



REOPENING OF SCHOOLS PLAN

2020-2021

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Dear Catskill CSD Community:

The 2019 – 2020 school year ended in the midst of a global pandemic with a high level of uncertainty. Nevertheless, Catskill CSD community put forth a valiant effort to ensure that our students’ needs were met. Students continued their learning remotely and were provided with meals at several locations throughout the community. Chromebooks and hotspots were distributed to students who needed technology to stay connected with their teachers and peers. Home visits were facilitated to provide our families with social-emotional support. Multiple car parades, a drive-through, and virtual celebrations were scheduled to recognize our students for their accomplishments. Our buildings were thoroughly sanitized in advance for the re-entry of students and staff. Again, thank you to all for your efforts with prioritizing our students’ needs. They are the priority in all that we do.

Looking ahead to upcoming school year, a lot of questions still remain about what school will look like and when will we “return to normal.” While some of those questions can’t be answered as of this writing, the District has been working hard to prepare students, families, and staff for a safe return to school for 2020 – 21. The health and safety of all students, staff, and school communities remain our top priority.

The New York State Education Department (NYSED) and the New York State Department of Health have released guidelines to help school districts as they plan to reopen, whether that occurs in person, remotely, or a combination of the two. These guidance documents outline strict parameters that districts must follow in order to reopen schools safely. In the meantime, the Catskill CSD has moved forward with its own planning to ensure the safe return to school for everyone. With that in mind, the District will continue to follow guidelines set forth by the Centers for Disease Control, NYSED, New York State, and Greene County. We thank our partners at all levels of government for their guidance. Our initial plans to return to school include three scenarios – 100% in-person instruction, a hybrid model (a combination of in person instruction and remote learning on specified days during the week) and 100% remote learning. No final decisions have been made, as we are working closely and collaboratively with area superintendents on back-to-school plans.

This document details all of the safety precautions the District is undergoing to ensure a safe and healthy return to school. As always, we ask for your patience when visiting a school building as protocols and procedures may be different due to COVID-19. In order to keep everyone safe, please adhere to the guidelines and measures listed within this document.

Respectfully,

Dr. Ronel Cook

Dr. Ronel Cook

Superintendent of Schools

COMMUNICATION / FAMILY AND COMMUNITY ENGAGEMENT

Catskill Central School District engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) to develop the health and safety reopening plan.

Reopening to Schools Committee Task Force

Following Governor Cuomo's May 1, 2020 announcement of school closure for the remainder of the school year, a Reopening to Schools Committee Task Force was created to provide structure, input, gather information and develop recommendations for reopening of school. The task force was charged with developing specific action plans to address three reopening models: 100% in-person instruction, a hybrid model (combination of in-person instruction and remote learning), and 100% virtual instruction. Virtual meetings were held with staff on June 11th, June 25th, July 23th, July 24th, August 13th, August 17th and August 18th for discussion and feedback. Virtual Town Hall meeting were facilitated to parents and community members on July 30th, August 13th, August 15th, August 18th and August 20th.

The District's Results Teams are comprised of elementary and secondary teachers and administrators. The Results Team and SAVE Committee convened to advise and provide feedback during the development of the reopening plan and provide recommendations of operational activity outlined in this Plan document:

The Safety Committee is comprised of the following stakeholders:

- Board of Education
- Building Principals and Assistant Principals (K-12)
- Teacher faculty – core subject areas and special subject areas (K-12)
- Support Service Supervisors (B&G, Food Service, School Safety, Transportation)
- Catskill Administrators' Association
- Catskill Teachers' Association
- Catskill CSEA, Local 1000 AFSCME, AFL-CIO
- Catskill Fire
- Catskill Police
- Catskill Ambulance
- Retired Officers
- Student Representatives
- Parent representatives from each building
- Community Representatives

As revisions to this plan are expected with updated guidance, the District will reconvene the reopening committees to ensure significant modifications are reviewed.

To maintain the fidelity of the Re-entry Plan the District will:

Post and maintain all school reopening plans on the District website and have hard copies available at each school in the languages spoken by families.

Immediately notify parents through School Messenger, Facebook, Twitter, email and text messaging systems of any confirmed positive cases of COVID-19 within the school community.

Immediately notify the local health department about potential COVID cases and work closely with local health department guidelines for contact tracing and coordination as needed.

Ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene

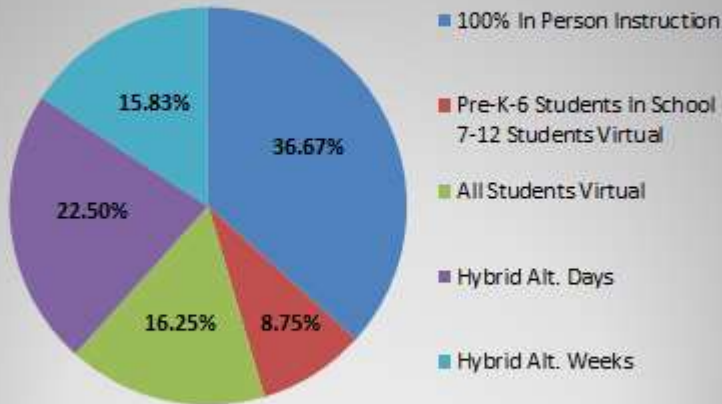
Encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained

Surveys: Stakeholder Input and Engagement

Feedback from various internal and external stakeholders is an essential part of our planning. An online survey was launched the second week in July to help us better understand the concerns and questions individuals have as we consider a safe return to our school buildings. The surveys reflect the range of initial options we are exploring, which are included in the sections to follow. This feedback will help us prioritize and refine these options in conjunction with guidance from Governor Andrew Cuomo, New York State health officials, Greene County, the Centers for Disease Control (CDC), and the New York State Education Department. The survey results are as follows:

Staff Survey Results

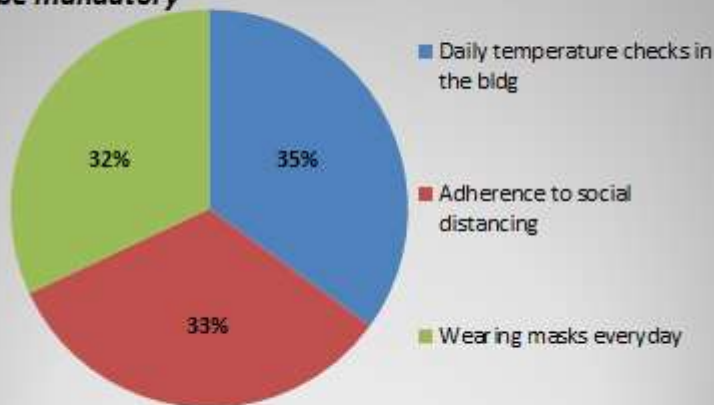
Preference of teaching and learning model for the Fall



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Staff Survey Results

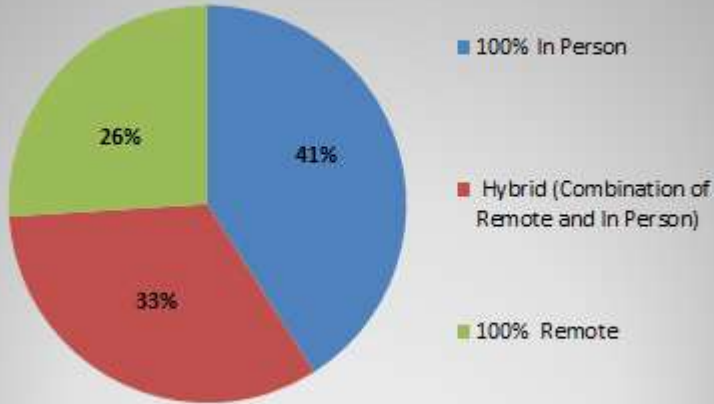
Based on current CDC recommendations, check all you think should be mandatory



