patience and understanding through these uncertain times as we continue to grow as a school community.

Regards,

James Manchester- Middle School Principal & Stephanie Murphy- Associate Principal
Matt Berry- High School Principal & Johan Battin- Associate Principal

Elementary School Medical Remote

Hello Peru Elementary Students and Families,

We hope that you and your children are having an enjoyable summer! We are reaching out with regard to the upcoming academic year. While it is our hope that all students will return in-person in the fall, we understand that some families may prefer a full remote option for medical reasons. As such, Peru Central School District (PCSD) is partnering with Capital Region BOCES to provide high quality remote instruction for students, whose families qualify for full remote learning, through a Regional Virtual Elementary School for grades K-5. Please note, Pre-k is only being offered in-person.

Peru Central School District recognizes that some students will have specific circumstances that warrant remote instruction based upon certain health considerations. At this point, only elementary students who have medically documented health conditions and/or family medically documented health conditions within households are eligible for remote learning. In order for students to qualify, families are required to complete an application, and in turn, agree to a remote learning contract outlined by the district. Students and families will then be interviewed based on eligibility and be asked to produce medical documentation indicating a requirement for full remote instruction. If the NERIC requirements are not fully met in the academic year, students will return to in-person instruction for the remainder of the year. Students attending in-person instruction will not be allowed to transition to the Regional Virtual Elementary School.

For more information regarding the Regional Virtual Elementary School, including the academic calendar and sample schedule, please click on the link below:

[Regional Virtual School Link](#)

At Peru Elementary, we realize the challenges all families are facing at this time. We also recognize that families have many questions about the reopening of schools at all levels. Given the nature of operating a school district during a worldwide pandemic there remains a level of uncertainty regarding school operations. School personnel, parents, guardians and students must remain flexible as educational and operational plans may change as the COVID-19 virus evolves and the state/federal guidelines are modified. We ask for your continued patience and understanding as we navigate through these uncertain times.

Sincerely,

Shannon Rabideau-Director of Student Services
Mary Sexton-Intermediate Principal
Sara Shult-Primary Principal

Secondary School In-Person Reopening

Elementary School In-Person Reopening

Transportation Plan

Cafeteria Plan

Reopening Frequently Asked Questions August 2021

Remote Instruction

How will medical remote instruction take place in the district?

- Primary/Intermediate students will participate in a Regional Virtual Elementary School for grades K-5 through our partnership with Capital Region BOCES.
- Middle/High students will have online academic responsibilities throughout the school day and are required to attend scheduled Google Meets after regular school hours.
- PreK will ONLY be offered in person.

What documentation is required for a qualifying health condition?

- Families will need to provide a doctor's note that clearly indicates that the child must be on remote instruction due to the student's medical condition.

What if someone that lives in my household has a qualifying medical condition?

- Families will need to provide a doctor's note clearly stating that the student will need to be on remote instruction due to the family member's medical condition.

If my child begins the school year remotely, can they come back in person?

- No, students that start in remote instruction will be required to continue in remote instruction throughout the entire 2021-2022 school year.

If my child begins the school year in person, can they go remote?

- The child may go remote only if a qualifying health condition is to occur and that documentation is provided. Being quarantined does not qualify.

If my child is remote, are they allowed to participate in extracurricular activities?

- No, students who are remote are not permitted to participate in extracurricular activities.

What is the protocol should the school need to close?

- Elementary students attending BOCES will continue as normal
- In-person Elementary students will be expected to switch to a synchronous virtual setting (either through Google or Seesaw), as explained by their teacher.
- Middle School & High School Students will go to a full remote model if the school is closed.

In Person Instruction

What will the school hours be?

Elementary Hours: Students: 9:05-3:05
 Teachers: 8:20-3:20

Secondary Hours: Students: 7:28-2:08 plus Tenth period until 2:45
Teachers: 7:20-2:45

Will we have a tenth period in Middle and High school?

- Yes, as long as possible in accordance with Health and Safety guidance.

Will students use lockers this year?

- Yes, as long as possible in accordance with Health and Safety guidance.

How will classrooms be set up? Will there be social distancing?

- Classrooms will be set up with at least 3 feet of social distancing as per CDC guidelines.

Will students be changing classrooms or cohorted?

- In the Elementary School students will be cohorted. For special areas, such as art, music, physical education, and technology, we are working to allow classes to move to those spaces while mitigating potential risk.
- Yes, however families will be limited to one family member attending. Everyone will be required to wear a mask at all times.

Safety Protocols

Will schools require vaccines for school personnel/eligible students (12 and older)?

- As per the CDC, vaccinations are the strongest defense against Coronavirus, however, as of now vaccinations are not required.

What are the quarantine protocols for positive cases in our district?

- Please refer to page 16 of NYSED reopening document

Are vaccinated individuals required to quarantine if exposed to a positive case?

- Please refer to page 16 of NYSED reopening document

Do students/vaccinated individuals have to wear masks all the time (even outside)?

- While indoors everyone must wear masks, while outdoors it is the option of each individual to wear a mask or not.

Will we have an Open House? What are the parameters for Open House?

- At this time, we will have an Open House. However, families will be limited to one family member attending. All will be required to wear a mask at all times.

Will I have to report my child's covid screening on a rotating basis like we did last year?

- No parents will sign a contract that they will screen their child everyday prior to coming to school. Keeping their child home if they have symptoms.

What cleaning protocols will take place on a daily basis?

