



# Peru Central School District

## REOPENING PLAN

**FALL 2020**

### **ADDENDUM**

- 1. REMOTE LEARNING PLAN**
- 2. TESTING OF STUDENTS/STAFF**
- 3. CONTACT TRACING**

***Empowering All Students***

**August 14, 2020**

## Peru CSD Remote Learning Guidelines

### Remote Learning Guidelines 2020-2021

Our District will:

#### Build Relationships and Communicate

Tools for building relationships and communicating:

Build Relationships and Communicate: Teachers

Build Relationships and Communicate: Parents

Build Relationships and Communicate: Students

Build Relationships and Communicate: Administrators

#### Target Learning Goals

Target Learning Goals: Primary Teachers

Target Learning Goals: Intermediate Teachers

Target Learning Goals: Middle School Teachers

Target Learning Goals: High School Teachers

Target Learning Goals: Student Services Providers

Target Learning Goals: Parents

Target Learning Goals: Students

Target Learning Goals: Administrators

#### Implement Guided Learning

Implement Guided Learning - Primary

Implement Guided Learning - Intermediate

Implement Guided Learning - Middle School

Implement Guided Learning - High School

Implement Guided Learning: Student Services Providers

Implement Guided Learning: Parents

Implement Guided Learning: Students

#### Establish Feedback and Assessment

Establish Feedback and Assessment: Teachers

Establish Feedback and Assessment: Parents

Establish Feedback and Assessment: Students

Establish Feedback and Assessment: Administrators

Remote Terminology

## COVID-19 TESTING

## CONTACT TRACING due to COVID-19

## [Peru CSD Remote Learning Guidelines](#)

### **Remote Learning Guidelines 2020-2021**

The 2019-2020 school year changed the way we serve students. Providers connected remotely to make connections and build relationships, support learning, deliver lessons, assess learning objectives, and provide support to students and families. Throughout that process, with the help of families, we learned best practices for our district. Here is what you can expect from us moving forward.

#### ***Our District will:***

**Build Relationships and Communicate:** We want to build relationships with our students and families. We want our students to feel supported in learning.

**Target Learning Goals:** We want our students to learn. We will build upon the foundation from previous years, work to fill in gaps, and move forward with academics according to the New York State curriculum.

**Implement Guided Learning:** We want our teachers to maintain the primary responsibility for instruction. Professional expertise and resources impact student learning.

**Establish Feedback and Assessment:** We want to manage and check student progress. All teachers will provide ongoing feedback which improves learning outcomes.

### **Build Relationships and Communicate**

We want to build relationships with our students and their families. We want our students and families to feel supported in learning. Relationships help motivate students to work with us to learn and grow. Regular communication is the cornerstone to relationships.

#### ***Tools for building relationships and communicating:***

- Parent Square
- Seesaw
- GSuite (Primarily Google Classroom and GoogleMeets)
- Moodle (select upper-level high school courses)
- Amesite (select upper-level high school courses)

#### ***Build Relationships and Communicate: Teachers***

**Primary** - introduce themselves, conduct getting to know you and classmates activities. Teachers will send out updates via Parent Square. All teachers, including special area teachers, interventionists, and other service providers will utilize Seesaw classroom as the platform for delivering the instruction to students.

**Intermediate** - will send out updates to parents via Parent Square. Teachers will provide live office hours to provide face-to-face contact with parents and students. Teachers will utilize Google Classroom as the platform for delivering instruction to students.

**Middle School** - will introduce themselves and send out updates via Parent Square. Teachers will utilize Google Classroom and Screencastify for daily instruction. Teachers will be “point teachers” for approximately ten students. Point teachers will communicate regularly with students to build connections and support through remote learning.

**High School** - Teachers will introduce themselves and send out updates via Parent Square. Teachers will be “point teachers” for approximately ten students. Point teachers will communicate regularly with students to build connections and support through remote learning.

**Student Services:** Providers will introduce themselves and send out updates via Parent Square. Providers will utilize Seesaw and Google classroom for instruction as close to the IEP as possible.

### ***Build Relationships and Communicate: Parents***

**Primary** - can help streamline communication by sending and receiving messages in Parent Square. Parents can assist their primary child with accessing teacher messages and materials.

**Intermediate** - can help streamline communication by sending and receiving messages in Parent Square. Parents can assist their child with accessing teacher messages and materials.