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Parent Survey Results

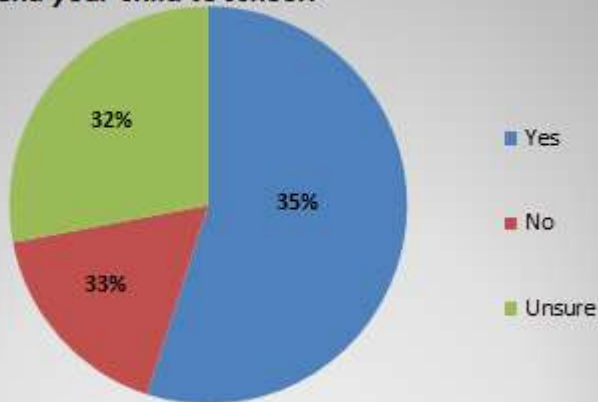
It is my hope that school opens _____.



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Parent Survey Results

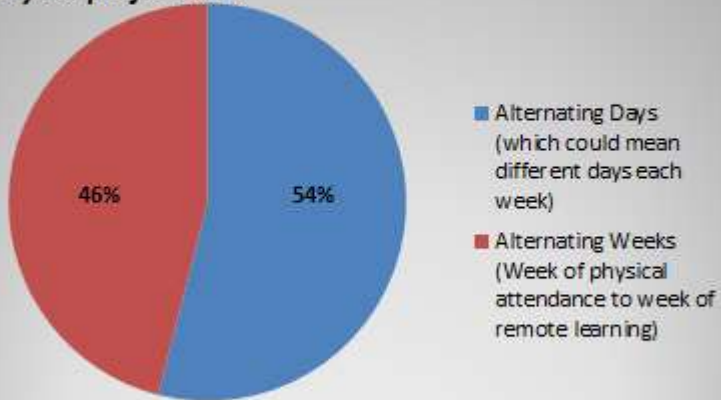
If school opens in either 100% In Person or the Hybrid model, would you send your child to school?



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Parent Survey Results

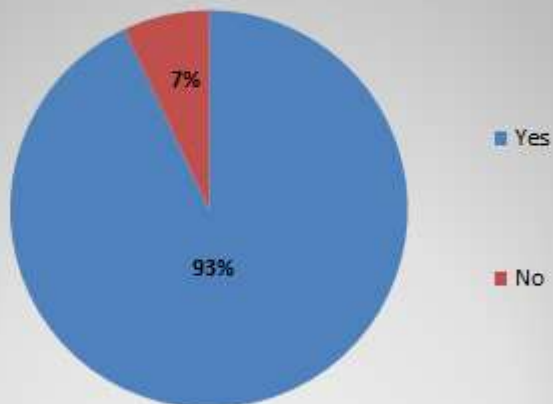
If school opens in a Hybrid model, to enforce social distancing, what is your preference?



CATS Qn, and CATSWIII

Parent Survey Results

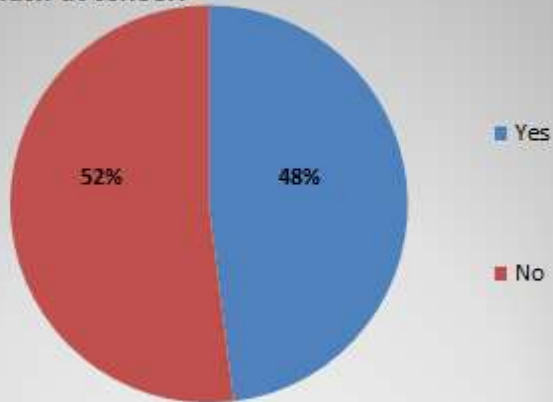
Does your child have a cloth or some type of face mask?



CATS Qn, and CATSWIII

Parent Survey Results

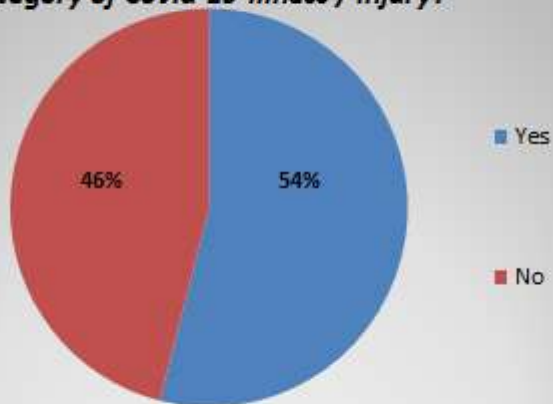
Would you have concerns about your child being required to wear a face mask at school?



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Parent Survey Results

Are you, your child (or any member of your household) in a higher risk category of Covid-19 illness / injury?



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HEALTH AND SAFETY PLANS

As noted in the Reopening Guidance from NYSED all Nursing Care and related health services will, upon return to school, be based on consideration of the health & safety of the students and adults in our respective buildings. (NYSED, pg. 17)

- In a statement from the National Association of School Nurses (July 21, 2020) promoting a decision-making process for a safer return to in-person learning that is based on accurate public health data at the national, state and local levels must be considered. **The safety of students and staff must take priority in this decision-making.** A safer return to schools, one in which students, families and staff will feel confident, requires that prior to a return to in-person learning, schools develop and implement infectious disease readiness and emergency management procedures for students and staff, based on current public health guidance and in which sufficient funding is allocated for the implementation of sanitation and safety protocols, including personal protective equipment (PPE) and the hiring/retention of school nurses to coordinate health and safety procedures.
- The School Nurses of Catskill Central School District have collaborated to develop recommendations and procedures to keep our students and adults as safe as can be expected given the current COVID-19 as we oversee the safety and health of these populations. We are aware of the new recommendations from CDC (July 23, 2020) which recognizes that universal screening such as questionnaires & daily temperature taking may not serve to prevent the spread of COVID-19 but given present recommendations from the NYSED guidelines we will follow their lead until such time as those guidelines are revised.

“District/school plan has a written protocol developed in collaboration with the district or school’s director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel”.

Procedure:

1. All adults caring for students will be provided with information about the symptoms of COVID-19. When a student exhibits any of these symptoms the student will be required to be sent to the health office. That information may be in written form in addition to verbal dissemination before students return to school. A copy of any written information regarding these symptoms & procedures to be followed should be placed in the teacher’s substitute folder.
2. School staff will also be made aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) which is a serious condition associated with COVID-19 in children and youth.
3. If a student is exhibiting symptoms of COVID or MIS-C (see attached) the teacher or other adult in the classroom will call the school nurse before sending that student to the health office. If nurse is not available, a phone call should be made to main office for further instruction.
4. When possible the student will be escorted to the nurse by an adult who will ensure that the student goes directly to the health office and is distanced from others. The student and adult will be required to have a mask on during this time.

District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

Students using bus transportation:

1. To prevent well students from being exposed to COVID-19, temperatures will be taken & recorded at bus stop before entry to bus. Record temp. with a pass/fail (over 100). Mask will be worn while waiting for the bus, while having their temperature taken & while riding the bus to or from school.
2. If Pass - mask in place, enter bus and sit in designated socially distanced seating. Siblings are encouraged to sit together preferably.
3. If fail - mask in place. Child not to enter bus. Return home to designated adult. Name to be submitted to nurse on arrival at school for follow up contact and instruction.
4. On arrival to school, exiting bus should be staggered for gradual entry into building.