- Thorough and regular cleaning practices will be performed as per CDC guidelines. On top of this, each classroom has a cleaning bucket that teachers and school personnel will be encouraged to use.

Transportation

How will transportation work? How many students are allowed on a bus at a time?

- Bussing will be available for all students

Are masks required on busses?

- As per the NYS Education Department release on August 12th, students and drivers will be masked at all times.

Will students have assigned seats while riding the bus?

- Students always have assigned seats on the buses.

Will my child be able to ride a different bus to and from school depending on family circumstances and child care?

- Students will follow the same plan that was developed for last year. Students must ride a consistent bus to and from school.

Sports and Clubs

What is the updated guidance for sports? Will sports take place as they have pre-COVID?

- See Page 11-12 of the *NYSED Health and Safety Guide for the 2021-2022 School Year*.

What is the updated guidance for band and chorus?

- Elementary band students will utilize instrument-specific PPE. More details will be provided.
- Elementary chorus will abide by 3ft distancing, masked when not singing.

Home School Information

How do I homeschool my child?

- [PCSD Home School Policy](#)
- [NYSED: Home Instruction Website](#)
- [NYSED: Home Instruction FAQ](#)

Glossary of Terms

Asynchronous Learning. Online learning at your own pace; however the teacher may require deadlines within this model.

Distance Learning: This may look different across districts and the country; however it is essentially the learning plan online for students. It can be synchronous or asynchronous or fully virtually learning.

Career and Technical Education (CTE): A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards of career development and occupational studies as a framework. It includes the specific disciplines of agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education.

Cleaning: The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfection: A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Flattening the curve: Slowing the spread of the virus. If you map the number of cases over time, the expectation is that it will peak at some point.

Blended Learning: a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

Hybrid Model of Instruction: refer to classes where there is a carefully planned blend of both traditional classroom instruction and online learning activities.

Incubation period: The time between when a person is infected by a virus and when he or she notices symptoms of the disease. Estimates of the incubation period for COVID-19 range from 2-14 days.

Instructional experiences shall include, but not be limited to: meaningful and frequent interaction

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

Mask Break is a short period of time when students who are properly socially distanced and seated may remove their masks. The length of time will be age appropriate and provided at given intervals and upon request.

ParentSquare is a safe and secure platform for all school to home communication. The two-way group messaging, private conversations, district-wide alerts and notices, and simple user interface keeps everyone connected. Designed specifically to help PreK-12 educators to reach and engage every parent with automated email, text and app alerts, language translation and 24/7 access.

Personal protective equipment (PPE): “Specialized clothing or equipment, worn by an employee for protection against infectious materials,” as defined by the Occupational Safety and Health Administration (OSHA).

Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. These people may have been exposed to a disease and do not know it, or they may have the disease but do not show symptoms. (hhs.gov). Recommended if you have been in close contact with someone who has COVID19.

Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.

Self-isolation: When one separates themselves from others in the case that they are incubating COVID 19. This means you are to remain at home and not go to work or school.

Social distancing: Putting physical distance between yourself and other people. This means avoiding groups of people (parties, crowds on sidewalks, lines in a store) and maintaining distance (approximately 6 feet) from others when possible. This is a key strategy for avoiding COVID-19 infection and to flatten the curve.

Social Emotional Learning (SEL): The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Synchronous Learning: Online at a specific time typically face to face virtually with staff.

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

Introduction

Procedures outlined within this document are intended to provide the Peru Central School District guidance in preparing for and conducting an effective recovery and successful re-entry into regular education services. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended or added to. The Peru Administration will continue to coordinate with local authorities, such as state and local health departments, health centers, consulting physicians and health-care providers, and apply this guidance in accordance with the recommendations they receive from these stakeholders. The District will always adhere to the most recent recommendations from the Centers for Disease Control and Prevention, the New York State Health Department and the Clinton County Health Department.

It is important to remember the district's recovery plan is only effective through a collaborative effort by all community stakeholders. Reviewing, practicing, and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to any event. The Peru Central School District's Safety Team and Leadership team will revise and update this document as needed. Additional information can be found in the attached resource page.

Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners and institutional best practices and are not, unless otherwise indicated, required by statute or regulation. The Peru Central School District will use this document as a guide and consult with all relevant stakeholders to determine which procedures the District is able to address and the best way to proceed.

Health and Safety

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

Whether instruction is provided in-person, remotely, or through some combination of the two, schools have an important role to play in educating and communicating with school communities about the everyday 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.

Each of these categories are essential as they represent the minimum standards necessary to prevent the spread of infectious disease. Additional considerations are based on best practices or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH) and should also be continually monitored at the CDC and DOH websites to keep current with the latest COVID information and guidance.

Health Checks

All employees must complete a health screening prior to entering the building each day. Employees will not report to work if their temperature is 100.0 F or above or if they have COVID symptoms.

All students will have their temperature verified by their parent/guardian in their home. If their temperature is below 100.0 degrees and they do not show signs of COVID-19, they will be permitted to board the bus and/or enter the building. If their temperature is 100.0 F or above, the parent should keep them home from school.

All visitors, guests and contractors will be required to complete a temperature check and health screening. They will only be permitted to enter a building if their temperature is below 100.0 degrees and they are symptom free.

Healthy Hygiene Practices

If an employee or student starts to show symptoms of COVID-19 during the workday, he/she will be sent home immediately, and proper cleaning protocol will be followed (Cleaning and Disinfection Section).