**Middle School** - can help streamline communication by sending and receiving messages in Parent Square.

**High School** - can help streamline communication by sending and receiving messages in Parent Square.

**Student Services:** Parents can help streamline communication by sending and receiving messages in Parent Square.

### ***Build Relationships and Communicate: Students***

Can help by checking teacher posts/email and responding daily when school is in session

### ***Build Relationships and Communicate: Administrators***

**Primary** - will help by posting announcements through weekly video messages and emails and Group Meets, and being available to students, families, and teachers.

**Intermediate** - use ParentSquare to communicate with parents regarding ongoing building expectations. Administrators will be available to help regularly and will utilize ParentSquare, email and Google Meets to communicate with parents and students. Administrators will provide necessary support to teachers

**Middle School** - can help by posting announcements and being available

**High School** - can help by posting announcements and being available

**Student Services:** Administrators will be available to help regularly and will utilize ParentSquare, email and Google Meets to communicate with parents and students. Administrators will provide necessary support to teachers

## **Target Learning Goals**

All students will learn and we will provide for each student's individual needs. Instruction will remain rigorous and relevant in all settings. Data gathered from assessments will drive instruction and intervention. Successful instruction will require careful collaboration between students, families, and school with each partner fulfilling a specific role.

Much data is collected on students both inside the classroom by the teacher and via NWEA. Now more than ever, it is important to review all qualitative and quantitative data in order to create goals and learning targets for students. Build upon the foundation from last year and work on the established goals. Teachers will plan instruction accordingly.

All instruction will begin with building strong relationships that will provide a foundation upon which rigorous and relevant instruction will be delivered.

### ***Target Learning Goals: Primary Teachers***

Teachers will use content area baseline data and/or Core Subject Assessments to create lessons to meet students at their instructional level and bring them to grade level expectations through differentiated lessons, using video and small group or 1:1 follow-up via audio or Video Meets.

School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Elementary 6 hours and 20 minutes

All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.

Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included. Changes to a schedule need to be approved by administration. Included in the schedule is teacher planning time.

Teachers will not be available on weekends and holidays.

### ***Target Learning Goals: Intermediate Teachers***

Priority learning targets will be established by grade-level teams

School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Elementary 6 hours and 20 minutes

All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.

Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.

Changes to a schedule need to be approved by administration.

Teachers will not be available on weekends and holidays.

***Target Learning Goals: Middle School Teachers***

Begin with building strong relationships that will provide a foundation upon which rigorous and relevant instruction will be delivered

School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Secondary: 6 hours and 40 minutes

All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.

Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.

Changes to a schedule need to be approved by administration.

Teachers will not be available on weekends and holidays.

***Target Learning Goals: High School Teachers***

Begin with building strong relationships that will provide a foundation upon which rigorous and relevant instruction will be delivered

School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Secondary: 6 hours and 40 minutes

All teachers will be available for parents when requested within those school hours. Schedules will be built by building in coordination with administration.

Teachers must submit a permanent cycle schedule to their administrator. In that schedule three Office Hours should be included.

Changes to a schedule need to be approved by administration.

Teachers will not be available on weekends and holidays.

***Target Learning Goals: Student Services Providers***

We will build upon the foundation from last year and work on the established goals. Much data is collected on students with disabilities. Now more than ever, it is important to review IEPs, progress reports, report cards, and anecdotal information from the previous year's teachers. Providers will review IEPs and plan instruction accordingly.

School hours are 12 hours daily scheduled according to the building that you are working in. All teachers will work: Elementary 6 hours and 20 minutes and Secondary: 6 hours and 40 minutes Schedules will be built by building in coordination with administration.

Schedules will be shared with Student Services.

Providers will be expected to be available at reasonable mutually scheduled hours.

All providers will be available for parents when requested within those school hours. Changes to a schedule need to be approved by administration.

Providers will not be available on weekends and holidays.

### ***Target Learning Goals: Parents***

**Primary** - will help by keeping students on schedule, organized, and helping them to access the instructional materials provided by the teachers and returning completed work as scheduled by the teacher. Parents will communicate to faculty all questions and needs

**Intermediate** - support student engagement in daily learning, assist student organization, and communicate to faculty all questions and needs.

**Middle School** - Support student engagement in daily learning, assist student organization, and communicate to faculty all questions and needs.

