

**Vernon Verona
Sherrill Central
School District**

**School Reopening Plan
Learning & Serving
with Distinction**

July 31, 2020

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Introduction

VVS Reopening Task Force Purpose

The purpose of the VVS Reopening Task Force is to consider and advise the district in the reopening plan for each building and department in keeping with NYSED and DOH guidelines and in alignment with the district mission, vision, beliefs and goals. The members view this effort within the lens of the stakeholder group each member represents.

Led by the VVS COVID-19 Leadership Team the VVS Central School District Reopening Task Force undertakes the task of guiding its school buildings and departments in our approach to a return to the 2020-2021 academic year in a manner that continues to prioritize the physical, social-emotional health, safety, and well-being of our students, adults, and community while ensuring high-levels of learning for our students.

District Vision

The Vernon Verona Sherrill School District aspires to be valued as a district of distinction by our community.

District Mission

The Mission of the Vernon Verona Sherrill School District is to nurture and support students for success in life, preparing them to embrace challenges, learning opportunities, diversity, and civic responsibility.

District Beliefs

1. We believe all students should be challenged with academic rigor, provided individualized support through home-school collaboration, and empowered to explore opportunities that prepare them for success in college, career, and life.
2. We believe student-school-community connections provide opportunities for students to experience diversity, develop tolerance, foster a sense of belonging, and create the foundation for civic responsibility.
3. We believe students are best prepared for success in college, career, and life when their educational experiences cultivate teamwork, perseverance, adaptability, resourcefulness, and a positive attitude.
4. We believe optimal learning occurs in a safe and supportive environment that values and nurtures character, integrity, responsibility, and respect for self and others.

Alignment with District Goals

The District's reopening efforts are guided by the District Goals and aligned with The Priority Areas of the New York State Education Department's Reopening Schools Regional Taskforce.

District Goal 1: Faculty, students, parents, staff, and community will work together to achieve the high levels of student learning necessary for success in the 21st century.

- ✓ New York State Education Department Focus Areas
 - Communication/Family and Community Engagement
 - Teaching and Learning
 - Bilingual Education and World Language
 - Special Education
 - School Schedules
 - Career and Technical Education
 - Technology and Connectivity
 - Budgeting and Fiscal Matters

District Goal 2: Faculty, students, parents, staff, and community will demonstrate the personal and interpersonal attributes necessary to succeed in a diverse world.

- ✓ New York State Education Department Focus Areas
 - Social Emotional Well-Being
 - Attendance and Chronic Absenteeism
 - Athletics and Extracurricular Activities

District Goal 3: Faculty, students, parents, staff, and community will create and sustain a physically and emotionally safe and positive school environment.

- ✓ New York State Education Department Focus Areas
 - Health and Safety
 - Facilities
 - Transportation
 - Child Nutrition
 - Staffing
 - Teacher and Principal Evaluation System (APPR)
 - Student Teaching

Reopening Planning Framework

District Reopening Task Force Purpose

The purpose of the District Reopening Planning Framework is to assist leaders and their teams in planning for reopening the 2020-2021 school year.

Building and Department Leaders and Reopening Teams are encouraged to adapt the framework as needed.

New York State Education Department and Department of Health guidelines inform and support planning.

Leaders and Reopening Teams are encouraged to engage staff, student, family, and community partners throughout the planning, implementation and review process.

Leaders and Reopening Teams engage in adaptive problem solving due to the continuously changing environment of the COVID-19 pandemic

GUIDING PRINCIPLES FOR VVS Reopening Task Force

The purpose of the VVS Reopening Task Force is to plan reopening efforts for each building and department in keeping with NYSED and DOH guidelines and in alignment with the district mission, vision, beliefs and goals. The VVS Reopening Task Force prioritizes the physical, social-emotional health, safety, and well-being of our students, adults, and community while ensuring equity and access to continuous learning for our student

The VVS Reopening Task Force is guided by our beliefs and the following principles:

1. Maintaining continuity of instruction
2. Keeping students and staff safe and healthy
3. Ensuring access and equity for all students
4. Communicating with stakeholders, such as staff, families, VVS professional associations, and partners
5. Ensuring flexibility to advocate for and seek to meet the needs all students, families and employees

Communication/Family and Community Engagement

Reopening Plan Mandated Requirements:

- **The school and/or district is 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 employee associations, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.**
 - The VVS reopening plan engages an 83 member District Reopening Task Force representing each school building and department including:
 - Board of Education
 - District Administration
 - District instructional staff
 - District Support Staff
 - Association Presidents (CSEA, VVSTA, VVSAA)
 - Parents/Guardians
 - Students
 - BOCES staff
 - The District COVID-19 Leadership Team reviewed guidance and mandates from the Center for Disease Control (CDC), the Department of Health, and the New York State Education Department.
 - The District COVID-19 Leadership Team facilitates the development, implementation, review and revision of specific plans for each building and department across the district.
 - The Oneida County Health Department provided guidance in the development of our plan.
 - The District conducted a comprehensive survey of parent and staff to inform its work.
- **The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.**
 - VVS communication efforts include:
 - District Website with a COVID-19 Landing Page
 - District and building Facebook pages
 - School Messenger: Phone and email communication for parents and staff.

- Printed materials are distributed through Peachjar, district newsletters, handbooks, and regular mail
 - Materials are provided in the preferred language and modality of the family
 - Signage at school locations, visible before students, staff, parents/guardians and any visitors enter any school facility
- **The school and/or district will 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.**
 - Training will be provided as a part of school reopening efforts
- **The school and/or district will 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.**
 - VVS provides communication through virtual and in-person meetings and signage regarding the proper use of PPE and specifically, face coverings. Please refer to the Health and Safety section below for further details.
- **The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.**
 - The district has established a practice of communications with families and throughout the school community in the preferred language and modality of the family. The district employs a certified teacher of English Language Learners (ELL) and utilizes authorized translation services to ensure all communications with families and in the school community are provided in the languages spoken at home.

Health and Safety

Reopening Plan Mandatory Requirements

District COVID-19 Workplace Safety Plan - See Appendix A

- **Each school and/or district reopening plan must review and consider the number of student and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity - consult your local department of health.**
 - The Assistant Superintendent for Finance and Management Services, the Supervisor of Buildings and Grounds, and building principals have calculated the potential number of students who may safely return to school and have developed plans to meet Department of Health mandates in areas outlined above. Further guidance is expected from the Governor's Office regarding reopening of schools throughout New York State including our region.
- **Each school and/or district reopening plan must engage 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) in developing their reopening plan and identify those that participated in the reopening plans.**
 - The VVS reopening plan engages an 83 member District Reopening Task Force representing each school building and department including:
 - Board of Education
 - District Administration
 - District instructional staff
 - District Support Staff
 - Association Presidents (CSEA, VVSTA, VVSAA)
 - Parents/Guardians
 - Students
 - BOCES staff
 - The District COVID-Leadership Team reviewed guidance and mandates from the Center for Disease Control (CDC), the Department of Health, and the New York State Education Department.
 - The District COVID-19 Leadership Team facilitates the development, implementation, review and revision of specific plans for each building and department across the district.
 - The Oneida County Health Department provided guidance in the development

of our plan.

- o The District conducted a comprehensive survey of parent and staff to inform its work.

- o Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

VVS communication efforts include:

- District Website with a COVID-19 Landing Page
- District and building Facebook pages
- School Messenger: Phone and email communication for parents and staff.

- Printed materials are distributed through Peachjar, district newsletters, handbooks, and regular mail
 - Materials are provided in the preferred language and modality of the family
 - Signage at school locations, visible before students, staff, parents/guardians and any visitors enter any school facility
- **Each school and/or district reopening 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.**
 - The district will ensure that each staff member will be educated on the signs and symptoms of COVID-19 by the building school nurse. According to CDC the following are listed as the most common symptoms of COVID-19:
 - Fever or chills (100°F or greater)
 - Cough;
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

Staff will be educated to observe students or other staff members for signs of any type of illness such as:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue, and/or irritability
- Frequent use of the bathroom

Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school will contact the parent/guardian to come pick up their ill child or send the staff member home.