The district has established clear protocols and appropriate signage to instruct staff and students in correct hand and respiratory hygiene. Hand washing signage has been installed above each sink within the District. These signs provide hand washing steps in accordance with CDC guidelines. Respiratory hygiene posters are also displayed throughout each building within the District.

Throughout the course of the school day, students and staff will practice good hand hygiene practices. The district will provide time for students to perform the traditional hand washing (with soap and water, lathering for a minimum of 20 seconds). This is the most preferred method: however if this is not feasible, the District will provide hand sanitizer throughout the common areas (e.g. classrooms, entrances, offices) and other spaces when able. Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water and the district would make those appropriate accommodations.

Social Distancing

The district requires all employees, adult visitors, and students to wear a cloth face covering. Mask breaks can be taken as needed and when eating. Signs will be posted throughout the buildings (e.g. hallways, bathrooms, classrooms, entrances, Administrative offices, break rooms) reinforcing the importance of social distancing. There will also be models with tape on the floor identifying 6' of spacing in a given area. Students will also be reminded at arrival and dismissal to maintain social distancing protocols to the best of their ability.

Personal Protective Equipment (PPE) and Cloth Face Coverings

Employees must wear masks at all times indoors. Masks do not have to be worn outside but responsible social distancing is strongly recommended.

Disposable face masks will be provided to students and visitors if they don't have them. Masks must be worn at all times while riding buses or within buildings. Mask breaks will be periodically scheduled and meal periods will not require masks once physical distancing has been established.

The protocol for taking mask breaks throughout the course of the school day will be in accordance with the specific building and teacher. There will be several factors in determining when mask break is appropriate:

- A. The age of the children
- B. Are the children able to maintain social distancing while taking a mask break?

Management of Ill Persons

Ill students and staff will be assessed by the school nurse (registered professional nurse, RN) or medical director. If a school nurse or medical director is not available, ill students and staff will be sent home by the building manager 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 a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

Cleaning and Disinfection

The district has established a cleaning schedule for each of the buildings in the district. Required protocols have been put in place in accordance with CDC. The district is using products that are less likely to trigger asthma attacks.

As an additional safety measure, the district will clean and disinfect all work areas, counters, restrooms, doorknobs, and stair railings several times daily.

There is a plan to increase frequency during flu season to increase the number of cleanings and if there are increased incidents of COVID-19 exposure in the area or in the school community.

Cleaning and disinfecting recommendations from the CDC can be viewed at:

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

Confirmed Case of COVID-19

The district/school plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school. The district/school plan has protocols that comply with CDC guidance for the return to school of students and staff following illness or diagnosis of a confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

COVID-19 Resource Officers:

A Safety Compliance Officer shall be designated by the Superintendent to be responsible for implementing, monitoring and enforcing all safety plans and policies. All employees shall be advised to direct all questions and concerns regarding the Plan to the Safety Compliance Officer. The Superintendent Designee is Randolph Sapp, Peru Central School District's Business Official, (518) 643-6003, rsapp@perucsd.org.

The Alternate Safety Compliance Officer shall be designated to act in the Safety Compliance Officer's absence. The Superintendent's designee is Shannon Rabideau, Director of Student Services, (518) 643-6040, srabideau@perucsd.org.

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2021-2022 school year using protocols that are different than they are used to.

The District takes the safety of staff and students very seriously and will conduct the required drills but there will be modifications to the evacuation drill protocols. **If there was an actual emergency that required evacuation or a lockdown, social distancing may not be possible and should not be the first priority in that situation.**

Student/Staff Accommodations

The district is committed to making protocols that are consistent with NYSED guidelines, ADA and FMLA in making a good faith effort in making accommodations for students and staff that have been identified as high-risk or live with a person at high-risk.

Mask Breaks

The district understands the need for students and staff to take mask breaks but also understands the importance of wearing masks for the safety of everyone. Periodic breaks will be given to students throughout the course of the school day. The number of breaks and intermittent times will be determined by the building principal or supervisors of that space. Masks do not have to be worn while students and staff are outside/ physical education class, recess, athletics.

Facilities

General Health and Safety Assurances

The district will make assurances that all school buildings must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection.

Fire Code Compliance

All spaces to be occupied by public school students and staff must meet the requirements of the 2021 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. The Peru Central School District will provide assurances that, should alterations be made to any of the schools, the district will submit the proposed changes to the OFP for review and approval - just as with any other project.

Doorways

The district understands and will provide assurance that the function, position, and operation of those doors must remain unchanged. Many stairs and corridor doors have closers with automatic hold openers. These doors are normally held in the open position and are automatically released by the fire alarm system. Fortunately, they need not be touched during normal use. The district will provide assurances that they will leave doors open and understands this will potentially reduce the spread of the virus from touching door levers and knobs, doors may be fixed in the open position **EXCEPT** that this is only permitted with doors without door closers and doors which are not fire rated. **All classroom doors are fire rated doors and will remain closed.**

Emergency Drills

Districts or other applicable schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and the district will make sure they are conducted this school year.. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility.

Inspections

The District will continue its responsibility to ensure all inspections will be conducted without exceptions as described in Education Law. Fire Code Section 404 requires that

schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing will be outlined in the updated plans to practice these drills under strict guidelines that will promote social distancing but be able to complete the drill tasks.

Plumbing Facilities and Fixtures

The Peru Central School District has to have, by SED regulations, a building condition survey conducted every five years. The 2019 Enacted Budget included changes to Education Laws §409-d (Comprehensive public school building safety program) and §3641 (Special apportionments and grants-in-aid to school districts). These are the sections of state law that relate to the five year cycle for building condition surveys (BCS) and the requirement for annual visual inspections (AVI).