Parent Drop-Offs:

1. Elementary: At parent vehicle drop-off, parent pulls up to appointed area. The window rolled down on student side, student remains in car until temperature is taken. Pass/fail as above. Pass allowed to exit car and enter building, mask on. Fail, return home with parent to be monitored. Nurse to be notified of any failures by email daily.
2. MS/HS: At designated entry points, enterer is screened for Pass/Fail before entry to building. Pass enter building, mask on. Fail – the student will not leave the car and will return home. The parent / guardian will be called to come to pick up the child if he/she has symptoms.
3. Any late entry beyond the start of school to be screened at entry. At any building level.
4. Students who have walked to school or have driven themselves and fail the screening will be sent to the Nurses Office / isolation area to be assessed by the Registered Nurse to determine the safety of the student returning home whether walking or driving themselves
5. Staff- Temp. taken at entry by each individual and complete daily screening sheet to be submitted before entry. If the staff member fails they will proceed to isolation area for assessment by Registered Nurse.

Visitors - Only essential allowed into building at designated screening entry during school day. Screened at door for temperature, complete screening sheet-to include contact number(s) before entering the building. Pass/Fail as above. Please note: A cleansing station will be at entry with hand sanitizer. Use required before any entry by visitor.

District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

1. Upon arrival from the classroom the sick student will be assessed by the Registered Nurse and assigned to an isolation area if COVID related symptoms are present.

2. If it is determined that the student has symptoms of COVID related illness the Registered Nurse or auxiliary health office staff will notify the parent/guardian of the COVID symptoms and the need for the child to be picked up immediately. It will be recommended to the parent that a phone call be made to the student's health care provider for further instruction. If they do not have a health care provider, the parent/guardian should be advised to call a local clinic or urgent care center.

3. The parent will be informed of the need to keep their child home until fever free for 72 hours without the use of medication to lower the fever. The parent should be made aware that the child may need to be quarantined for a longer period of time if a test for COVID is positive and the Department of Public Health will be consulted for all positive cases for the time frame needed for quarantine and return to school.

4. When the parent arrives to pick up the student the parent will remain in the car & wait for the student to be escorted from isolation area to the parent/guardian, maintaining social distancing from others. Designated pick-up areas, not commonly used for ingress & egress will preferably be used for dismissal of potentially contagious persons.

5. The CDC COVID guidance for staying home & when to seek emergency treatment will be provided to the parent when student is picked up.

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

6. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19.

7. If the student's health care provider diagnoses the student with an illness that is not COVID – related, the student must remain home for a period of 24 hours fever free without the use of medication to lower the fever. The student should not return to school if any vomiting, diarrhea, shortness of breath, frequent cough or other potentially contagious symptoms have not resolved. Written documentation should be requested from the HCP with a diagnosis & expected date to return to school will be needed to be allowed to return to school.

District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

1. An area large enough to accommodate 2 or more students will be available in each building's health office.
2. If a separate room is not available, a minimum 6-foot distance between ill persons must be maintained. Separation may be accomplished with temporary dividers made with heavy duty clear shower curtains. Face masks will be worn at all times as long as it is not contraindicated due to health reasons.

District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

An informational packet, including symptoms to look for & when to keep their child home will be shared with parents/guardians.

District/school plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

The School Nurses have acquired hand washing posters from the CDC. They may also coordinate with other school officials and the department of health to obtain other age appropriate signage for handwashing. These posters should be laminated and placed near each wash station.

District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

The School Health offices will have signage indicating proper social distancing of 6 feet or more & students entering the health office will be made aware of these rules.

District/school plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

The School Nurse will ensure that all visitors to the Nurses office (students, staff or other visitors) will wear a mask at all times unless medically not advised to do so and will be requested to socially distance themselves at least 6 feet away. If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community.

District/school has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and Personal Protective Equipment (PPE) for use by school health professionals.

1. The school nurses will be in contact with the business office and / or other administrative personnel to coordinate the purchase of appropriate type & quantity of cloth face coverings needed by students and PPE for use by school health professionals.

2. Health care professionals will be expected to wear the following PPE only when a student is suspected of having COVID symptoms and will be provided by the district:

Face Masks (disposable surgical & cloth masks)

Respirators N95 or KN95 if NIOSH approved, must be fit tested)

Eye Protection or face shields – to be worn with surgical mask for enhanced protection of health care worker.

Gloves – latex free

Disposable gowns or lab coats

Disposable blood pressure gauges & stethoscopes if available

3. Sufficient cloth face coverings using NYSED guidelines for the number of students attending school

Rationale for PPE be required for use at Catskill CSD

STUDENT / STAFF PPE

Cloth face coverings

All students and staff members must wear face coverings unless there are documented physical or mental health reasons documented by a Health Care Provider for them not to be worn: (Homemade sewn, quick cut, bandanas are acceptable)

- Whenever they are within 6 feet of someone
- In hallways
- Restrooms
- Other congregate settings, including buses
- In cafeterias except when eating

Who should not wear a cloth covering?

- Children under 2
- Anyone having difficulty breathing
- Anyone unconscious, incapacitated or otherwise unable to remove the cloth covering without assistance.

HEALTHCARE WORKERS / Those with COVID 19 symptoms

Surgical masks (per CDC)

- Reserved for healthcare workers
- Should be worn by persons with symptoms of COVID 19

Face shields/ eye protection

- CDC does not recommend for normal everyday activities OR as a substitute for cloth face coverings. Must be worn in addition to a mask. Disposable shields are for single use only. Reusable shields should be cleaned and disinfected after each use.

Gloves- latex free disposable

When to use:

- ☒ While cleaning and disinfecting
- ☒ While caring for sick person
- ☒ When in contact with blood, stool, body fluids (saliva, mucus, vomit, and urine)
- ☒ Wash hands after use

Respirator (N95 or NIOSH approved KN95)

N95 masks are recommended only if the health care staff will be in contact with suspected COVID-19 positive cases and/ or performing aerosol generating procedures (nebulizer treatment, peak flow meter and high flow oxygen including nasal cannula >15 liters.) *Uncertain according to CDC if these procedures are actually aerosol generating.

Gowns / Lab Coats

- Per CDC, should be utilized during activities where splashes or sprays are anticipated, typically including aerosol generating procedures.
- High contact patient care (dressing, bathing, showering, transferring, assisting with toileting and wound care.)

PPE Needed for Aerosol Generating Procedures

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The CDC recommends PPE use when administering AGPs. PPE consists of:

- Gloves;
- N95 or surgical facemask;
- In lieu of N95 - a surgical mask with face shield;
- Eye protection; and
- A gown (if necessary)

The CDC recommends during the COVID-19 pandemic that respiratory medications utilizing metered dose inhalers (MDI) with a spacer or valved holding chamber be used over nebulizer treatments whenever possible. Based on limited data, use of MDIs (with or without spacers or valved holding chambers) is not considered an aerosol-generating procedure. Nebulizer treatments at school should be reserved for children who cannot use an MDI (with or without spacer or valved holding chamber).

PPE should be used when:

- Administering nebulizer treatments; or
- Using peak flow meters with students who have respiratory conditions.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning should be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse could leave the room and return when the nebulizer treatment is finished.