Daily health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students are required to have a daily temperature check and completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be sent home or stay in the isolation room until they can leave school.

- Each school and/or district reopening 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.

The Department of Health (DOH) recommends screening be conducted remotely (e.g. by electronic survey, digital application, or telephone which may involve the parent/legal guardian), before the individual reports to school, to the extent possible. To comply with DOH requirements, the following procedures will be implemented to ensure the daily screening, including temperature checks, of all employees, students and visitors to the District facilities. Procedures for each group are described below.

- EMPLOYEES

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- A digital format will be utilized to screen employees prior to leaving from home for work in an effort to minimize staff congregating when arriving at work and to prevent employees who may be experiencing symptoms from entering the workplace. The digital submission will require employees to answer the following questions:

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- Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19?
- Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
- Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0° F in the past 14 days?
- Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days?

- Employees will also be asked to take their own temperature at home and answer the question: Is your temperature greater than 100.0° F.

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- Any employee who responds affirmatively to any of the 5 questions will be required to stay home and contact their supervisor to notify them of the reason. Return to work will be in accordance with *Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure* issued by the NYS Department of Health.

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- Employees who are unable to complete the digital survey will be required to go

directly to designated locations upon arriving at work to have their temperature checked and answer the screening questions.

- Designated Locations
 - Central Office – Main Entrance
 - J.D. George Elementary School – Main Entrance
 - W.A. Wettel Elementary School – Main Entrance
 - E.A. McAllister – Main Entrance
 - VVS Middle School – Main Entrance
 - VVS High School – Main Entrance
 - Transportation – Main Entrance
 - Buildings and Grounds – Central Office

- Employees will be given information regarding their responsibility daily screening. This information will be shared on the District website, through building correspondence, and return to school activities. Employee handbooks will provide a format for employees to confirm their understanding of, all screening requirements, using the employee Screening Agreement
- The Employee COVID-19 Screening Agreement provided to employees includes the following:
 - Acknowledgement that employees who are ill may not report to work;
 - Acknowledgement that employees may not attend school if any member of their household is ill with COVID-19 related symptoms;
 - Agreement that any employee or his/her family members experiencing symptoms will contact their health care providers to determine the need for testing for COVID-19 prior to the return to school;
 - Understanding of the information provided on the daily screening procedure;
 - Agreement to all screening requirements and to accurately respond to all screening questions, including the reporting of temperatures daily prior to reporting to work . Misrepresentation on any screening questions, including temperatures or masking fevers with medication could result in the employee being directed to leave work immediately.
 - Agreement to not take any medication that may mask the symptoms of illness, such as Tylenol or Advil, prior to reporting to work;
 - Agreement to avoid reporting to work upon observing any of the above signs or symptoms of illness in any family member until medically deemed able to return to care; and Consent to provide copies of any of family member COVID-19 test results to the Director of Pupil Services and Personnel.

STUDENTS

- Students will be screened including temperature checks by parents, guardians or caregivers prior to leaving home each day.
- Students who answer any of the screening questions affirmatively or whose temperature is greater than 100.0° F will not be permitted to attend school. Parents, guardians or caregiver will be advised to contact their child's physician if the student exhibits symptoms of COVID-19.

- Daily screening reports will be reviewed each day by building school nurses. The middle school nurse will review the daily screening reports for the Central Office, Transportation, and Buildings and Grounds. A record will be maintained in each building health office.

- Families will be given information regarding their responsibility daily screening. This information will be shared on the District website, through building correspondence, and return to school activities. Family handbooks will provide a format for parents, legal guardians and caregivers to confirm their understanding of, all screening requirements, using the Parent/Guardian/Caregiver COVID-19 Screening Agreement

- The Parent/Guardian COVID-19 Screening Agreement provided to parents/guardians/caregivers includes the following:
 - Acknowledgement that students who are ill may not attend school;
 - Acknowledgement that students may not attend school if any member of their household is ill with COVID-19 related symptoms;
 - Agreement that any student or his/her family members experiencing symptoms will contact their health care providers to determine the need for testing for COVID-19 prior to the return to school;
 - Understanding of the information provided on the daily screening procedure;
 - Agreement to all screening requirements and to accurately respond to all screening questions, including the reporting of temperatures daily for all students entering school . Misrepresentation on any screening questions, including temperatures or masking fevers with medication could result in the student being removed from class and isolated from other students. The parent/guardian/caregiver will be called to pick the student up from school.
 - Agreement to not administer any medication to their child that may mask the symptoms of illness, such as Tylenol or Advil, prior to sending the student to school;

- Agreement to exclude child(ren) from school immediately upon observing any of the above signs or symptoms of illness in any family member until medically deemed able to return to care; and Consent to provide copies of any of child(ren)'s COVID-19 test results to the school nurse.

- **Each school and/or district reopening 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.**
 - Certain protocols must be met before a student or staff member can return to in-person learning after suffering symptoms associated with COVID-19. At minimum, there must be a resolution of symptoms, testing negative for COVID-19 and a note from a health care provider stating it is safe for the individual to return to school. If the individual tests positive for COVID-19, they must have been released from isolation as described on page 40 of SED's reopening guidance. Districts must create policies with local health authorities and follow U.S. Centers for Disease Control guidance as detailed on page 40 of SED's reopening guidance.

- **Each school and/or district reopening 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.**
 - Each school building has designated a room to be used as an isolation area for staff or students with signs or symptoms of COVID-19. Students will be supervised until the parent/guardian arrives to take the student home. If a separate room is not available, the school nurse will maintain at least a 6-foot distance between symptomatic students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the symptomatic individual is able to tolerate wearing a face covering and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home.
 - The school nurse or supervising staff member will:
 - Escort student from isolation area to the parent/guardian

- Instruct the parent/guardian to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;

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.

- **Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.**
 - See workplace safety plan in Appendix A.
- **Each school and or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.**
 - Parents/guardians will be educated on signs of illness. The CDC lists the following as the most common symptoms of COVID-19:
 - Fever or chills (100°F or greater);
 - Cough;
 - Shortness of breath or difficulty breathing;
 - Fatigue;
 - Muscle or body aches;
 - Headache;
 - New loss of taste or smell;
 - Sore throat;
 - Congestion or runny nose;
 - Nausea or vomiting; and/or
 - Diarrhea.
 - Staff will be educated to observe students or other staff members for signs of any type of illness such as:
 - Flushed cheeks;
 - Rapid or difficulty breathing (without recent physical activity);
 - Fatigue, and/or irritability; and
 - Frequent use of the bathroom.
 - See “When you should keep your child home for influenza on the CDC website.”
- **Each school and/or district reopening plan has a written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.**

Hand Hygiene

- Staff and students will be educated on traditional hand washing procedures (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. Staff and students may use alcohol-based hand sanitizers (60% ethanol (ethyl alcohol) or greater or 70% isopropyl alcohol when soap and water are not available, and hands are not visibly dirty. Some students or staff may be unable to use alcohol-based hand

sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.