The number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures. For assurance purposes, we have elected to consult with our architects and they have assured the district we are compliant with the building codes for the number of toilets and sink fixtures in our buildings.

Drinking Water Facilities

The district will be shutting off the water fountain water supply but students will be able to use the bottle filling stations. The students will be encouraged to bring water bottles to school and the district will supply disposable cups at specified locations that will be available to the students.

Ventilation

The district has made assurances that the buildings will maintain adequate, code required ventilation (natural or mechanical) as designed. The district's schools are committed to increasing the fresh air ventilation rate to the extent possible to aid in maintaining a healthy indoor air quality. The district is committed to installing air filters that will provide the highest level of continuous particle removal possible. To accomplish this, the district has purchased filters with considerable higher MERV ratings than used in past practice. The filters are scheduled to be installed prior to the start of in-person classes.

In addition to upgrading the district's HVAC filtration, the district has also purchased air purifiers for every classroom. The air purifiers come with a HEPA filter and are designed to clean the air in the rooms up to two times per hour and will effectively remove 99.9% of air bound particles.

Child Nutrition

The district understands that a successful nutrition program is a key component to a successful educational environment for children. Children cannot focus on learning when they are hungry. The district made a conscious decision this spring and through the summer ensuring the students received nutritious meals while schools were closed because of COVID-19. During the spring, the district served door-to-door 850 students, 1700 meals (breakfast and lunch) per day. The district is committed to the idea that no child should ever go hungry and our plan to reopen this fall will ensure the opportunity to have meals available to and the feeding of all students who require food assistance.

The COVID-19 pandemic has challenged our food service department like no other crisis. The child nutrition plan will be flexible, general and maintain necessary standards. The essential components of the plan are outlined below.

Student Meals

Our food service department has met the challenge the spring of 2020 presented and are preparing for the 2021-22 school year. The child nutrition plan will be flexible, general and maintain necessary standards. The essential components of the plan are outlined as follows:

- All students will have access to school meals. While attending school, meals will be provided in either classrooms or cafeterias. Students learning remotely will have access to meals via pick-up or district delivery.
- The Food Allergy Management and Prevention Plan (FAMPP) will be modified to attend to students who have food allergies during this pandemic. This plan will address five (5) priorities:
 - Ensure the daily management of food allergies for individual students.
 - Prepare for food allergy emergencies.
 - Provide professional development on food allergies for staff members.
 - Educate children and family members about food allergies.
 - Create and maintain a healthy and safe educational environment.
- Teachers will provide instruction and time for students to wash their hands or use hand sanitizer prior to their designated lunch time. Students will also be provided time to wash their hands or use hand sanitizer at the end of their designated lunch time.
- Cleaning and Disinfecting will be done in accordance with all best practices and CDC recommendations. Food Service Staff will have training prior to the start of school which will include Civil Rights, Right to Know, Production Records, Meal Pattern, etc.

- The Child Nutrition Program and all applicable health and safety guidelines will continue to be followed regardless of where student learning takes place - on campus, remotely or as a hybrid.

Meals Consumed Onsite

- Breakfast will be served in the classroom to minimize cohort movement in the buildings. The lunches will be served in the cafeteria. Students will be socially distanced while they eat.
- Students will be discouraged from food sharing.
- There will be garbage cans in each room.
- Students will wash their hands with soap and water or use the district sanitizer before and after eating.
- Students will constantly be reminded of physical social distancing while eating meals in their room.

Transportation

The ability to have a plan for the delivery of students to and from the campus is a critical element in the education of children. There needs to be clear protocols in place for the safe travel of students and staff. Specific communication procedures and protocols about transportation will allow staff, students, families and the community to safely re-engage in the process of transporting children by bus. This section will outline the specific protocols that will be in place for the transportation of children to the Peru Central School District, BOCES and Seton Catholic. This section will also outline parent pick up and drop off locations for each of the buildings with clear expectations and protocols that will be followed.

School Bus Mandatory Requirements

The district has made assurances in the following areas bulleted below. We will be in strict compliance and enforce the following items:

- Students who are able will be required to wear masks; if a student does not have a mask, a disposable mask will be provided before they enter the buses
- All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);
- School buses shall not be equipped with hand sanitizer due to its combustible composition and school bus drivers, monitors and attendants have been instructed not to carry personal bottles of hand sanitizer with them on school buses;
- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

School Bus Staff

- All school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving at work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention.
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.
- All buses will be equipped with disposable masks and gloves. Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Students on Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100.0 degrees or more prior to them boarding their method of transportation to school.
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering. These particular situations must be cleared with the principal's office prior to riding the bus.
- Students will be social distanced on the bus to the extent possible.
- Students who do not have a mask can NOT be denied transportation, Students who do not have masks will be provide one by the district;

Pupil Transportation Routing

If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them in an out of district setting whose schools are meeting in in-person sessions when/if the district is not.

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

Transportation is a vital piece in the education of our students. We need to work collectively together in understanding the role of transportation. All families will be expected to identify one pick up and drop off location for their child(ren). This year we are not accepting bus notes for students to take other than their designated buses they have been assigned to for transporting. Please understand the critical component of this that buses have a pre-assigned number of students assigned to those buses and to increase capacity may force the district to have to run separate runs because of the increased number of students. With resources that are available, this is not prudent nor could be supported. Students traveling in cohorts and contact tracing is vitally important in the reopening plan for our students and staff.