Plan for Returning to School After COVID Diagnosis

If a person is **not** diagnosed by a healthcare provider with COVID-19 they can return to school:

- Once there is no fever without the use of fever reducing medicines for 72 hours, and they have felt well for 24 hours.
- If they have been diagnosed with another condition and have a written HCP note stating they are clear to return to school.

If a person **is** diagnosed with COVID-19 by test OR their symptoms or does not get a COVID test but has had symptoms, they should stay home until:

- It has been at least 10 days since first symptoms
- And has been 72 hours fever free without the use of fever reducing medicine and:
- It has been at least 3 days since the symptoms improved.
- Individuals with severe illness, duration of isolation for up to 20 days after symptom onset may be warranted, consult with infection control
- For individuals who never develop symptoms, isolation and other precautions can be discontinued 10 days after positive RT-PCR test for SARS-COV-2 RNA.

If person is known to have been exposed:

- CDC recommends 14 days of quarantine after exposure.

All final decision for return to school will be made in consultation with the local Health Department, the school Medical Director and by referencing CDC & NYSDOH guidelines.

SCHOOL HEALTH OFFICE CLEANING

School health office cleaning must occur after each use of:

- Cots
- Bathroom

- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer’s directions.

Disposable items should be used as much as possible including:

- Disposable pillow protectors; or
 - Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

Ventilation:

School Nurses will be cognizant of air flow in the health offices. The ability to move air from the office to the outside & bring in fresh air to the office is necessary to dilute large amounts of COVID viral particles with fresh air. Open windows without filtration are not considered to meet this requirement. In a closed isolation area negative pressure systems or filtration capable of removing COVID particles are recommended. The school nurse will refer any concerns about air flow issues to the director or facilities and/or the business manager.

COVID-19 TESTING

Per the New York State Department of Education's guidance to schools for reopening, [Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools](#), *“it is strongly recommended that schools comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#) Schools should identify who in the community is responsible for referring, sourcing, and administering testing (e.g., local health department testing site, physician offices, hospital system) particularly in the event that large-scale testing at the school is needed. Schools wanting to perform COVID-19 testing must apply and be approved as a limited service laboratory (LSL). Please refer to the [instructions and application materials](#), and if applicable, the worksheet for [multiple locations](#).”* Therefore, the school district will not be testing individuals. A list of regionally available testing locations is available on the school district website at www.catskillcsd.org for individuals that may want to be tested on their own. School district health care professionals will refer symptomatic individuals to their primary care provider (PCP) for testing.

In the event an individual screens confirmed for COVID-19 symptoms while at school, meaning that they have a fever, or appear symptomatic while at school with any of the [COVID-19 symptoms identified by the CDC](#), they will be placed in an isolation area. For students, parents/guardians will be called to pick the student up from school immediately. Staff members will be asked to leave immediately. Individuals will be referred to their primary care provider (PCP) for evaluation. If the primary care provider (PCP) determines that the symptoms *are not* COVID-19 related, a note from the primary care provider (PCP) stating such diagnosis must be provided in order to return to school or work. If the primary care provider (PCP) determines that the symptoms *are* COVID-19 related, testing must occur.

It is imperative that individuals seek medical evaluation from their primary care provider (PCP) to determine whether or not these symptoms are related to a known or diagnosed condition other than COVID-19 (i.e. ear infection, allergies, etc.).

At the minimum, [New York State Department of Health Guidelines](#) requires “documentation from a health care provider following evaluation, negative COVID 19 diagnostic test result and symptom resolution, or if COVID 19 positive, release from isolation.” If an individual tests positive for COVID-19, isolation protocols will be required and release from isolation will be determined by the local health department of residency.

Any symptomatic student or staff awaiting testing results should self-quarantine and will not be allowed to return to school until released by a *negative* COVID-19 test result. If an individual is confirmed as positive for COVID-19, isolation protocols will be required for 10 days per CDC guidelines and symptom free for 72 hours, and release from isolation will be determined solely by local health department of residency. A release letter provided the local health department of residency will be required for the return to school.

If a confirmed test result occurs, the county of residency will be notified by the laboratory performing the test. Individuals will be also be notified by either the initial testing facility or their local health department for negative results. The parents of any student who has tested positive must notify the school district as soon as possible. The district COVID-19 School Resource Person for the school will coordinate with the local health department of residency for contact tracing purposes.

In the event a student is under mandatory quarantine by the local health department, the school district will provide remote learning options for the student for the length of their quarantine.

SCHOOL CLOSURE

School closure decisions will occur in consultation with the local health department. This may involve the closure of a classroom or entire facility depending on the quantity of suspected and/or confirmed cases. There may be no need to close to a school building if the local health department determines that the identified close contacts are excluded from school and the facility may continue normal operations. Full closure of a school facility may be necessary in some situations and will be implemented on a case-by-case basis.

CONTACT TRACING

Greene County Public Health (GCPH) Procedures for Contact Tracing for Schools

1. After receiving notice of a positive confirmed COVID case, GCPH will reach out to the school’s COVID Resource (C.R.) designee, or COVID Response (C.R.) designee to ascertain information needed to begin the contact tracing process.
2. The C.R. at the school should have logged investigative information starting from the date of an initial screening of a possible case. This will help ensure accurate information is reported.
3. GCPH will then begin the COVID-19 Intake form and will contact all of the necessary individuals to complete the Monitoring Assessment (contact tracing occurs 48 hours prior to last known exposure). GCPH will input data to the NYSCare system daily, and tracking of required individuals will begin, along with possible “Isolation & Quarantine” orders.
4. GCPH will produce a “Release from isolation or quarantine” letter to the individual when appropriate.

COVID-19 TESTING SITES

<p><u>New York State Testing Site</u> State University New York at Albany 1400 Colonial Quad Albany NY 12208 Must make an appointment by Calling: 1-888-364-3065 or Completing an online form: www.covid19screening.health.ny.gov</p>	<p><u>Greene County Public Health</u> 411 Main Street Catskill, NY 12414 518-719-3600 By appointment only</p>
<p><u>CareMount Medical Urgent Care</u> 6734 Route 9 Rhinebeck NY 12572 845-231-5600</p>	<p><u>Kingston Mid-Town Mobile Site</u> 27 Grand Street Kingston, NY 12401 845-303-2730 By appointment only</p>
<p><u>Columbia County Department of Health</u> 325 Columbia Street Hudson NY 12534 518-828-3358 www.columbiacountynyhealth.com</p>	<p><u>Priority 1 Urgent Care</u> 2080 Western Ave Guilderland NY 12084 518-867-8040</p>
<p><u>Columbia Memorial Hospital Rapid Care</u> 2827 Route 9 Valatie, NY 12184 518-758-4300 need referral from County Department of Health</p>	<p><u>Rite Aid - Colonie</u> 1863 Central Avenue Colonie NY 12205 518-267-3496 By appointment only</p>
<p><u>Community Care Physicians</u> 713 Troy Schenectady Road Latham NY 12110 518-863-3600 By appointment only</p>	<p><u>WellNow Urgent Care</u> 446 Fairview Avenue Hudson NY 12534 518-267-3496</p>
<p><u>Emergency One Kingston</u> 40 Hurley Avenue Kingston, NY 12401 845-338-5600</p>	<p><u>Whitney Young</u> 920 Lark Drive Albany NY 12208 518-465-4771 By appointment only</p>

SCHOOL SAFETY DRILLS

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. When planning drills, consideration will be given to how each building 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 will be taken to minimize the risk of spreading infection while conducting drills.