- The school district will make parents/guardians aware that they need to inform the school if they do not want their child to use alcohol-based hand sanitizers by sending in a written notice to the school. The school will provide accommodations for students who cannot use hand sanitizer, to allow for their use of handwashing stations.
- The school district will provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able. Students will be supervised by adults to minimize accidental ingestion and promote safe usage. Supervision is required for all elementary students.
- The school district will place signage near hand sanitizer indicating visibly soiled hands should be washed with soap and water.
- Staff and students will be educated on when hand washing should occur, how to wash hands correctly, and how to correctly use alcohol-based hand sanitizers.
- Each school will provide the following:
 - Adequate facilities and supplies for hand washing including soap and water
 - Paper towels or touch free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolized germs)
 - No-touch trash receptacles
 - Alcohol based hand sanitizers with at least 60% ethanol (ethyl alcohol) or greater or 70% isopropyl alcohol or disinfectant hand wipes
 - Time in the schedule to allow for frequent hand washing
 - Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.
- At a minimum, students and staff will wash hands, as follows:
 - Upon entering the building and each classroom
 - After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops)
 - Before and after snacks and lunch
 - After using the bathroom
 - After helping a student with toileting
 - After sneezing, wiping or blowing nose, or coughing into hands
 - Upon coming in from outdoors
 - Anytime hands are visibly soiled

Respiratory Hygiene

- Students and staff will be educated on the possible spread of the COVID-19 virus from person to person in droplets produced by coughs and sneezes. Education

and visuals will be used to educate and remind staff that it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. A supply of tissues and no touch trash receptacles will be available in each room. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

- **Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.**

- Each school building will educate staff on appropriate social distancing. Appropriate social distancing means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. If used, physical barriers must be put in place in accordance with United States Department of Labor's Occupational Safety and Health Administration (OSHA) guidelines, and may include strip curtains, cubicle walls, plexi-glass* or similar materials, or other impermeable divider or partition. Where appropriate, visual markers will be used to designate six feet spacing.

*Please note: Plexi-glass is not approved for school use

- **Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.**

- Students, faculty, staff, and other individuals will be provided appropriate PPE to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. All students, faculty, and staff will have the required PPE (i.e., acceptable face coverings) before entering school facilities, grounds, or any other space owned or administered by the school or school district (e.g., school buses)
- Social distancing will be encouraged which means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk.

- Students and staff members who are in one of the high risk groups listed below will consult with their healthcare provider regarding prevention and report any accommodations or modifications to the Director of Pupil Services and Personnel and the building school nurse.
 - Individuals age 65 or older
 - Pregnant individual;
 - Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.
- Students with special needs or students who are medically fragile who are not able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. School staff and parents/guardians will work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting the student's health and safety. Transitioning these students back to school will require planning and coordination of:
 - school health services personnel
 - special education personnel
 - pupil services and
 - administration.

- School district staff are advised that these families are already under significant stress and COVID-19 has made their situations are more critical. Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:
 - Additional PPE for staff caring for such students
 - One identified staff member to care for the student
 - Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.
- If the parents/guardians choose not to send their child back to school, the school will provide instruction remotely. Please refer to the section on Special Education for more details.
- **Each school and/or district reopening plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.**
 - The school district will provide the appropriate PPE which includes, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. Students will be allowed to remove their face covering during meals, instruction, and for short breaks so long as they maintain appropriate social distance. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose.
- **Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.**

Buildings & Grounds

- Standard PPE for school-based staff (teachers, teacher aide, teacher assistants, monitors, food service, administrators, clerical, students, custodial staff, etc.)
- PPE for maintenance staff and summer workers
- PPE for Central Office staff
- All buildings: cleaning and disinfecting supplies & equipment needed for offices, classrooms and common areas (wipes, sanitizer, sprayers, etc.)

- Physical barriers or partitions such as curtains, cubicle walls, plexiglass-type screens, etc.

Transportation

- PPE for bus drivers and aides
- PPE for bus garage office staff
- PPE on buses for students who need a mask to board the bus
- Cleaning / disinfecting supplies & equipment needed for buses

Health Services

- PPE for School Nurses (N95 masks, face shields, gowns, etc.)
- PPE for students who need a mask to enter the health office
- PPE for staff who are assisting a student who is symptomatic and needs to be isolated until they can be picked up
- Thermometers & other health screening equipment

Special Education

- Alternate PPE and accommodations for teachers and students with special needs

- **Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.**
 - If there is a confirmed case of COVID-19 in the schools, the building principal will notify the Director of Pupil Services and Personnel who shall immediately notify the Oneida County Health Department and Director of Health (school physician) of any disease reportable under the public health law 7. The school nurse acting upon the direction of the Oneida County Health Department will make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.
- **Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.**

- Schools will follow DOH and CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.
- If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:
 - once there is no fever, without the use of fever reducing medicines
 - they have felt well for 24 hours
 - If they have been diagnosed with another condition, they must provide a healthcare provider written note stating they are clear to return to school.
 - If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home for at least ten days since the individual first had symptoms
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine)
 - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
 - Documentation from a health care provider following evaluation
 - Negative COVID-19 diagnostic test result
- **Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.**
 - The school district will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.
 - Hand hygiene stations will be provided throughout the school buildings with soap, running warm water, and disposable paper towels and lined garbage can. Alcohol-based hand sanitizer containing 60% ethanol (ethyl alcohol) or greater or 70% isopropyl alcohol will be provided for areas where handwashing is not feasible.
 - The school district will regularly clean and disinfect the site and more frequently clean and disinfect high risk areas used by many individuals and for frequently

touched surfaces. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses.

- School staff will be trained in proper cleaning procedures for high touch surfaces that need to be cleaned and disinfected throughout the school day. Students will not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities. Examples of high touch surfaces include:
 - Tables
 - Doorknobs
 - Light switches
 - Countertops
 - Handles
 - Desks
 - Phones
 - Keyboards and tablets
 - Toilets and restrooms
 - Faucets and sink
- If there is a Covid-19 case the building will close off areas used by the sick person and these areas will not be used until after cleaning and disinfection has occurred. Staff will open outside doors and windows to increase air circulation in the area. If possible, staff will wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible and clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas. Once the area has been appropriately cleaned and disinfected it can be reopened for use. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

School Health Office Cleaning

- School staff will be instructed that 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
 - Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.
- **Each school and/or district reopening plan has a written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.**
 - When conducting an emergency drill, 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 is not recommended and should not be the first priority. Building level Emergency Response Plan will be revised to establish protocols for drills versus actual emergencies.
 - School buildings will conduct 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 drills by classroom, minimizes contact of students in hallways, stairwells and at the evacuation site. It is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.
 - If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school days to reduce the occupancy of the school building, each school will be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.
 - When performing Lockdown Drills, staff will conduct lockdown drills in a classroom setting while maintaining social distancing and using masks. The building administrator can conduct lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however each school

must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person. Lastly each building can conduct a lockdown drill in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

- **Each school and/or district reopening plan has a written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school’s charter).**
 - The district will ensure all before and after care programs impacted by the district or community organizations follow district COVID-19 Reopening Plan requirements.
- **Each school and/or district reopening plan designates a COVID-19 Safety Coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.**
 - The District’s COVID-19 Safety Coordinator is Erin Scheemaker, Director of Pupil Services and Personnel

Facilities

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.**
 - General Health and Safety: The District will follow all guidance related to health and safety, including meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. Please refer to the Health and Safety section of this guidance for additional detail on general Health and Safety protocols.
 - Building Space Related Changes: The District will meet all NYSED requirements associated with building space related changes that the District may elect to make to better accommodate staff and students in the reopening plan.
 - Fire Code Compliance: Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. Should alterations be made, The District will submit the proposed changes to the Office of Facilities Planning for review and approval.

- **Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.**
 - Building Condition Survey: The District is scheduled for a required Building Condition Survey within 2021 calendar year. This will be completed by and engineer employed by the District’s architectural firm, King and King Architects and submitted as required.
 - Visual Inspections. The District’s Visual Inspection will be performed by the Madison-Oneida BOCES Safety Office prior to December 2020 and submitted as required.

- **Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.**
 - Lead Testing due in 2020: The District understands that at present, the statutory requirement that lead testing occur in 2020 continues.
 - NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling will not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. The District will not conduct a simulation of “normally occupied operation” for the purpose of lead-in-water testing as this is not permitted.