Parent Drop Off and Pick Up

Parents that choose to drop their child off at school and elect not to use school transportation, will use the District designated areas for dropping off their child (See *Appendix H I, J, K* for additional information for your child's building). It is critical that everyone follows these protocols for the safety of all students and to allow traffic patterns to run smoothly.

Social Emotional Well-Being

The Peru Central School District along with many of our neighbors, has faced unprecedented challenges as we have responded to the needs of our students during the COVID-19 pandemic. This pandemic has compounded the difficulties we faced, including:

- Inability to see our students in person to provide supports
- Economic Recession
- Increasing awareness of issues related to Social Justice
- Lack of inclusivity

The counseling plan for the 2021-2022 school year is to continue developing the comprehensive school counseling program to meet the ever changing needs of the student population because of the stress and anxiety the COVID-19 pandemic has caused to our students. The plan will be reviewed in the fall to ensure a positive school climate and the social emotional well-being of students returning to school in the fall.

The counseling department will also address our faculty to discuss protocols and provide support to the students as they enter the building in the fall. The goal for the Social Emotional Health Program for the students and staff in the district is to provide support and in some instances, improve in areas of need and in others, continue the great work that is going on.

District Staffing and County Support

The District employs multiple certified school counselors and school psychologists to support the social emotional needs of students. The District also hosts an outside county based counseling agency in each building and two preventative case workers.

Counseling Curriculum

Counselors, in conjunction with our teaching staff, provide students with a comprehensive research based, teacher informed program that promotes social emotional development from Kindergarten to Grade 8. This program focuses on the following topics:

1. Mindset & Goal Setting
2. Recognizing Bullying and Harassment
3. Thoughts, Emotions and Decision
4. Relationship and Social Conflict

Certified School Counselors and School Psychologists

In addition to classroom counseling lessons, counselors offer group counseling sessions that focus on social skills, relationship building and other concerns. Counselors also offer individual sessions that focus on overcoming adversity, coping with anxiety and depression, managing stress and various other issues. Counselors and Psychologists utilize standardized rating scales and various data to assess areas and levels of social-emotional well being. From that data, plans and goals are written to support growth and development.

School-County Based Support

The District hosts an outside county based counseling agency in each building and two preventative case workers. The counseling program is available for families to have access to mental health counseling and support at school. There are certified mental health counselors who work with individual students and families on an appointment basis. The counselor is also available to complete an imminent risk assessment and make referrals for crisis intervention. The preventative case workers support school families in growth and development.

School Schedules

The responsibility of the district for the 2021-22 school year is to develop plans that address resuming in-person instruction. However, scheduling decisions must be informed by health and safety standards and the most up to date guidance from the New York State Department of Health. Consideration must also be given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each of our schools.

If COVID-19 cases develop in the North Country, our district has considered restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, the district may choose to temporarily move classes where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared through the Clinton County Health Department.

Budget and Fiscal

School District Fiscal Preparedness

The additional expenses associated with the COVID-19 response within Peru Central School District will place an additional strain on financial resources. In an effort to address these additional and changing fiscal demands, the District will rely on several sources of funds:

- CARES Act Funding - the CARES Act provides Peru Central School District with an allocation directly related to addressing the challenges COVID-19 places on the District. This is a categorical award of funds which may be allocated to the challenges directly related to the District's COVID-19 safety response.
- Reserve Funds - given relaxed reserve withdrawal rules, the District has reserve funds that can be used as a source of funds for COVID-19 related expenditures. Although withdrawals would need to be eventually repaid, reserves could provide a source of funds for immediate COVID-19 needs.

Attendance and Chronic Absenteeism

Attendance for Instructional Purposes

The district is responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting. The district has created the following protocols for attendance:

- When students are in person, attendance will be collected using the traditional attendance model
- Student and Staff attendance will be collected using nVision, Frontline Absence Management, and Schooltool

Chronic Absenteeism

There is extensive research indicating that missing ten percent of school days tends to be the “tipping point” when student achievement declines.

The district is making a concerted effort to promote attendance in our buildings and remote programs and will audit student attendance before it reaches the level of Chronic Absences. 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.

- The district’s goal is to establish clear guidelines on student attendance. We understand chronic absence includes all absences from instruction, both excused and unexcused. It is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school.
- During these challenging times, the development of positive school relationships may be a lifeline for students disconnected from school. There have been procedures put in place to develop relationships with all of our students and will continue through the 2021-2022 school year.
- The district will continue to make phone calls to families, personal direct contacts are often the simplest solution and provide an immediate opportunity to offer resources and assess student and family needs.

Technology and Connectivity

The closure of New York schools and subsequent shift to remote learning only highlighted the urgent need for equitable access to technology and connectivity. The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections. The district understands 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.

As Peru Central School District plans for reopening, technology and connectivity must remain essential areas of focus. The district has sought to provide students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- A computing device, such as a laptop or Chromebook for their exclusive use in grades 3-12; and instructed in how to utilize Google Classroom to access course materials and assignments.
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot).
- Provide multiple ways for students to participate in learning and demonstrate mastery of learning

In alignment with the Board of Regents' vision for teaching and learning, as articulated in the USNY Statewide Learning Technology Plan (2010), The Peru Central School District is committed to partnering with families to help ensure students have "all the time, everywhere" access to devices and high-speed internet, both at school and at our families' places of residence. The district is aware that in specific, limited areas of the state, high-speed internet is not yet available. Students' places of residence may not be connected to fiber, and/or cellular service may not be available. In these limited cases, assisting students in obtaining access to high-speed internet is possible at the school and throughout the district at this time.