Students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. All students regardless of hybrid model, will receive proper instruction in emergency procedures, and participate in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however all students will receive instruction in emergency procedures and participate in drills while they are in attendance in-person; and
- Conduct lockdown drill in classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

CLEANING PROTOCOLS AND PROCEDURES

The CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, and playgrounds.

Cleanliness and Disinfection Standards 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 daily
- Floors spot mopped daily, full mopped twice weekly
- Wipe clean: Tables, furniture and counter tops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned as needed
- 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 bi-Weekly
- Clean light fixtures as needed
- Replace lights (Notify Custodian or Maintenance) as needed

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 daily
- Walls are spot cleaned twice weekly
- 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
- Clean baseboards weekly
- Clean light fixtures as needed

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 twice weekly
- Clean doors and partitions in locker rooms
- Walls are spot cleaned as needed

- 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 bi-weekly
- Clean light fixtures as needed
- Replace lights (Notify Custodian or Maintenance) as needed

Common Areas (Lobbies & 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 fully mopped daily with machine
- Walls are spot cleaned as needed
- Carpets are spot cleaned every other day
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

Nurses 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 daily
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned as needed
- 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 bi-weekly
- Clean light fixtures as needed
- Replace lights (Notify Custodian or Maintenance) as needed

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 daily, full mopped twice weekly
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned as needed
- 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 bi-weekly
- Clean light fixtures as needed

Athletic Areas

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats daily during season or strength training equipment twice weekly or per use
- 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 daily. full mopped twice weekly
- Wipe clean: Tables, furniture and counter tops
- 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
- Clean Baseboards – Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Catskill Academy (BOCES Program) will receive similar sanitizing as other District buildings and spaces.

CHILD NUTRITION

The District must provide all students with access to school meals each school day. This must include students in attendance at school; and students earning remotely. District plans must also address all applicable health and safety guidelines.

In-Person Point of Service

Schedules will be built to accommodate students so they may eat uninterrupted in their designated location while practicing social distancing with 50% student population and maintaining federal dietary regulation. Hand hygiene will be promoted throughout the specified location with accessibility to hand washing and touch less hand sanitation stations.

Students will be socially distanced – pathways clearly labeled - and masked as they progress through the school lunch line. Options will be offered on a grab-and-go basis in with limited meal choices pre- packaged to meet federal dietary regulations. Student may choose white or chocolate milk during the line and al-la-carte sales will be limited.

Capacity limits will be set for each designated lunch location and monitored by a staff member. Seating will be socially distanced.

Remote Learning

The District will continue to distribute meals to students who continue their extended learning virtually. Our couriers deliver lunches to thirteen locations throughout the District and adhere to a strict schedule while also maintaining standards for food safety through NYS Department of Health.

To maintain the fidelity of the Re-entry Plan the District will mandate that following:

- Minimize crowds by deploying alternative meal service options.
- Provide Grab-and-Go Meals to be eaten in the classroom.
- Design classroom delivery models for younger students.
- Use signage and other social distancing strategies in cafeteria.
- Adjust lunch service options to utilize alternative space for meal consumption (i.e. cafeteria service line, meal delivery to classroom or use of outdoor space.)
- Food Service staff will be required to wear appropriate PPE at all times
- Adopt cashless, touch less point-of-sale transactions for cafeteria service line. Cashier will request student number and enter into system independently.
- Stagger meal schedules to limit students in the cafeteria at one time.
- Maximize social distancing as much as possible during mealtimes

TRANSPORTATION

The guidance regarding school transportation requires the following:

Individuals must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated).

Individuals should maintain appropriate social distancing, unless they are members of the same household.

Responsible Parties must adhere to and promote hygiene, cleaning, and disinfection guidance set forth by DOH and the Centers for Disease Control and Prevention (CDC). Training for proper use of face covering.

To comply with the mandates and recommended health and safety guidance the district will adopt the following standard operating procedures:

Training (Office Personnel, Drivers, Mechanics, Aides)

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)

- Exposure Control/Bloodborne Pathogen (BBP)
- COVID Awareness
- New cleaning Protocols (buses, transportation center)
- Handwashing
- Face Covering (sizing, use, wear & care)
- Personal Health and Hygiene
- Special working conditions with face coverings (strenuous activity)

Required Personal Protective Equipment (PPE)

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

To maintain the fidelity of the Re-entry Plan the District will mandate that following:

- Ensure employees are equipped with proper Personal Protective Equipment (PPE) and protective measures to keep them safe
- Be sure employees maintain annual training requirements. Update employees on new policies and/or procedures adopted during COVID-19 pandemic
- Work with administrative team to develop policies for social distancing, density reduction, bus capacity, routing issues, cleaning and disinfection
- Enforce new policies
- Inventory and order PPE with sufficient lead time for use when schools open
- Review employee medical records (19a files) and accommodate (if feasible) employees with underlying medical conditions
- Regularly inspect buses and other transportation vehicles for cleanliness (document all cleanings/inspections via trackable log)
- Provide ongoing communication and feedback to staff on a regular basis

Employees

- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor
- Wear all required Personal Protective Equipment (PPE) when cleaning and using chemicals

- Wash hands regularly with soap and water for at least 20 seconds. Request time in route for hand-washing stops. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles. Wash hands with soap and water as soon as possible

Communication

- Publicize to parents the cleaning and disinfecting schedule of buses – between runs and at the end of the school day.
- Communicate with parents and students that student transportation vehicles are included in the district’s COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an “opt-out” option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)
- Communicate opportunity for parent contract to out-of-district placements

Density Reduction, Social Distancing, Bus Capacity

- Limit seating on large bus to 27 passengers – generally one two per row.
- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles
- Sneeze guards to protect the driver
- Do not seat students directly behind the driver.
- Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles
- Provide additional adult supervision (monitors) on buses to manage social distancing. To the extent practicable, additional supervision will be allocated to buses to monitor use of face coverings, social distancing between students. In the event of high monitor absenteeism, there may not be second adult on every bus. The district will prioritize substitutes to vulnerable populations.
- Students shall wear face masks (unless medically excused) while in transit when social distancing is not possible

- If applicable, have an aide take student attendance every day, to and from school. The attendance sheets will be documented in writing and retained for contact tracing
- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school. K-5 students shall be given an assigned seat.

Cleaning and Disinfecting

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day contractors agree to clean and disinfect the entire bus
- Daily Cleaning
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- High Touch Surfaces will be sanitized multiple times daily
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
- Contractors are responsible for daily cleaning and disinfection procedures.
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect.
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation.
- Prohibit eating and drinking on the bus.
- Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on contracted buses. Document and submit all cleanings/inspections (via trackable log).

VISITATION TO SCHOOL BUILDINGS

Unless mandated, meetings or visits by/with parents are to be conducted using teleconference or video conference whenever possible.

Visitors are not allowed unless preapproved by the building principal.

District staff will not accept supplies, materials, or equipment dropped off by parents unless it is a health and safety requirement for the child.

SOCIAL-EMOTIONAL NEEDS

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher, in every classroom and every program if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social– emotional well-being for all. Local education associations (LEAs) will need to have the emotional recovery of students, staff, and families at the forefront of their planning and decision making.