- **Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.**
 - Hand Sanitizer: All hand sanitizer dispensers will be mounted in common spaces and will conform to FCNYS 2020, Section 5705.5.

- **Each school and/or district reopening plan which includes the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.**
 - Installation of Dividers: If the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors and other points of congregation is required as part of the reopening plan, the District will ensure the submission of detailed floor plan to the Office of Facilities Planning for review.

- **Each school and/or district reopening plan must ensure that all new building construction and temporary quarter projects will be submitted to OFP for a full code review.**
 - New Building Construction and Temporary Quarter Projects: If such projects are required as part of the reopening plan, the District will ensure the submission of the project to the Office of Facilities planning for a full code review. These projects are not being contemplated by the District at this time as part of the reopening plan.

- **Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation**
 - New Facilities for Leasing: If such projects are required as part of the reopening plan, the District will provide a plan to consult with the Office of Facilities Planning for a preliminary evaluation. These projects are not being contemplated by the District at this time as part of the reopening plan.

- **Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.**
 - Temporary or Permanent Use of Tents: If such projects are required as part of the reopening plan, the District will provide plans adhering to the BCNYS. These projects are not being contemplated by the District at this time as part of the reopening plan.

- **Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.**
 - Toilet and Sink Fixtures: The existing number of toilet and sink fixtures in District buildings meet the minimum standards of the BCNYS. Properly donned masks will be required in all gang restrooms to ensure that the District meets the minimum standard. Beyond that measure, fixtures that exceed the minimum standard will be decommissioned to increase social distancing, inasmuch as possible. Actions will depend on what type of learning model is in place at any given time.
 - Doorways: Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors will remain unchanged. They need not be touched during normal use.
 - Emergency Drills: The District will conduct standard operations and procedures to the best of our ability without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they will be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills will be included in the Fire Safety plans.

- **Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.**
 - Drinking Water: The District will follow NYS DOH recommended procedures to the extent possible to provide clean and safe drinking water upon reopening. Each district building provides at least one drinking fountain per one hundred occupants. In those instance where a touchless refillable water station is not present, the district will make bottled water available for student and staff use.

- **Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.**
 - Air Ventilation: The District will maintain adequate, code required ventilation (natural or mechanical) as designed. All classrooms and offices currently meet ASHRAE guidelines for air changes per hour in district-owned buildings. Additionally, expanded use of other methods of air purification (e.g., UVC, HEPA, electrostatic, etc.) are being examined, both for air handling equipment as well as in the form of stand-alone, portable units and retro units.

- **Each school and/or district reopening plan must ensure that all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.**
 - Project Submissions: All project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.

- **Each school and/or district reopening plan which includes the use of plastic separators must comply with the 2020 BCNYS Section 2606.**
 - Use of Plastic Separators: Any plastic separators that are used as part of the district reopening plan will comply with the 2020 BCNYS Section 2606. No plexiglass is being employed in the fabrication of such shields used in district school buildings. Lexan polycarbonate is the only material used.

Child Nutrition

Reopening Plan Mandatory Requirements [Nutrition Subcommittee Reporting Docs]

- **Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.**
 - Access to School Meals: The District will provide all students enrolled in the district with access to school meals each school day. This will include students in attendance at school and students learning remotely. Service models chosen for each building will be driven by school-specific schedules, space, and needs.
 - Student in attendance at school: Service models available for students in attendance at school include breakfast/lunch in the classroom and breakfast/lunch in the cafeteria following social distancing guidelines.
 - Students learning remotely: The District will continue meal delivery to student homes or childcare provider.

- **Each school and/or district reopening plan must address all applicable health and safety guidelines.**
 - Health and Safety Guidelines: The District will follow all applicable health and safety guidelines in providing access to school meals for all enrolled students.

- **Each school and/or district reopening plan includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.**
 - Allergies: The District will continue measures to protect students with food allergies including measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

- **Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.**

Hand Hygiene: District protocols and procedures for hand hygiene are as follows:

- Students will perform hand hygiene before and after eating through hand washing before and after each meal as well as having hand sanitizer available at all times.
 - Appropriate hand hygiene will be promoted through a collaboration between Food Service, Facilities, school nurses and building administrators to develop protocols in classrooms for handwashing.
 - Sharing of food and beverages will be discouraged through training, communication, signage, and meal supervision protocols.
- **Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.**
 - Cleaning and disinfection: If meals are served in the same common area, cleaning and disinfection will take place prior to the next group of students arriving for meals.
 - **Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).**
 - Compliance with Child Nutrition Program: The District will continue to ensure compliance with all Child Nutrition Program requirements. The District and its Food Service Director will develop cycle menus meeting all meal pattern requirements for breakfast and lunch.
 - **Each school and/or district reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.**
 - Standard Operating Procedures: Procedures will be updated to include information on how to maintain social distancing during the meal serving process. Meals in the classroom will provide social distancing (six feet apart) as the classroom desk configuration will meet that requirement. Meals in a common area will be served in a configuration of desks or tables that provides social distancing (six feet apart).
 - **Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.**

- Communication: The District will communicate with families on the school nutrition program through multiple means -- including letters, emails, website postings, electronic signage, and School Messenger voice and email messages. Food Service will work with school administrators and counselors to notify any family in a language other than English. School meal information will be included in written, video, and reopening orientation communications regarding reopening plans for students, families, and staff.

Transportation

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.**
 - School bus drivers and monitors will perform a self-health assessment for symptoms of COVID-19 as described above for employees before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify the Head Bus Driver or Assistant Head Bus Driver and seek medical attention.

- **Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.**
 - School bus drivers and monitors will wear a face covering along with an optional face shield at all times while on a bus.

- **Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.**
 - The Transportation Department will provide Personal Protective Equipment such as masks, gloves and face shields as needed for drivers and monitors in buses.

- **Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or busgarages.**
 - The Transportation Department will provide hand sanitizer for all staff in their transportation locations including offices, employee lunch/break rooms and garage areas.

- **Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.**
 - Drivers and monitors who must have direct physical contact with a child will wear gloves provided by the District.

Students on Transportation Protocols

As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to boarding the school bus or other method of transportation to school.

- **Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**
 - As part of bus safety training, all students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

- **Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.**
 - Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering.

- **Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.**
 - As part of bus safety training, all students will be trained and provided periodic reminders on the proper use of social distancing.
 - Students will be trained that they must socially distance on the bus. Seats will be marked or color coded to provide visual cues for social distancing requirements.
 - Students will be loaded from back to front and unloaded from front to back to promote social distancing on the bus.
 - Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.
 - Options for staggered unloading and loading times will be explored to avoid having large numbers of students waiting for the bus at one time. Multiple loading/unloading zones will be established where possible to further promote social distancing.

- **Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.**
 - Students who do not have a mask will not be denied transportation. A mask will be provided.

- **Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.**
 - Students who do not have masks will be provided one by the district bus driver as they are boarding the bus.
- **Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.**
 - Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. Transportation staff will collaborate with the Special Education Department on best practices and strategies for transporting students with disabilities.

Pupil Transportation Routing Protocols

- **Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in person session education when/if the district is not.**
 - If the school district is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/ if the District is not.
 - All students are entitled to district-provided transportation to the extent required by law. The district will not deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Cleaning and Disinfection Protocols

- **Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.**
 - All school buses (confirming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) will be cleaned and disinfected on a regular basis (at least once each school day) with hand held sprayers and other means of disinfection.

- **Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.**
 - There will be additional concentration of cleaning specifically to the high contact spots and areas of the school bus after each a.m. and p.m. run.

- **Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.**
 - Buses will not be equipped with hand sanitizer due to combustibility and liability concerns.