**High School** - can help by keeping students on schedule and organized. Support student engagement in daily learning, assist student organization and communicate to faculty all questions and needs.

**Student Services:** Parents can help by keeping students on schedule and organized. Parents can help by providing a dedicated, quiet and confidential learning environment.

### ***Target Learning Goals: Students***

**Primary** - help by focusing on learning, completing work at instruction time, returning completed work to the teacher.

**Intermediate** - complete preparatory assignments to be able to actively participate in live sessions. Attend all live sessions. Engage in a collaborative learning environment on a regular basis.

**Middle School** - Attend all classes and engage in a collaborative learning environment on a daily basis.

**High School** - Attend all classes and engage in a collaborative learning environment on a daily basis.

**Student Services:** Students can help by focusing on learning and completing work at instruction time.

### ***Target Learning Goals: Administrators***

**Primary** - support faculty by providing regular review of data and following up with students and families that are having difficulty engaging at the level required to be successful.: We want our students to learn.

**Intermediate** - support faculty by providing regular review of data and following up with students and families that are having difficulty engaging at the level required to be successful.

**Middle School** - can help by sharing district learning data and goals.

**High School** - can help by sharing district learning data and goals.

**Student Services:** Administrators can help by sharing district learning data and goals.

## **Implement Guided Learning**

We want our teachers to maintain the primary responsibility for instruction. Professional expertise and resources impact student learning.

### ***Implement Guided Learning - Primary***

Platforms for sharing instruction will be SeeSaw, MobyMax, and Weekly Newsletters/Syllabus.

**Teachers** will offer new instruction videos weekly, which corresponds with the grade-level pacing calendar, which aligns to the scope and sequence for the standards at each grade-level. Teachers will offer 60 minute live support sessions three times a week in a time that corresponds with the availability of students. All lessons and meeting invitations will be shared with the building administrator.

**Counselors:** Weekly Second Step Lessons, Connections/Check-in/outs with students, Family support with behavioral interventions

**Interventionists:** Utilize MobyMax for Baseline Assessment and adaptive learning, For students without internet/computer access- Interventionist will schedule a live teaching via phone which correspond with packets created for students. Schedule will be shared with the building administrator.

**Special Area Teachers:** Using SeeSaw, teachers will share video lessons teaching skills for the week based on grade-level.

### ***Implement Guided Learning - Intermediate***

**Teachers** will offer new instruction weekly, which aligns to the scope and sequence for the standards at each grade-level. Teachers will offer 60 minute live support sessions twice a week in a time that corresponds with the availability of students. All lessons and meeting invitations will be shared with the building administrator.

**Counselors:** Weekly Second Step Lessons, Connecting with at-risk students regularly, Family support with behavioral interventions

**Interventionists:** Utilize MobyMax for Baseline Assessment and adaptive learning

**Special Area Teachers:** Using Google Classroom, teachers will share video lessons teaching skills for the week based on grade-level.



### ***Implement Guided Learning - Middle School***

Teachers will offer new instructional videos 10-15 min in length daily in each course. Teachers will provide three Live Learning Time (LLT) sessions for a minimum of 40 minutes 3 times per 6 day cycle.

### ***Implement Guided Learning - High School***

Teachers will offer new instructional videos 10-15 min in length daily in each course. Teachers will provide three Live Learning Time (LLT) for a minimum of 40 minutes 3 times per 6-day cycle.

### ***Implement Guided Learning: Student Services Providers***

We want our providers to maintain the primary responsibility for instruction/therapy. Professional expertise and resources impact student learning. Providers will offer Recorded Video Lessons (RVL), Live Learning Time (LLT), teletherapy as close to the IEP as possible. Providers will offer Office Hours.

### ***Implement Guided Learning: Parents***

**Primary** - can help by making sure children are ready to learn at instructional times and helping them to access the meeting and materials remotely

**Intermediate** - can help by encouraging good study habits and reviewing the curriculum

**Middle School** - can help by making sure children are ready to learn at instructional times.

**High School** - can help by making sure children are ready to learn at instructional times.

**Student Services:** Parents can help by making sure children are ready to learn at instructional times.

### ***Implement Guided Learning: Students***

Can help by actively participating in activities and asking questions.

### ***Implement Guided Learning: Administrators***

Will help by sharing education research and best practices on learning

## **Establish Feedback and Assessment**

We want to manage and check student progress. Regular feedback increases learning.