When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

Plan for Reopening

We will:

- ✓ Continue to support the myriad ways for referrals to mental health professionals. The referrals can come from teachers, parents, administrators, students, students self-reporting and/or through mental health staff. During a remote and/or hybrid learning scenario, these methods of receiving referrals are still likely. The buildings will also utilize the RtI process, which looks different in different buildings, to identify students. Additionally, our mental health staff will use other indicators such as attendance and lack of engagement in online learning as reported by teachers, to identify students who might be experience mental health issues. We will work, as a district, to create a needs assessment and give it to all students when the school year begins. The results will help the mental health staff determine what type of tiered intervention(s) students need so they can be successful during the year.
- ✓ It is important to remember that the Coronavirus has impacted our faculty and staff and they too need support upon returning to school. As students return to school, building connections, especially if not face-to-face will be challenging. We will continue to support faculty and staff with support via the Workplace.

Additionally, teachers could benefit from learning about Social Emotional Learning and how it can be used by adults to cultivate relationships with each other, heal, and also build relationships with all students to create a supportive and equitable learning environment.

- ✓ Offer a multi-tiered support system consisting of the following levels:

Tier 1 Supports: What we do to promote wellness on a daily basis

- Conduct universal screening to identify social–emotional needs of students.
- Share student mental health needs assessment data with stakeholders.
- Conduct routine check-ins using a trauma- and resilience-informed lens.
- Develop a system to connect with students and families to promote attendance.
- Engage with students and families using culturally responsive techniques.
- Train staff to provide supports through a trauma-informed and responsive lens
- Use professional development time to increase trauma knowledge and skills.
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.)
- Conduct school-wide mental health assessment that includes trauma and stress.

Tier 2/3 Supports: Early and Targeted Intervention

- The school psychologists and school counselors at all levels will, after assessing student needs, conduct small groups for students. The groups could target specific areas such as anxiety, depression, etc. (either face-to-face, hybrid, or remote). In a remote/hybrid setting this would be done via Zoom.
- Appropriate will do home visits at a socially appropriate distance for students as needed
- Team meetings
- Consider having flexible hours for mental health staff to deliver services
- School psychologists joining Zoom meetings with a Resource Room teacher and students (no more than five)
- Behavior modification support
- Attendance Intervention
- Modified check in and check out

Adult SEL and Well-Being

In order to address the needs of our faculty and staff, we will create and conduct a needs assessment prior to the school year starting. Depending on the needs we will use a combination of strategies, including Social Emotional Learning. As the year progresses, we would conduct another needs assessment after the first month of school and continue to provide support based on what the assessment data says. We recognize, as a district, that adults have

many different emotions around returning to school, be it face-to-face, remote, or hybrid, and being in tune with their needs and supporting them is of the utmost importance as they are vital to student learning.

Attendance

School attendance is both a right and a responsibility. The Catskill Central School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the district recognizes that consistent school attendance, academic success and school completion have a positive correlation, the district has developed a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student, whether in person or remote for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for State aid purposes

Plan for Reopening

We will:

- ✓ Utilize Schoology, the District's student information system, to record attendance on a daily basis, whether face to face or remote. When learning is hybrid/remote, this may include systems which record student participation in asynchronous learning situations by completion of assigned tasks.
 - Establish a clear expectation for participation in each of the learning environments. Communicate and continually reinforce to both parents and students the importance of attendance in school regardless of setting.
- ✓ Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. Carefully monitor student attendance (as defined previously) through our student information system
 - The Building Principal will work in conjunction with the attendance designee and other designated staff in routinely reviewing attendance records. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of excessive absences.
- ✓ Respond to student absences (measuring over 10%) by identifying causes for absences and intervene to improve attendance and encourage students to complete the academic requirements of the course.

SCHEDULING

At the K-12 level, the District priority is to return students to in-person instruction in the safest manner possible. Nevertheless, we understand that 100% in person instruction is not feasible at the moment for social distancing and limited space. As a result, we have explored two different models: hybrid and 100% virtual learning.

HYBRID MODEL

The hybrid model explored involves two days of in-person instruction, and three days of synchronous and/or asynchronous instruction. Students would be grouped accordingly with prioritizing the needs our families. For example, siblings would attend school on the same days. Smaller class sizes will ensure that appropriate social distancing occurs in classroom and common areas in our buildings. The chart below illustrates the recommended hybrid model.

HYBRID MODEL

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group A In person	Group A In person	All Remote synchronous and/or asynchronous	Group B In person	Group B In person
Group B Remote	Group B Remote		Group A Remote	Group A Remote

- Select SPED, ENL, and other identified students come in every school day except for Wednesdays

Building administrators will assign cohorts for days that are in-person to better account for tracking in the event of exposure, however social distance will be planned for in every programmed educational space. The District will make reasonable efforts to ensure that cohorts are fixed – meaning contain the same students – for the duration of the COVID-19 public health emergency.

Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

The PreK-12 Schedules will optimize movement of adults rather than cohorts. Students who attend remotely will be required to sign in to a class to do work when at home.

Limitation will be placed on the following school functions:

- Large Groups – Not able to be scheduled/not unless social distancing can be maintained in large space.
- Administrators to review ALL courses to determine that classes are evenly split up to an acceptable level.
- Each classroom shall configure furniture and fixtures to maximize social distance between cohorts within a defined classroom space.

To maintain the fidelity of the Re-entry Plan the District will ensure that:

- Students will attend school in person some days, virtual other days.
- Establish online daily attendance structure.
- Students attend school online during regular school hours and follow a standard school schedule.
- Teachers will use a blended model approach.
- Increase synchronous structure.
- Schools will employ physical distancing measures meeting established thresholds where possible.
- Class sizes will be reduced.
- Schools will have to account for specialized classroom space needs for students with disabilities.
- ELLs, Exceptional Learners, and Primary students will be prioritized

REMOTE-100% VIRTUAL INSTRUCTION

The Catskill Central School District’s Virtual Instruction Learning Plan provides meaningful and regular interactions between teachers and students from Pre-K to Grade 12. This section supports families and students’ understanding of important aspects of the plan—the technologies and expectations. CCSD is committed to implementing units of study, content, and assessments that encompass its current PK-12 curriculum; however, if circumstances require us to implement a virtual instruction learning plan this will require making smart, tactical adjustments to curriculum in order to ensure that high standards and expectations for learning are not compromised.

Catskill Central School District believes that virtual learning should be robust and an effective model of instruction and we are committed to delivering an experience that features both synchronous and asynchronous learning environments. Learning opportunities will depend on grade level, subject matter, lesson plan materials, and other factors.

If circumstances require implementation of the virtual learning plan, teachers will continue to guide, support, and challenge students to take on new responsibilities and to become excited about new learning. To ensure their success, they will also need to partner with parents and guardians for support in engaging students in experiences that stretch their understanding and expand their new learning. To accomplish this, the virtual learning plan will provide parents and guardians with direction on how best to guide student learning with appropriate involvement. Families will have options and sources for flexibility that will give them choice and ownership as the distance learning plan develops.

REMOTE – 100% VIRTUAL INSTRUCTION MODEL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group A	Remote	Remote	Remote	Remote	Remote
Group B	Remote	Remote	Remote	Remote	Remote

Some of the **advantages** that remote- 100% virtual instruction offers include the following:

- Consistency- Student experience will be uninterrupted should schools close suddenly due to COVID-19 outbreak.
- Most flexible model
- Prioritize certain grades
- Eliminates classroom exposure to COVID-19
- Students can accelerate their learning.
- Building digital capacity

Disadvantages with the remote 100% virtual model are as follows:

- Social isolation
- New students to the District /New Teachers/ Primary students and teachers
- Impact on some CTE
- All kids excel with face to face instruction
- Lacks appropriate student supervision and support
- High need for parental involvement, especially in lower grades
- Difficult for many students with special needs (Pre-K to grade 12) or English Language Learners
- All students need a mobile device and connectivity

To maintain the fidelity of the Re-entry Plan the District will ensure that:

- Establish online daily attendance structure.
- Appropriate training for staff and parents.
- Set clear guidelines for grading expectation.
- Improved communications between staff, parents and students.