Professional Development and Training

- **Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.**
 - Specifically, social distancing protocols for staff will include the following elements: keys will be in the vehicles (instead of on a central key rack), staff will not enter the office space (unless necessary), and will practice social distancing while in any of the buildings, including but not limited to the transportation building/bus garage and school buildings. Staff will be encouraged to utilize their district email for communication. These training topics will be incorporated into annual professional development and periodic refresher sessions.
- **Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**
 - Transportation staff (including drivers and monitors) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19. These training topics will be incorporated into annual professional development and periodic refresher sessions.
- **Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.**
 - Training for transportation staff (including drivers and monitors) will include requirements that staff must not carry personal bottles of hand sanitizer with them on school buses due to combustibility and liability concerns.

Social Emotional Well-Being

Reopening Plan Mandatory Requirements

- **Each school and/or district ensures that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.**
 - The Director of Guidance facilitates and annual review and update to the District school counseling program plan.
 - The Director of Pupil Services and Personnel is facilitates the district's efforts ensuring the social emotional well-being of our students. Each building social worker has maintained contact with students and families throughout the summer. Steps will be in place to address the social emotional well-being of students including in person learning, distance learning and a hybrid model.
 - The District employs universal, secondary and tertiary interventions. Universal interventions are designed to support the social emotional well being of all students and adults. At all levels an evidenced based best practice curriculum focused on the core SEL competencies of self awareness, self-management, social awareness, relationship skills and responsible decision making is in place.
 - The District works to ensure that these practices are culturally and linguistically responsive to students and families.
 - The District utilizes Capturing Kids Hearts at all levels. The Responsive Classroom, and mindful practices are implemented throughout the district. The District will deliver these evidenced based programs in person, through distance learning or in a hybrid model.

- **Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.**
 - The District will continue regular meetings with the Outer Circle (Social Emotional) Committee to seek input, guidance and feedback.
 - The Committee will regularly review and make adjustments to the district's comprehensive developmental school counseling plan with particular focus on social emotional learning and mental health and wellness.

- School social workers in each school building will continue to collaborate with the school psychologist, building principal, school nurse, guidance counselors and other support staff to ensure that the needs of students and adults are being met.

- **Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.**
 - The District has updated its list of available resources to assist students, families and staff in accessing mental health, behavioral, and emotional support services and programs. The District will continue its collaboration and partnership with community based agencies including ICAN, the Neighborhood Center and the United Way of Oneida and Herkimer Counties.
 - The Student Support Groups (multi-tiered system of support) in each building will continue to identify and support children and families who have experienced trauma and are struggling.
 - We will continue to collaborate with county agencies to provide case management and wrap-around services to our children and their families.

- **Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.**
 - The District will continue to utilize the expertise of our pupil services team, the Madison-Oneida BOCES and community based partners to design and implement comprehensive staff training in the areas of trauma informed practices, adult mental health and wellness, mindfulness and student social emotional learning and well being.
 - The District will continue to provide support groups and individual counseling to our children and parents who are experiencing stress, anxiety, grief and fear as a result of the COVID-19 health emergency.
 - We will continue to seek support and guidance from our school-based community based partners at the Neighborhood Center, ICAN, Access VR, United Way of Herkimer and Oneida Counties, and Oneida County Department of Child and Family Services.

School Schedules

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.**
 - Schools are given the ability to restructure their programs using flexible scheduling models— taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction. Per the New York State Department of Health and New York State Education Department guidance, plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year
 - The District strives to provide in-person learning for all students each school day. However, based on survey results and the need to maintain health and safety for all students and adults, the district has developed the following models for the 2020-2021 school year:

School Schedule Models		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Remote Learning
In-person student attendance	Alternating in-person and remote student attendance	All remote student attendance
Attendance in-school 5 days per week	Alternating between in-person & remote learning models	Focus on synchronous with some asynchronous

VVS 2020-2021 Continuity of Learning Framework

Learning Models of Instruction*		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Remote Learning
<ul style="list-style-type: none"> • 100% in person student attendance • Attendance in person 5 days per week 	<ul style="list-style-type: none"> • 50% in person student attendance • Alternating in-person and remote attendance 	<ul style="list-style-type: none"> • 0% in person student attendance • All remote learning
<p>Based on the lower levels of transmission of COVID-19 and Governor's determination:</p> <ul style="list-style-type: none"> - All students return to school in person as part of a full reopening 	<p>Based on a higher transmission risk of COVID-19:</p> <ul style="list-style-type: none"> - Student numbers in the school are reduced by 50% - Students participate in-person on Monday & Thursday or Tuesday and Friday - Remote learning takes place on days not in-person. - Deep cleaning takes place on Wednesday 	<p>Based on widespread increase in transmission levels of COVID-19:</p> <ul style="list-style-type: none"> - Learning takes place remotely for all students (school or district closure) - Parents may choose remote learning for students upon discussion with district personnel
<p>All administrators, teachers and staff are in-person in their building following the daily schedule as per their assignment.</p>		
<p>Student schedules will be determined based on parent requests and transportation capacity</p> <p>*Students with moderate to severe disabilities will participate in in-person learning no less than 4 days per week. Specific individual schedules will be discussed with parents/guardians.</p>		

Teacher-Student Interaction Expectations

All teachers are expected to meet with students every day during in-person, hybrid, and/or remote learning models.

Standards Aligned Instruction

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:

- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions

- Teachers will use Google Classroom as the platform for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:

- All teachers will be expected to meet with students every day (Live Instruction Daily) following a regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent.
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record live sessions to ensure students not in attendance have access to missed instruction
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work
- Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event.
- Students will be at their computer and following their personal schedule for “live” instruction by their classroom teacher.
- Students will be video and audio conferencing with their teacher and classmates while engaging in large group and break-out, small group sessions

Asynchronous Learning:

- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they're not

Teacher/Student Interaction

- Teachers will be available for “office hours” during duty periods
- Duty periods
 - Make phone calls home regarding failing grades, social-emotional concerns, chronic absenteeism
 - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- COVID-19 Log
- Teachers will work collaboratively as grade-level teams to create a weekly schedule,

as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work

Potential Professional Learning Needs:

- Means for collaborative student centered learning (remotely)
- How to record own live sessions (where does it go, how do you find it)
- Google Classroom consistency between teachers
- Live streaming

Equity- Clear Opportunities for Accessible Instruction

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
- Use of video instruction or live sessions (synchronous)
- Recorded videos of instruction (asynchronous)
- Routine and scheduled times for students to interact with teacher
- Learning targets will be explicitly stated and shared with students at the start of each lesson (whether posted on a slide show or included on the Google Classroom assignment, class material, etc...)
- Teachers will determine a time to provide re-teaching to struggling students (i.e: after school hours, office hours, within class period)
- Schedule to support collaboration among teachers (team and department)
- Support services will be scheduled and provided

Feedback and Grades:

- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of video or live sessions will be provided for students frequency
- Daily agendas and learning targets will be posted at the beginning of each day or class/period, including assignments and due dates

Attendance:

- Teachers will take attendance by the end the class period to determine who was present or absent.

Potential Professional Learning Needs:

- How to provide feedback digitally
- Development of learning targets based on assessment of student learning progress

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- SeeSaw will be the universal platform for grades PreK-1. Students may begin grade 2 using SeeSaw then transition to Google Classroom. Google Classroom will be the universal platform for grades 2-12. Invite parents to the classroom
- Utilize email, text and phone communication
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable (i.e. check emails on Fridays)
- School Messenger will be used to communicate school- and district-wide messages
- The district's dedicated parent-tech helpline will continue
- Teachers will be expected to perform communication/duties in the form of "office hours" each day
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Building website, Facebook and District COVID-19 Landing Page

Potential Professional Learning Needs:

- Setting expectations for communication
- Parent training and support

Budget and Fiscal Matters

All existing state aid reporting requirements and deadlines will be maintained and met as required by state guidance.

Attendance and Chronic Absenteeism

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.**

Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

- The District collects daily attendance via the student's assigned teacher, regardless of instructional setting.