In the limited cases where students may still lack internet access in their places of residence, despite best efforts, districts and schools must ensure that all efforts are being made to provide some form of internet access availability, such as by boosting WIFI signals to parking lots or providing families with a Kajeet to have reception.

Teaching and Learning

The Peru Central School District will ensure that the district will have a continuity of learning plan for the 2021-2022 school year. All schools within the district must ensure that they have a continuity of learning plan for the 2021-2022 school year. The plans have been crafted to prepare for in-person full remote models of instruction throughout the course of the school year based on the guidance we receive from the New York Department of Health, New York State Education Department or the Governor's Office.

The Peru Central School District is committed to the education of our students. The district understands the importance of developing strong relationships with the students and their families to make everyone feel safe, engaged and excited about learning in Peru. There is an understanding that this "new" normal in schools will be an adjustment period for everyone. The need to be flexible is essential, as at any point in time, there may be a shift of in-person to remote model. The district will have to provide a stable environment for the students to transition through these plans.

- Instruction is aligned with the outcomes in the New York State Learning Standards.
- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- Instruction is planned and support services are offered for Students with Disabilities in accordance to their IEP or 504 plan to ensure FAPE.
- The district has created a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.

This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers, including:

- Email
- Online platforms
 - Parent Square
 - FaceBook
 - Dedicated Website Page - Peru CSD Reopening Information Page
- Phone

Continuity of Learning Plan

The objective of the district is to provide education opportunities for our students. All instructional practices must demonstrate a regular substantive interaction between teachers and students. There will be clear protocols and procedures put in place so whether in-person or remote instruction is taking place that there are clear expectations and rigor in the educational opportunities provided to the students.

Equity

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person or remotely due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. These opportunities will be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

During Remote Learning the following types of instruction will be utilized to ensure optimal engagement:

- **Live Learning Time (LLT):** Time in the school day for the teacher to connect with students to complete learning activities.
- **Office Hours:** These are time set aside for teachers to be available when parents are off work. Teachers can pick a one-hour time slot three times a week.
- **Recorded Video Lesson (RVL):** These are pre-recorded instructional videos by Peru Teachers to support student learning. Videos can be up to 25 minutes long

Certification of Staff

The Peru Central School District has made every effort to make sure there is a certified teacher in every classroom to provide instruction to our students. We will always make every effort to make sure our staff is appropriately certified in the classes they teach. Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote).

Communication Plan

The Peru Central School District has created a clear communication plan for how students and their families/caregivers will be able to contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages based on the district's population of students and will be disseminated in

multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- In-person instruction will incorporate collaboration, discussion, and other instructional practices that are best served in a live interactive setting within the structures of the school buildings.
- All teachers and school personnel will utilize ParentSquare to communicate with parents including providing translated documents when necessary for our ENL families. This platform allows parents to comment directly on information provided and direct message all staff.
- Parents are also able to contact the school by telephone.
- Communication tools and training will include, but are not limited to
 - ParentSquare
 - Faculty Meetings dedicated to turnkey training of essential protocols for prevention of the spread of disease
 - Social Media
 - Newsletters
 - Video Updates
 - Email and dedicated “Re-opening Information” webpage
 - Demonstrations, age-appropriate signage, and PSAs will be provided for student
 - Signs will be posted throughout the building reminding students and staff about techniques for proper face mask wearing, and respiratory hygiene
 - Signs will be posted at every sink for proper handwashing
 - Signage will be used to help students and staff identify the proper space for safe social distancing.

Career and Technical Education

Career and Technical Education (CTE) leverages program areas to facilitate career pathways for students that are built into the course offerings in the district. Programs are designed to facilitate exploration that leads to more occupation-specific and technical career training. CTE programs integrate rigorous academic, technical, and employability skills within the context of career preparation. CTE works to align programs and expose students to labor market needs and new or emerging occupations. CTE works to achieve our school mission by building and supporting programs that include:

- Standards-aligned, competency-based curriculum and instruction
- Industry-recognized credentials (Work readiness credential offered through course offerings for all students)
- Articulated college credit
- Real-world equipment and facilities
- Career development coordination and services
- Special populations coordination and services
- Work-based learning
- Career and Technical Student Organizations

Students who meet certain criteria and interest are eligible for extended career and technical education through the partnership with our local vocational training facility CV-TEC (Champlain Valley Technical Education Center). In order to offer our students pathways into the CTE field. All CV-TEC CTE Programs provide hands-on, real-world training in nearly thirty career fields. CTE combines core academic content with technical skills development to prepare students for the world of work, post-secondary education, or both.

CV-TEC programs are scheduled to continue this school year. The district will continue to offer transportation to and from CV-TEC. Measures to comply with NYS COVID school reopening regulations have been put in place.

Athletics and Extracurricular Activities

The district understands the importance of interscholastic sports and extracurricular activities in the students' lives and the school community. The district is committed to bringing back activities that can be conducted in a safe environment with appropriate health and safety protocols (social distancing, PPE) as determined by the New York State Department of Health.

The district is committed to the creation of extracurricular activities that would be able to continue remotely in the event of another shut down. The district wants students to participate in activities that will provide an opportunity to engage in 21st Century Skills: collaboration and teamwork, creativity and imagination, critical thinking and problem solving. These skills will prepare our students to meet the challenges of today's and tomorrow's world.