High School Guidelines for Virtual Learning

- Students and Staff will follow regular daily Schedules
- Students are expected to attend all Google Meetings and Classes

- Office hours will be available for student assistance
- Student Attendance will be accounted for
- Students are expected to attend classes virtually five days a week

High School Expectations for Virtual Learning

- Students are expected to attend all online meets. Parents/Guardians will receive notification if their child is absent (attendance policy)
- Students will arrive to their scheduled classes on-time
- Classes will follow schedules developed through School-Tool
- Students will be prepared with their necessary materials and supplies
- Students will follow teacher directives and protocols with regards to the virtual learning
- Students are expected to hand in assignments and take assessments when assigned

Middle School Guidelines and Expectations for Virtual Learning

- Technology support will be made available for all students who need it.
- Students will follow their class schedule that will be sent home in August.
- Students will attend class via Google Meet. Attendance is mandatory and the Attendance Policy will be followed.
- Online office hours will be available by grade level teams.
- Teachers will provide learning packets, as needed, to students with limited internet access.
- Students will be assigned virtual Google Meet times to check in and receive feedback from school staff.
- Grade level teams will assign students to team members for check and connects.
- Peek of the Weeks with class expectations and assignments will be sent out every Friday for the following week.

Elementary School Guidelines for Virtual Learning

- All students will receive meaningful remote instruction Monday through Friday. Students must attend remote classes each day.
- Teachers will have office hours to address student questions and needs.
- All students must participate in class and submit assigned work on time, just as if classes were in person.

Elementary School Expectations for Virtual Learning

- Students will attend class remotely 5 days a week via Google Meet to participate in instruction.
- Attendance is mandatory, just as if school were in person. Students and families must follow the District Code of Conduct and attendance policies.
- Teachers will offer online office hours to answer questions and provide student support.
- Technology and tech support will be available to families who need it. Each student who needs one will be provided with a Chromebook.

TEACHING AND LEARNING

Curriculum is the foundation upon which an educational institution builds its instructional program. Embedded within the mission statement of Catskill Central School District is the belief that the primary focus of the school system should be the development and preparation of its students for life beyond the school doors, as productive contributors to a global community. A school district's curriculum is more than just a list of skills and concepts that students will acquire while attending a given class or grade level, but rather, it defines what the district believes are the essential components of the developmental cycle of the students in its charge. Never has this philosophy been more important.

Whether our students are learning in face to face classrooms, remotely or in hybrid environments, we believe that our students deserve to be educated by highly trained staff, following a rigorous curriculum using researched based methodologies which are engaging and lead to a lifelong love of learning

Plan for Reopening

We will:

- ✓ Identify and prioritize the learning standards for each course/subject in order to efficiently plan for instruction for the 2020-2021 school year. Yearlong plans have been developed in anticipation of a variable school year which may include in person, remote or hybrid learning situations as well as intermittent switching between those scenarios.
- ✓ Ensure a continuity of learning expectations, regardless of the educational setting (i.e. face to face, remote, or hybrid). This continuity will be accomplished through the use of common units of study across a given grade or course, which have been developed and aligned to New York State Learning Standards for all subjects. All teachers will use these units and continue to collaborate on both the content and skills identified in each unit, and also on the assessments that will be used to measure student performance.
- ✓ Adapt units so that they can be taught face to face or virtually and identify preferred strategies which will engage students in the learning process. This will be done during the fall professional growth opportunities and well as through our curriculum writing workshops.
- ✓ Address the need for equity by adhering to the principles of rigorous learning for all Catskill students. These include ensuring that all students have access to consistent opportunities to work on grade appropriate assignments, strong instruction where students do most of the thinking, deep engagement in what they are learning, and teachers who hold high expectations for students and believe they can meet grade level standards. Specific pedagogical practices that will be used in both face to face and virtual learning environments include the use of open ended, inquiry based learning experiences, promoting cultures of thinking through discourse and visible thinking strategies, and providing students with voice and choice in the learning that they are doing.
- ✓ Ensure that teachers use regular feedback cycles with students to communicate about their learning. In

addition, students will also be afforded with routine opportunities to interact with one another as well as their teacher(s). In face to face and hybrid situations this will be accomplished through classroom discussions, individual meetings with teachers and through ongoing, routine formative and summative feedback cycles. In a virtual setting, this will be accomplished through synchronous communication opportunities that will be regularly used to connect students with teachers and with each other. The parent portal as well as the grading and feedback tools inherent in School Tools will be used to support regular communication about student progress.

✓ Utilize a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. All educators will establish a set time to connect at least once per week with parents and a minimum of four times/week at the secondary level and five times/week at the elementary level with students. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child/ren’s learning or the technology they are using.

TECHNOLOGY AND CONNECTIVITY

Whether exclusively remote, fully face to face or offering hybrid learning experiences, technology will be an important tool to proceed with the learning process. During the spring Covid closure, faculty and staff learned to use many technology tools to deliver instruction to district students. Plans have been made to continue many of those practices into the fall reopening. Students who do not have adequate access at home, in the case of remote or hybrid learning, will be provided a district owned device. The device will be equipped with all applications necessary for 100% participation in online courses. Students without adequate Internet access will be issued a district owned access point.

Plan for Reopening

We will:

- ✓ Survey our students, parents and teachers to determine each level of access to devices and high speed Internet access in their home.
- ✓ Provide devices to those students and staff members who do not have adequate access at home. Because it is the District’s intent to provide adequate access to all students and staff, we do not anticipate having to provide alternative materials unless there are extenuating circumstances.
- ✓ Provide professional development during the fall of 2020 and ongoing throughout the year to all staff on the creation and maintenance of effective blended learning environments including high-value instructional strategies to engage students in learning approaches to instructional planning which support both synchronous and asynchronous environments.
- ✓ Streamline the number of applications that are used across the district. Use high leverage, multi-use tools which can accomplish multiple teaching and learning tasks. Tools will include:

Tool	Function	Grade Level

Adobe Products (Photoshop, Illustrator, Lightroom, etc)	Photography/video editing and design.	PreK-12
Boom Learning	Interactive, self-grading exercises.	PreK-5
Brain Pop Jr.	Educational website covering all subjects.	K-3
Castle Learning	Assessment of English, Math, Science & Social Studies.	K-12
Delta Math	Math readiness screening and reporting.	6-12
EdPuzzle Pro	Learning through use of videos.	PreK-12
EduTyping	Typing assessment.	K-5
FastBridge	Student assessment.	K-12
Generation Genius	Science quizzes, videos, & activities.	K-5
Google Apps (Docs, Sheets, Slides)	Word processing, spreadsheet, PowerPoint creation through Google.	PreK-12
Google Classroom	Teachers create, distribute, and grade assignments, which students can easily access.	PreK-12
HappyNumbers	Math assessment.	PreK-5
iRead	Reading placement and assessment.	K-2
Kahoot	Game-based learning platform.	PreK-5
KidPix	Painting and drawing software.	PreK-5
Learning A-Z	Literacy improvement instruction.	PreK-6
Literacy Footprints	Literacy improvement instruction.	K-5
Microtype 5	Typing assessment.	6-12
MobyMax	Personalized math learning instruction.	K-8
Naviance	College and career readiness.	6-12
Office 365 (Word, Excel, PowerPoint, Publisher)	Word processing, spreadsheet, PowerPoint creation through Microsoft.	PreK-12
Pebble Go	Curricular content hub with informational articles, ready-made activities, and literacy supports.	K-3
Reflex Math	Game-based math instruction.	2-5
Remind	Real time communication platform for teachers, parents, and students.	PreK-5
Rosetta Stone	Online program to help students speak English or a foreign language.	6-12
Schooltool	Student information system for teachers, parents, and students.	PreK-12
Screencastify	Record, edit and share videos of your computer screen.	PreK-12
Socrative	Student assessment quizzes in a variety of formats.	K-12
Successmaker	Adaptive, game-based math and reading instruction.	K-12