Attendance for Reporting Purposes Reopening Mandatory Requirements

- Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required;
 - Attendance will be reported to SIRS in the same manner as it has been through an upload to level 0 and then verification by the Superintendent.
- Attendance must be reported by any reporting entity that is required to take attendance;
 - The District will report attendance.
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;
 - Compulsory age students will be reported per SED regulations
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.
 - Compulsory age students will be reported until they exceed compulsory age or move out of the district.

Technology and Connectivity

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high speed internet all students and teachers have in their places of residence.**
 - In March 2020, the District surveyed all parents and staff regarding the level of access to devices and high speed internet. The District recently re-surveyed parents and staff as part of our reopening plan.
- **Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**
 - The District provides all students in grades 2-12 with a Chromebook. In March 2020, the District assisted all families and staff in securing adequate online capability. The District provided myfi hotpots and worked to connect them to internet providers offering free or low cost internet. The District will continue these support for students, parents and teachers to support remote learning.

- Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
 - The district learning model involves two modes of learning:
 - Students attend school as normal. In this model students will have a Chromebook assigned to them by the District on a 1 to 1 basis.
 - Students attend virtually, from home. In this model, students will have a Chromebook assigned to them for home use, and will work with their teachers remotely, using web conferencing software and a learning management system. Students learning from home will work with teachers both synchronously and asynchronously.

Teaching and Learning

Reopening Plan Mandatory Requirements

Draft: [Reopening - Teaching and Learning Best Practices](#)

- Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.

2020-21 VVS Continuity of Learning Plan:

Learning Models of Instruction		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Remote Learning
<ul style="list-style-type: none"> • 100% in person student attendance • Attendance in School 5 days per week 	<ul style="list-style-type: none"> • 50% of hybrid students in student attendance • Alternating Attendance 	<ul style="list-style-type: none"> • 0% in person student attendance • All remote learning
Based on the lower levels of transmission of COVID-19 and Governor's decision: <ul style="list-style-type: none"> - All students return to school in person as part of a full reopening 	Based on a higher transmission risk of COVID-19: <ul style="list-style-type: none"> - Student numbers in the school are reduced by 50 % 	Based on widespread increase in transmission levels of COVID-19: <ul style="list-style-type: none"> - Learning takes place at home for all students(school

	<ul style="list-style-type: none"> - Students attend on M & Th or T & F - Remote learning takes place on days not in-person 	<ul style="list-style-type: none"> - or district closure) - Parents have option to choose
All teachers will be expected to follow the daily schedule for their School.		

- **Each school and/or district reopening plan includes an education program that is aligned to the New York State Learning Standards (or, for charter schools, the standard set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.**

To focus and accelerate learning, while addressing potential gaps in learning, the District will continue to document and prioritize essential learning standards to drive our curriculum, instruction and assessment through the use of the Mastery Manager, STAR, and Freckle Teacher teams will provide feedback to identify Essential Standards through PLCs and vertical team conversations. Updated pacing guides will be reflected in curriculum maps and prioritized standards will be flagged as well. Teachers are expected to follow the documented scope and sequence of each course/class, while prioritizing essential learning standards.

- **Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.**

Teacher-Student Interaction Expectations		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Distance Learning
	Identify Expectations for synchronous / asynchronous interactions Routine and scheduled times for students to have regular and substantive interaction with teacher	Identify Expectations for synchronous / asynchronous interactions Daily scheduled student-teacher check-ins

		Asynchronous communication and feedback via e-mail, Google Classroom or other apps
All teachers are expected to meet with students every day.		
	<p style="text-align: center;">School Schedules - published on a weekly basis</p> <p style="text-align: center;">Teachers will be expected to perform communication/duties in the form of “office hours” each day</p>	

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

Feedback/Grades:

The focus will be on formative feedback over grades. When giving grades, after feedback, they should reflect mastery or evidence of learning toward standards on standards-aligned assignments. Feedback will be provided on standards-aligned assignments (digitally or in-person). Students will have opportunities to improve their grade on assignments, based on the feedback provided.

Opportunities for Instruction and Feedback/Support		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Remote Learning
Standards-aligned Instruction and feedback will be provided to students while they are in the	Provide feedback on standards-aligned assignments (digitally or	Provide feedback on standards-aligned assignments (digitally or

<p>classroom as would be the case at any time.</p>	<p>during in-person sessions).</p> <p>Students will have opportunities to improve based on that feedback will be afforded to students</p> <p>Use of video instruction or live sessions (synchronous)</p> <p>Recorded videos of instruction (asynchronous)</p> <p>Routine and scheduled times for students to have regular and substantive interaction with teacher</p>	<p>during virtual sessions) and opportunities to improve based on that feedback will be afforded to students</p> <p>Use of video instruction or live sessions (synchronous)</p> <p>Recorded videos of instruction (asynchronous)</p> <p>Routine and scheduled times for students to have regular and substantive interaction with teacher</p>
	<p>Weekly agendas will be posted at the beginning of each week and updated each day/class period.</p>	

- Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).**

Teachers will communicate with students and families in a variety of ways. The use of telephone/video calls (through Google Meet or Hangout), email, newsletters, Social Media, Google Classroom posts, Website Communications posted, Apps such as, Seesaw may be used. School Messenger (email and voice messages) will be utilized to communicate school- or district-wide messages. The District will maintain the dedicated Parent-Technology Helpline

- Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.**

Prekindergarten Reopening Plan Mandatory Requirements

- Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.

The Universal Prekindergarten (UPK) program will meet all mandatory requirements under Teaching and Learning. A plan for in-person, in-person modified (hybrid) and distance learning programming has been developed. The UPK program will continue use of its curriculum to meet the Next Generation Early Learning Standards. Students will be given the opportunity to interact with their teachers and peers daily. The UPK program will use a variety of communication tools such as phone calls, email, SeeSaw, and Google class meetings.

Teacher will lead curriculum based activities, model activities that parents/guardians can complete with their children at home and provide resources for parents/guardians on socialization, language development and topics requested by families. .

- All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.

NA

- Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in this guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning Plan

NA

Special Education

Reopening Plan Mandatory Requirements

- Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

The District will provide FAPE for all special education students whether instruction is being delivered in person, remote or in a hybrid model to the best of our ability in meeting the new health and safety requirements.

Professional Development will be provided to all staff in regards to service delivery models, and their individual impact on student programming. This remote training will also provide an opportunity for teachers and related service providers to explore various online platforms for remote instruction and progress monitoring.

In Person, Hybrid or Remote instruction:

1. Special education program recommendations as listed in student IEPs will be addressed in the process of creating instructional groups of students that are compliant with DOH guidance, including but not limited to Consultant Teacher Services, Resource Room, Self-Contained Classes and Adapted Physical Education.
 - a. In order to provide equal access, students with disabilities will be included in high quality programming with non-disabled peers whenever possible in alignment with the recommendations on their IEP.
 - b. The following additional factors will be reviewed and planned for in developing student groups to meet the requirements of students IEPs:
 - i. Related services including Speech Language Therapy, Occupational Therapy and Physical Therapy provided by district or contracted agency staff.
 - ii. Related services including Audiology, Teacher of The Deaf, Orientation and Mobility and Vision Services provided by Madison-Oneida BOCES or contracted agency staff.
 - c. Related services schedules will be developed based on student's IEP recommendations and healthy and safety guidelines. In addition, we will take into consideration provider's who are travelling to multiple buildings

and outside agency providers - these provider's will receive priority scheduling in order to meet IEP recommendations to the best of our ability.

2. As a result of in person, hybrid remote instruction, the program model as related to FAPE will be discussed with the school staff and parents.