Special Education

The Peru Central School District's Special Education plan addresses in person and remote instruction. Roles and responsibilities of administrators, teachers, service providers, parents and students are defined to ensure FAPE is provided to each student in accordance with their IEP and keeping with the health and safety of students. The full continuum of programs and services continues to be offered at all levels.

- Resource Room
- Integrated Co-teaching
- Special Class
- Related Services
- Consultant Teacher (Direct and Indirect)

The District Special Education plans include a means for parent engagement in a variety of channels and at a variety of times in the school year. Communication may occur through letters, email, texts, phone calls, and meetings.

- Cleartrack parent portal established
- Progress Notes in conjunction with district calendar
- Team and/or Parent meetings as needed
- CSE Meetings: Program Reviews and Annual Reviews
- Other channels of communication are available when needed
- Communication is offered in the preferred mode and language of the family to meet family needs.

The District continues to offer CSE and CPSE programming in various settings to provide support in accordance with IEP recommendations, progress monitoring and progress reporting.

- Progress monitoring will occur in accordance with IEP.
- Progress reporting will occur in accordance with the district calendar.
- Cleartrack parent portal has been established.
- Other avenues are available when needed.
- Communication is offered in the preferred mode and language of the family to meet family needs.

The District Special Education plans meet the unique disability related needs of students. Students will have a Case Manager (408 Coordinator) to support the implementation of the IEP in conjunction with teachers, students and families. Documentation of programs and services will occur through Schooltool, Plan Books and Cleartrack.

- Assistive technology will continue to be offered and made accessible to support unique learning needs as assigned by IEPs.
- Other avenues of meeting needs are available.

Committee on Special Education (CSE)

The CSE will continue to accept referrals, complete evaluations, host virtual meetings and offer the continuum of services. Evaluations will be completed virtually to the extent possible. The 60 day timeline will be followed. Meetings will consist of representative stakeholders according to NYS regulations.

Committee on Preschool Special Education (CPSE)

The CPSE will continue to accept referrals, complete evaluations, host virtual meetings and offer the continuum of services in conjunction with county agencies. Evaluations will be completed virtually to the extent possible. Meetings will consist of representative stakeholders according to NYS regulations. Services will be provided as closely as possible in accordance to the IEP through teletherapy and remote learning activities. Progress notes, monitoring and reporting will occur in conjunction with the school district calendar. Parents will be engaged in their preferred language through phone calls, emails and virtual meetings.

Committee on 504 Accommodations

The 504 Committee will continue to accept referrals, complete evaluations, host virtual meetings and create plans. Evaluations will be completed virtually to the extent possible. Parents will be engaged in their preferred language through phone calls and virtual meetings. Plans will be shared with and implemented by teachers.

Bilingual Education and World Languages

The Peru Central School District has a process in place to identify newly enrolled students as English as a New Language learners. This process provides for the administration of the appropriate NYSITELL within the first ten days of enrollment. During the 2021-2022 school year COVID-19 school closures and during the summer of 2021 and during the first 20 days of school who was registered that was identified as ENL, will be administered the NYSITELL within the first thirty days of school. Any student registered after the 20th day of school identified as a potential ENL will be administered the NYSITELL within ten school days of enrollment.

The district's TESOL teacher will continue to provide developmentally appropriate, research-based instruction to our ENL students whether those students are remote, hybrid, or in person. Additionally, regular communication will continue to occur with all of our ELL families. Communication is provided in the families preferred language using translation tools that are available.

Staffing

Among school-based factors, teachers and school leadership personnel are the two greatest influences on student learning. As the Peru Central School District creates the plans for the 2021-2022 school year, the district ensures that all teachers, school and district leaders, and student service professionals hold a valid and appropriate certificate for their assignment. The district will continue to utilize incidental teaching when determining how to staff their classrooms. The district can also employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment. The district should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction.

Teacher and Principal Evaluation System

The district intends to implement the current negotiated APPR plan, approved by the NYS Education Department on March 25, 2019. Teachers will be evaluated using the approved rubrics in the classroom setting during in-person instruction. The building principals will be observed using the approved rubrics according to agreed upon settings.

The current student performance component is based on Regents exam scores. Each teacher in the district will create an SLO based on the Regents exam score results.

The goal of the Peru Central School District is to support our teacher and principal growth and development for the betterment of our practices to support student growth and development.

APPENDICES

COVID-19 Health Check Questionnaire/Screening

IF YOU ANSWER YES TO ANY OF THESE QUESTIONS, DO NOT REPORT TO SCHOOL.

- Individuals who have symptoms of acute respiratory illness are recommended to notify the School Nurse or Building Manager, stay home and consult your medical provider.

Do you/Does your child currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?