### ***Establish Feedback and Assessment: Teachers***

**Primary** - will provide ongoing feedback which improves learning outcomes. Authentic assessments through on-line classrooms and live sessions inform on student growth and learning. Progress monitoring will occur weekly on the skills taught to students. Teachers will share report cards each trimester, which will advise of a students level of mastery on skills taught during the trimester.

**Intermediate** - will provide ongoing feedback which improves learning outcomes. Authentic assessments through on-line classrooms and live sessions inform on student growth and learning. Progress monitoring will occur weekly on the skills taught to students. Teachers will share report cards each trimester, which will advise of a students level of mastery on skills taught during the trimester.

**Middle School** - Authentic assessments through on-line classrooms and live sessions inform on student growth and learning.

**High School** - Authentic assessments through on-line classrooms and live sessions inform on student growth and learning.

**Student Services Providers** - Authentic assessments through on-line classrooms and live sessions inform on student growth and learning. Progress monitoring will occur on a basis in accordance with IEPs. Providers will share Progress reports with district quarters and trimesters accordingly.

### ***Establish Feedback and Assessment: Parents***

- Can help by encouraging good study habits and reviewing the curriculum
- Ensure students return completed assignments, so teachers can provide feedback and assessment.
- Communicate with your child's teacher during Live Learning Time or by setting a 1:1 meeting.

### ***Establish Feedback and Assessment: Students***

- Can help by working hard and trying their best
- Turn work in on time
- Ask questions when you don't understand

### ***Establish Feedback and Assessment: Administrators***

- Can help by meeting with parents and teachers to discuss student progress
- Help support by following up with parents when student assignments are not complete and shared with the teacher.

- Encourage consistent, regular communication between the teachers, parents, and students.

### *Remote Terminology*

**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

## COVID-19 TESTING

The Department of Health guidance serves as the mandatory baseline of health and safety protocols for school districts to follow and testing is part of a continuum of mitigation efforts that includes mandatory daily temperature checks and other additional screening, testing for symptomatic individuals or exposures and contact tracing in the event of a positive case.

The district has a plan in place for testing related to symptomatic or exposed individuals, whether in school or through the local health department. The district has the following protocols in place for health checks and will make the necessary referrals to the family and/or the staff member to seek further medical attention if they are showing signs or have been exposed to the COVID-19 virus.

The district has established health checks for employees of the district, students and visitors. All employees must complete a health screening survey prior to entering the building each day. The survey may be taken online (Parent Square app) or Paper Log.

- All employees will take their temperature at their school entrance prior to beginning their workday.
- All employees are to arrive through their appropriate entrance to affirm Health Screenings have been completed prior to reporting for duty.
- A COVID Health Station will be set up at each office to support the screening and this plan.
- Employees will not report to work if their temperature is 100.0 F or above.

All students will have their temperature verified by their parents /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 the child home from school.

All parents will be required to complete a periodic questionnaire and record it on Parent Square. The students and families will be notified via an email asking them to fill out the questionnaire on a specific day of the week on a weekly basis. **This weekly affirmation is confirmation that this home screening was performed daily when the child attended school in-person.**

Student temperature checks may also be conducted by district personnel – possibly at entry or at any time throughout the school day. Students who present at temperature above 100 degrees Fahrenheit, or who display or report any of the indicators of possible infection, will be sent home.

- Students will await parent pick-up in a supervised, designated isolation room. Each building has designated such a room.
- At pick-up, the student(s) will be accompanied to the designated exit to be united with their parent, and **the parent(s) will be directed to contact their health care provider** and will be provided with resources and information for COVID-19 testing.
- Students who become ill during the course of the school day may not display symptoms of COVID-19, therefore all ill students will be assessed by the school nurse, who will determine if the student may remain in school or if they will be isolated, sent home, and referred to their medical provider for evaluation.

According to the Clinton County Health Department, timely delivery of results is, unfortunately, out of our hands at a local level. Length of time to receive results is based on lab capacity, which is affected by state-wide and national numbers as labs prioritize testing for areas experiencing spikes in cases. Collectively, the Clinton County Health Department and the school district will work together in a case by case scenario.