In-Person Instruction

1. The utilization of specific PPE will be assessed to determine that it does not contribute to a barrier to learning, such as masks that void the ability for a student to read lips.
 - a. If the PPE recommended to maintain health and safety in the school environment contributes to a barrier for learning the program or services will be delivered remotely in order for students to access FAPE.
- **Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.**
 - The NYSED Guidelines, DOH Guidelines, CDC Guidelines VVS Workplace Safety Plan, and the District Reopening Plan will be reviewed with the Special Education Staff.
 - In conjunction with the Protocols set forth in the District Reopening plan a consistent format for documentation will be developed. The Documentation will include
 - Parent Communication Log
 - Service/group attendance log
 - Progress monitoring Data
 - Professional Development Attendance Logs
 - ClearTrack will document CPSE/CSE meetings and IEP Amendments.
 - **Each school and/or district reopening plan addresses 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.**

The District will engage in meaningful parent collaboration regarding students' special education programs and services through an articulated communication plan that will be delivered in the parents preferred language and mode of communication.

In Person Instruction

1. A special education staff member, typically the student's special education teacher will be identified as the case manager for each student and will be the identified point person for that student's family and school team, prior to the start of the school year. The case manager will hold an individual meeting either by phone or virtually through an online platform (such as Google Meet), to discuss the following:
 - a. What will the IEP program and services delivery look like during in person instruction?
 - b. What is the preferred mode of communication between school and home, such as phone call or email, and how often will this occur?
 - c. What is the parent's preferred language for written communication, and is an interpreter needed for phone calls and/or meetings (both in-person and virtual)?
 - d. What is the student's ability to utilize PPE and appropriately social distance?
 - e. What needs and/or questions does the family have regarding technology related to their student's educational program, daily schedules and learning expectations?

Hybrid & Remote Learning

1. A special education staff member, typically the student's special education teacher, will be identified as the case manager for each student and will be the identified point person for that student's family and school team, prior to the start of the school year. The case manager will hold an individual meeting either by phone or virtually through an online platform (such as Google Meet), to discuss the following:
 - a. What will the IEP program and services delivery look like during hybrid or remote instruction?
 - i. Any program or related service delivery that will be occurring remotely will be discussed with the parent to help in determining if the delivery should be synchronous or asynchronous based on the student's needs and the proposed learning environment.
 - b. What needs does the family/student have such as social stories, materials, technology, internet access to be successful with remote learning?
 - i. Will the student be able to transport their technology between home and school in a hybrid model?
 - c. What is the preferred mode of communication between school and home, such as phone call or email, and how often will this occur?
 - d. What is the parent's preferred language for written communication, and is an interpreter needed for phone calls and/or virtual meetings?

- e. What Is the student's ability to utilize PPE and appropriately social distance?
- f. What needs and/or questions does the family have regarding technology related to their student's educational program, daily schedules and learning expectations?

Case Managers will have Google meeting(s) with the General Education teacher(s) and other members of the student's team (i.e Related Service Providers) to coordinate and share information obtained during individual family meetings.

1. Schedules to provide Consultant Teacher, Resource Room, and Indirect Consult Services and Related Services will be clarified and communicated to parents.
 2. Case managers will have direct communication with parents bi-weekly outside of the remote classroom. This may include a Google meet, phone call or email to review student access and engagement with the curriculum.
 - a. Any adjustments to the student's educational program such as modifications or accommodations will be reviewed with the student's team.
 - i. Any discussion regarding a change in program, change in related services or addition of modifications/accommodations will be referred to CSE.
 - b. All communication with parents will be documented in a contact log developed by the case manager.
- **Each school and/or district reopening plan addresses 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.**

The District will articulate communication plans to maintain collaboration with any entity or agency who is providing services for any of the district's students. All current CPSE and CSE processes, procedures and meetings will continue to ensure that timelines are kept. CPSE and CSE meetings will take place via conference all or Google Meeting.

In Person, Hybrid or Remote Instruction

1. For students who receive services through CPSE:

- a. Provider agencies are required to share their service delivery plan including their schedule for service, progress monitoring and communication plan for parents with the CPSE Chairperson.
 2. The CPSE Chairperson and the CSE Chairperson will coordinate remote congruence meetings to enhance collaboration and communication amongst teams as students transition from Pre-School to School Age services.
 3. For students who receive services through CSE:
 - a. Any teacher providing instruction for a student with an IEP will sign off remotely that they have read and understand the IEP.
 - i. If they have questions regarding their role in IEP implementation, they will have access to the School Psychologist for a remote meeting to review the IEP.
 - b. Any student receiving services or programs through BOCES or agency will have an articulated communication plan developed by BOCES to share information regarding program and progress with the student's parent and representative of the District.
 - c. Any student receiving a program through a residential facility or Day School will have an articulated communication plan developed by the Agency to share information regarding the program and progress with the student's parent and representative of the District.
 4. Special Education teachers and Related Service Providers will review the IEP goals of students on their caseload, and determine what tools and/or data will be used to progress monitor these goals.
 - a. Each goal will continue to be progress monitored on the schedule written in the child's IEP.
 - b. Progress notes will continue to be sent home quarterly. Progress notes will be sent via US Mail, unless a parent/guardian signs the consent to have CSE related information sent electronically.
 - c. The case manager will discuss the progress monitoring protocol and procedures with the general education teacher(s) and parents.
 - d. Data collected during progress monitoring will inform progress on the measurable annual goals and provide clarity in determining future goals.
- **Each school and/or district reopening plan must 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.**

All accommodations, modifications, supplementary aides, services and technology needs included in a student's IEP will be reviewed and discussed by the case manager, general education teacher(s) and parent to determine the appropriate accommodations, modifications, supplementary aides, services and technology the student will need based on the educational environment.

In Person Instruction

1. The IEP is reviewed with the education team and implemented with fidelity based on the recommendation made by the CSE at the student's Annual Review Meeting in deference to any modified education setting to be compliant with DOH health and safety guidelines.
2. Any teacher providing instruction for a student with an IEP will sign off remotely that they have read and understand the IEP.
 - a. If they have questions regarding their role in IEP implementation, they will have access to the School Psychologist for a remote meeting to review the IEP.
3. Any adjustments to the student's accommodations, modifications, supplementary aides, services and technology will be reviewed with the student's team.
 - a. Any discussion regarding the addition of accommodations, modifications, supplementary aides, services and/or assistive technology will be referred to CSE.

Hybrid/Remote Learning

1. The IEP is reviewed with the education team and the recommendations made by the CSE at the student's Annual Review Meeting will be vetted to determine if adjustments need to be made for the hybrid or remote learning environment.
 - a. Determine the need for visual supports to be made, shared and sent home to parent(s).
 - b. Determine if any instructional technology needs to be added for the student to access and engage in the curriculum in a hybrid or remote delivery model.
 - c. Determine if there are environmental accommodations that need to be made (i.e. specialized seating).
2. A plan will be developed to articulate how accommodations, modifications, supplementary aides, services and technology will be utilized for the student across the remote and hybrid environments so that there is consistent implementation and a common understanding.
3. Any teacher providing instruction for a student with an IEP will sign off remotely that they have read and understand the IEP.