Sumdog	Adaptive, personalized math and spelling instruction.	K-5
Super Teacher Worksheets	Creates student activities for elementary students.	PreK-5
Tumble Books	Online collection of electronic children’s books.	PreK-5
Typing.com	Keyboarding, digital literacy, and coding.	K-5
Wordwall Pro	Customized activities and quizzes.	PreK-5
Xtra Math	Online math instruction.	1-5
Zearn Math	Online math instruction.	K-5

- ✓ Ensure data privacy for all students following EdLaw 2D requirements.
- ✓ Provide ongoing technical support throughout the year regardless of instructional setting, face to face, remote or hybrid.

BILINGUAL EDUCATION

Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

Plan for Reopening

We will:

- ✓ Complete the English Language Learner (ELL) identification process within 30 school days of the start of the school year for all students who entered during the March 2019-September 2020 timeframe.
- Following this, we will resume regulatory identification processes, which require screening and identification to take place within ten school days after initial enrollment.
- ✓ Provide all identified ELL students with regulatory services based on their English language proficiency level as measured by the NYSITELL (new entrants) or the 2018-2019 NYSESLAT assessment.
 - ✓ Communicate regularly with parents and guardians. Communication will be provided in the preferred language or mode of communication.
 - ✓ Continue to provide professional development to all teaching staff on topics related to teaching ELL students in remote and hybrid environments.
 - ✓ Develop an assessment and progress monitoring tools to determine English learning loss during COVID. Establish a schedule for progress monitoring.
 - ✓ Utilize the district’s process for identifying and monitoring social/emotional wellbeing on all students, including ELLs.

SPECIAL EDUCATION

Our special education students, their families and their school teams faced unprecedented challenges during the school closure. Priority has been placed on providing the continuity of learning, special education programming and services, and access to general education and high-quality curriculum specifically designed to meet individual students needs and abilities.

Plan for Reopening

- ✓ In order to address the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services we will provide the following:
 - If the school operates on a hybrid model, students whose IEP indicates special programming of self-contained, 12:1, 12:1:1, 15:1, as well as students with 1:1 teaching assistant will attend in person 4 days a week with 1 day remote.
 - In addition, students who attend programming based to support a Behavioral Intervention Plan (BIP) or alternative learning models (AIM, PATH program) may also be provided 4 days in person instruction. Decisions will be made on a student by student basis in collaboration with families.
 - Students whose IEP indicates Integrated Co taught (ICT) and /or Consultant Teacher programming will follow the district K-12 hybrid schedule with scheduled access to special education instruction as per IEP
 - Resource Room will follow the district K-12 hybrid schedule and include both in person and remote services. Maximize staffing to ensure access to general education and integration opportunities in person and remotely
 - Related services will be pushed into the classroom in person as much as possible to ensure access to quality of service but to ensure safety of student; less travel in building, larger space for physical distancing.
 - In the case of full school closure, the remote model will provide a consistent schedule of synchronous and asynchronous learning that supports the needs and abilities of individual students.
- ✓ We will document the programs and services offered and provided to students with disabilities as well as communications with parents. Documentation will include
 - Continue to follow district diagnostic assessment and progress monitoring plan and schedule as described in Teaching and Learning
 - Utilization of Frontline (IEP Direct) progress notes and monitoring tools
 - Continue to follow goal progress monitoring (schedule and frequency) as per individual students' IEPs
 - Maintain monitoring of goals regardless of in person, hybrid, or remote learning models.
 - Provide PD for progress monitoring of goals and use of Frontline as needed.
- ✓ We will address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

- Utilize a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. All educators will establish a set time to connect with parents. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child/ren’s learning or the technology they are using.
 - Regular communication with families via phone, zoom meetings, letters, email
 - Maintain schedule of team meetings, review meetings, annual reviews and re-evaluation meetings, etc. as per identified in individual students’ IEPs via zoom
 - Conduct requested reviews, initial CSEs following state guidelines via ZOOM
 - Collaboration and communication with CCSD Special Education representatives and meetings.
 - The district will provide training on the primary technology tools being used to support learning.
- ✓ In order to provide collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources we will:
- Communicate with outside agencies, BOCES, nonpublic, private/parochial schools regarding status of their reopening plans and impact on Catskill Central School District students attending those schools or accessing services.
 - Survey parentally placed students’ families with IEPs if that student will continue to attend individual setting under reopening plans.
- ✓ We will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students by:
- Team meetings
 - Maximize staff to ensure student access to accommodations, modifications, aids, services, and technology
 - Regular scheduled meetings with
 - Special education teachers
 - Psychologists
 - Related Service Providers
 - Consistent scheduled parent communication at CSE and building level
 - Communicate with building level teams to ensure that students have access to differentiated and appropriate materials in any learning model (ex. access to leveled text remotely, hands on materials at home, hard copy of material when screen not appropriate)
 - Students with identified accommodations and modifications to be provided according to their section 504 plan.

STAFFING AND HUMAN RESOURCES

Catskill Central School District will ensure the following:

- All teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.
- May continue to utilize incidental teaching when determining how to staff their classrooms.
- May employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment;
- Will work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction;
- Will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model.

TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW §3012-D/APPR)

Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year. Governor Andrew Cuomo's Executive Order (202.39) related to APPR only suspended the requirement to complete APPRs for the 2019-20 school year.

SUBSTITUTE TEACHERS

Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in an area for which they are certified.

Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in the area for which they are seeking certification.

Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days in a school district or BOCES in a school year, except as described below.

During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district or BOCES may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

STUDENT TEACHING

Catskill Central School District will continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year. Student teachers can play important roles in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times. The District will work with the College/University Educator Preparation Programs to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.

BUDGETING AND FISCAL MATTERS

Schools and districts must continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.

Goal: Maintain financial integrity of the District during the COVID-19 crisis and reopening year

Objectives:

- Provide financial support and technical guidance to departments for additional expenses incurred due to COVID-19
- Modify tax collection process to reduce in-person collection
- Monitor potential and actual reductions in state aid
- Secure available federal funding to support District expenses
- Ensure a long-term approach to fiscal planning in 2020-2021
- Adhere to existing state aid reporting requirements and deadlines except where modified by law, regulation or executive order

Procedures:

- Review department budgets as needed when questions arise regarding additional expenses
- Consistently provide budget status reports on a monthly basis to identify shortages
- Review financial status of District with Superintendent and Board on periodic basis
- Review carryover funds from the 2019-2020 fiscal year to offset potential state aid reductions during the 2020-2021 fiscal year
- Apply for Federal CARES Act funding to restore the Pandemic Adjustment reduced from Foundation Aid in the 2020-2021 Budget
- Prepare long-range financial plan for the Board of Education