In consultation with the Clinton County Health Department (CCHD), the following information was shared:

- As of August 2020, in the North Country, testing is being offered through CVPH hospital.
  - If a symptomatic individual requires testing, we would refer them first to their primary care physician for evaluation and a referral for testing.
  - If the individual did not have a primary care provider, the CCHD would work with them to ensure they were able to be tested appropriately.
  - If an exposed individual required testing, they could also go through their primary care provider, or we could assist with referring directly to the hospital. The CCDOH would also refer them to the walk-in testing currently offered by CVPH on Wednesdays and Thursdays at the Plaza location between 12pm and 2pm.
  - The CCHD wants to stress, however, that they do not routinely recommend testing of individuals based on exposure alone; the CCHDH would quarantine them and test depending on circumstances, as a negative test at one point during quarantine does not preclude them from later developing illness. Also, CVPH indicated that if demand exceeds current capacity, they will expand the days and hours testing is offered.
  - Hudson Headwaters and Well-Now additionally offer testing.

A child or staff member is sent to the nurse for symptoms of sickness, the nurse will utilize the following questionnaire in following these protocols:

## COVID NURSE SCREENING TOOL

Student/StaffName: \_\_\_\_\_

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

COVID-19 affects different people in different ways. Infected people have had a wide range of symptoms reported – from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Screen students for the following symptoms:

|   |     |    |
|---|-----|----|
| Fever or chills _____degrees fahrenheit     | Yes | No |
| Cough                                       | Yes | No |
| Abnormal lung sounds                        | Yes | No |
| Normal Oxygen levels _____                  | Yes | No |
| Shortness of breath or difficulty breathing | Yes | No |
| Fatigue                                     | Yes | No |
| Muscle or body aches                        | Yes | No |
| Headache                                    | Yes | No |
| New loss of taste or smell                  | Yes | No |
| Sore throat                                 | Yes | No |
| Congestion or runny nose                    | Yes | No |
| Nausea or vomiting                          | Yes | No |
| Diarrhea                                    | Yes | No |

Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

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

## **CONTACT TRACING Due to COVID-19**

The Peru Central School District has established protocols for contact tracing if an individual in the district tested positive for the COVID-19 virus. The district has established a working relationship with the CCHD and are in constant communication with their offices.

Every student, staff member and visitors/vendors are accounted for using logs that include location and duration of stay in the district's buildings. In the elementary school buildings, students will stay in their cohorts once they arrive at school and will travel (minimally) collectively as a group, bathroom breaks (appropriately as needed) while being reminded of the 6' social distancing recommendation. Specific areas utilized for recess and physical education will be using the recommended 12' social distancing, to the best of the district's ability. The students will eat lunch in their classrooms.

In the Middle and High School, travel will be minimized to the best of the district's ability while still being able to provide instruction to the students. Students will not use lockers and will take personal belongings with them to their classes. Transitions in the hallway will be structured and the flow of traffic will have an organized pattern for movement. Students will eat in their classrooms and there will be no congregation throughout the school before, during, or after school. Students that participate in CVTEC programs will be in-person for their CVTEC classes and will be provided remote instruction for their Peru classes.

For tracing purposes, transportation on school transportation will be kept to single buses for each student. Students will be assigned one bus based on address and no bus notes will be accepted this school year that would allow students to ride a different bus than the one assigned. Every student will have an assigned seat on the bus and will be required to sit in the specific seat.

Any meetings in larger spaces will be recorded with the participants of the meeting, the time of day and contact information. Logs will be kept in the building specific offices where the Regular communication between the CCHD and Peru school nurses will occur and in the event of a suspect or confirmed case, we will be communicating as long as it takes to investigate all possible contacts. If there is a suspect or confirmed case in one of the schools, identified Peru staff, to include the school nurse, principal and teacher (where the case-student was in a class) will work closely with our Contact Tracers to track down contacts. The Peru CSD and the CCHD will work collaboratively to accomplish such investigation(s) with maximum accuracy and efficiency which is absolutely needed to capture all possible avenues of infection transmission as fast as possible

If any Peru community member has questions specific to COVID-19, please call the New York State Department of Health (NYSDOH) Novel Coronavirus (COVID-19) hotline at 1-888-364-3065. For questions specific to our community, call CCHD at (518) 565-4840.

New York State Department of Health

<https://www.health.ny.gov/>

Clinton County Health Department

<http://www.clintonhealth.org/communicabledisease>