Yes No

- Fever (100.0 F or more)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or difficulty breathing
- Nausea, vomiting or diarrhea
- Muscle pain or body aches
- Headache
- Nasal congestion/ runny nose

I verify that I have taken my/my child's temperature daily and it has been less than 100.0 degrees Fahrenheit. I understand that while on campus a protective face covering must be worn.*

Appendix D: Cleaning/Disinfecting Procedures

Peru Central School District Cleaning/Disinfecting Procedures

Appropriate cleaners

- Surface cleaner
 - Spray bottle
 - Bucket
- Soap & water
 - Spray bottle
 - Bucket

*Spray bottle recommended to minimize cross contamination

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces (i.e. PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies)

Step 2. Disinfect

- Disinfecting kills germs on surfaces
- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label)
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product

Laundering

Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant

- ❖ Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
 - ❖ If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
 - ❖ Face coverings must be completely dry before wearing
-
- Wear disposable gloves when handling dirty laundry from a person who is sick
 - Dirty laundry from a person who is sick can be washed with other people's items
 - Clean and disinfect clothes hampers according to guidance above for surfaces
 - Remove gloves and wash hands right away

Classrooms

- Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies
- Keep cleaning supplies out of reach of children
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Classroom

- Clean and disinfect high touch surfaces (but not limited to):
- Classroom desks and chairs
- Door handles and push plates
- Bathroom faucets
- Light switches
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
 - Drinking Fountains
 - Door handles and push plates
 - Light switches
 - Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms

- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)

- Clean and disinfect high touch surfaces (but not limited to):
 - Drinking Fountains
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Handrails
 - Buttons on vending machines
- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

Medical Office

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (but not limited to):
 - Classroom desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room

- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Clerical/Admin Offices

- Clean and disinfect high touch surfaces:
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Athletic Areas

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
- Disinfect mats and other high-use equipment at least daily
- Clean and disinfect high touch surfaces:
 - Handles on equipment (e.g., athletic equipment)
 - Drinking fountains
 - Ice Machines
 - Door handles and push plates
 - Light switches
 - Shared telephones
 - Shared desktops
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Make sure all windows are locked
- Re-stock all paper and soap products

Restrooms

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
 - Sinks
 - Faucets
 - Soap dispensers
 - Drinking Fountains
 - Door handles and push plates
 - Light switches
 - Handrails
- All trash receptacles emptied and trash removed from room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers

- Make sure all windows are locked
- Re-stock all paper and soap products

General Cleaning

- Review cleaning protocols for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions and dishes/utensils and update accordingly
- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques
- Ensure safe and correct application of disinfectants and keep products away from children
- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC protocols and that all high touch surfaces are routinely cleaned/disinfected (document and define frequency). Responsible Parties must ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Responsible Parties must maintain logs that include the date, time, and scope of cleaning and disinfection
- Clean surfaces using a cleaner or soap and water. Practice routine cleaning of frequently-touched surfaces

General Disinfecting

- Clean the area or item with soap and water or another detergent. Replace the cleaning agent frequently. Then, use disinfectant
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keep surfaces wet for the entire contact time (see product label)
 - Precautions such as wearing proper PPE and making sure you have good ventilation during use of the product
 - Diluted bleach solutions may also be used if appropriate for the surface
 - Leave bleach solution on the surface for at least 1 minute

Cleaning Daily Cafeteria/Kitchens

- Clean and disinfect lunch tables regularly (at least once daily)
- Clean and disinfect all food preparation areas (at least once daily)
- Clean and disinfect high touch surfaces including but not limited to:
 - Handles on equipment (faucets, ovens, mixers)
 - Drinking fountains
 - Door handles and push plates
 - Light switches
 - Shared equipment (telephone, desktops, cash register, computer keyboards and mice)
 - Please make sure appropriate cleaning methods and products are used for these types of equipment
- All trash receptacles emptied and trash removed from area
- Floors fully mopped
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Clean/Disinfect sink and toilet area if applicable
- Re-stock all paper and soap products

Electronics

- Place wipeable covers on electronics
- Follow manufacturer's instructions for cleaning and disinfecting. If there is no guidance, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol
- Dry surface thoroughly

Appendix H: Peru High School Morning Student Drop Off

Peru High School Morning Student Drop Off 2020-2021



All High School Students who are dropped off by family members in the morning will be dropped off at the two High School entrances labelled A and B. Social Distancing markers will be in place to ensure students are able to enter the building safely. Entry point C will be for faculty and staff to create safer flow and greater opportunity for social distancing.

Parents must come on to the Peru Campus from the HS entrance off School Street and drop their student in an alternating manner from point A and B. Drivers will exit via the Intermediate Bus loop. Student Drop off points will be clearly marked, and school personnel will be in place to assist in a safe entrance to the building.

Students may not be dropped off before 7:10 am. All students must wear a mask once they get out of the car.

Appendix I: Peru Middle School Morning Student Drop Off

Peru Middle School Morning Student Drop Off 2020-2021



Middle School Students being transported in the morning by family members will be dropped off at the two Middle School Cafeteria Entrances A & B. Social Distancing markers will be in place to ensure students are able to enter the building safely.

Parents must come on to the Peru Campus from the HS entrance off School Street and loop around the building on the **NEW** road. Drivers may **not** enter near "Papreo Field", off School street, as that is the exit for all traffic. Enter the Middle school parking lot on the right as you loop around the building, drop students off at the designated drop off points. Drop off Points will be marked with white arrows.

Students may not be dropped off before 7:15 am. All students must wear a mask once they get out of the car,

Appendix J: Peru Intermediate Building Drop Off/Pick Up



Please use entrance E33 to drop off and pick up your child. Cars will pull up to the door and have the student enter the building. Cars will pull up in the afternoon, provide your name to the staff member waiting and your child will be dismissed to your vehicle.

Appendix K: Peru Primary Building Drop Off/Pick Up

Student Pick Up/Drop Off

Students will be dropped off and picked up from the same primary school entrance at the beginning and end of each day (see the maps):

Prek: Entrance labeled **E-4**

Kindergarten: Entrance labeled **E-10**

1st Grade: Entrance labeled **E-11**

2nd Grade: Entrance labeled **E-3**