- a. If they have questions regarding their role in IEP implementation, they will have access to the School Psychologist for a remote meeting to review the IEP.
4. Any adjustments to the student's accommodations, modifications, supplementary aides, services and technology will be reviewed with the student's team.
 - a. Any discussion regarding the addition of accommodations, modifications, supplementary aides, services and/or assistive technology will be referred to CSE

Bilingual Education and World Languages

Mandatory Requirements for Reopening

- **Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.**
 - A list of all newly enrolled students from March 2020 until the start of the year will be maintained. During the summer, the ENL teacher will review all Home Language Questionnaires for students whose home or primary language is other than English. Prior to the start of school, the ENL teacher will connect with new families and begin the informal interview process with students/families and review any documentation to determine if NYSITELL should be administered. This will be done through a combination of phone calls and virtual meetings with families and students. The ENL teacher will determine the students in need of taking the NYSITELL based on information from informal interviews.
 - Within the first 30 days of school, the ENL teacher will administer the NYSITELL with the in-person or hybrid option; if students are not in-person, the District Director of Curriculum will look to guidance from the OBEWL department. Once administered, ENL teacher will submit NYSITELL results to be scanned at the Mohawk Regional Information Center for processing / identification.
- **Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.**

- All newly identified ELLs, current ELLs and former ELLs will be scheduled according to their required units of study. For current and former ELLs, this will be based on the previous year's proficiency level. These services will be provided through a combination of in-person integrated and stand-alone services, and virtual settings, depending on mode of instruction for students. The ENL teacher and content teachers will collaborate to target language needs of students. Stand-alone support may be conducted through virtual one to one or small group sessions, in-person small group sessions within the regular classroom setting, or in other available spaces.
 - The ENL teacher will review the proficiency of former ELLs in year 3 (those who reached commanding in 2018) and will provide students with former ELLS services as deemed appropriate. Whenever possible, ENL students will be grouped in ways that allow for support of current and former ELLs simultaneously.
 - The ENL teacher will plan for individual or small group instruction in both a virtual and/or in-person environment, to provide the appropriate level of instruction and language support, while meeting the requirements of the Units of Study for ELLs.
- **Each school and/or district reopening plan must insure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.**
 - The District Director of Curriculum and the ENL teacher partner with families to serve as a source of continuity. These individuals personally reach out to families regularly to ensure that appropriate supports are accessible, including but not limited to food, technology, internet access, translation of information, community resources.
 - a. The ENL teacher will review/determine preferred mode of communication and the language in which families prefer. Important reopening documents will be summarized and translated and/or interpreted for families based on language of preference as identified on Home Language Questionnaire (HLQ).
 - b. The ENL teacher will ensure that parents receive messaging regarding reopening using a combination of translated materials and interpretation services for families. They will be informed of expectations and teachers will utilize translation services as needed to rephrase and interpret important district information to keep families informed. The ENL teacher will plan regular communication with families during any hybrid or virtual learning, including but not limited to, technology use and on-line

education. This also may include using video to enhance or model expectations

Teacher and Principal Evaluation System (APPR)

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA’s currently approved APPR plan (or, for charter schools, the school’s charter), including any variance applications approved by the Department.**
 - Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.
 - This current system ensures that all teachers are evaluated in accordance with an approved APPR plan under the New York State Education Department regulations and meets the 3012-d regulations
 - The current APPR plan is aligned with the District’s Annual Professional Performance Review Plan document.

The District’s current APPR system ensures that all Principals and administrators are evaluated in accordance with an approved APPR plan under the New York State Education Department regulations and meets the 3012-d regulations and is aligned with the District’s Annual Professional Performance Review Plan document. Lead evaluators have received training over the summer. Training will continue to support evaluators in providing actionable professional feedback to teachers and administrators to assist in our growth as educators in a hybrid and virtual environment.

Certification, Incidental Teaching, and Substitute Teaching

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner’s regulation (e.g., incidental teacher) or Education Law.**
 - Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.

REFERENCE DOCUMENTS

[NYS Education Department Reopening Guidance](#)

[NYS Department of Health Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#)

Governor's [Reopening New York Checklist for Pre-K to Grade 12 School Reopening Plans](#)

[CDC Considerations for K-12: Readiness and Planning Tool](#)

[CDC Coronavirus Disease 2019 \(COVID-19\) Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#)

[Oneida County Department of Health](#)

APPENDIX A

COVID-19 WORKPLACE SAFETY PLAN

Last Updated: July 24, 2020

The Vernon Verona Sherrill Central School District (VVS) is committed to providing its employees, contractors, vendors and any visitors to its facilities with a healthy and safe environment. In alignment with that commitment, VVS is implementing the following **WORKPLACE SAFETY PLAN**, in compliance with applicable federal, state and local Health Department guidance.

Industry: PreK-12 Education

Address: 5275 State Route 31, Verona, NY 13478

Contact Information: Erin Scheemaker, Director of Pupil Services and Personnel, escheemaker@vsschools.org or 315-829-7412

Superintendent: Martha K. Group, mgroup@vsschools.org or 315-829-7425

Workplace Safety Plan:

To address and minimize the risk of COVID-19 transmission, VVS will take the following steps:

I. PERSONNEL, VENDORS, CONTRACTORS & VISITORS

A. Physical Distancing

- Staff should remain six (6) feet apart at all times, unless safety or the core function of their work activity requires a shorter distance. Any time staff are less than six (6) feet apart from one another, they must wear acceptable face coverings. Staff will be required to wear masks at all times in common areas such as elevators, lobbies, and when traveling around the office. As discussed below, acceptable face coverings will be supplied by VVS. (see **Section II. A**, below). In addition, employees may use their own acceptable face coverings.

- Tightly confined spaces, such as elevators, will be occupied by only one individual at a time, unless all occupants are wearing face coverings.
- Until restrictions are relaxed, the occupancy in any enclosed area will be limited to no more than 50% of maximum occupancy, as set by the certificate of occupancy.
- Social distancing markers that denote six (6) feet of space will be used in common areas such as reception areas.
- Whenever possible, all VVS meetings/presentations should be conducted remotely, via teleconference or videoconference, if there are a large number of personnel attending. If staff require a room to host a meeting, a room request they should follow the established Facilities Use Request procedures and approval process. Furthermore, for any training/workshop that cannot be conducted remotely, VVS will limit attendance to allow for safe social distancing.
- Pick-ups and deliveries at VVS buildings will only be made at designated areas.
- Additional social distancing measures will include:
 - Visitors will be required to wear a face covering while in VVS facilities.
 - Directional traffic flow will be established via one-way stairwells, hallways, in-room movement, and entrance/exits, where such flow control will result in fewer close contacts between individuals in the building. Signage will provide clear direction where deemed necessary.
 - Office areas
 - Work Station Spacing: VVS will work to ensure that staff are able to maintain safe separation of work spaces - preferably the required minimum six (6) feet apart. Staff should limit or avoid (through remote work, staggered shifts, etc.) being in a shared office space with others when possible.
 - There will be a limit of people allowed in specific conference rooms, meetings rooms etc.
 - Face coverings: Staff must wear face coverings in common areas including elevators, lobbies, and when traveling around the office.
 - Meeting Rooms: Chairs and tables in any meeting room may be

removed or arranged to support the minimum required six (6) feet physical distance. Visual cues (ex. colored tape on floor indicating correct chair position) may be added to help maintain accurate distancing space.

- **Common/Shared Areas**

- **Restrooms:** Restroom capacity shall be based upon the ability to maintain 6' distancing. In smaller restrooms where it is not possible to maintain this distance, occupancy will be limited to one person at a time.
- **Staff Lounge/Break Room:** All staff should bring their own utensils, mugs, etc. and clean and take home their utensils and food each day. Staff are prohibited from sharing food, containers, or other items in the Staff Lounge. Please refrain from bringing food and drink to share. All staff are required to wash, rinse and sanitize food contact surfaces, dishware, utensils, food preparation surfaces, and beverage equipment after use (cleaning and sanitizing products will be provided). In addition, chairs will be spaced six feet apart in all break areas.
- **Reception:** Gloves will be required to for use by the few individual visitors expected.

- These requirements will be communicated to staff through sharing of this plan via email and posting on the District Website. Copies will be shared with association leaders / representatives as well.

II. PLACES

A. Protective Equipment

- VVS will provide all staff with a face covering at no cost. VVS will also maintain an adequate supply of coverings in case of replacement. Staff may use the District provided face covering or their own face covering. Approved face coverings include but are not limited to cloth (homemade sewn, quick cut, bandana), surgical masks, and face shields.
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. Cloth masks should be washed daily. Single use surgical masks should be discarded after each use.
- Staff are discouraged from sharing objects such as tools, laptops, notebooks, telephones, touchscreens, and writing utensils, as well as the touching of shared

surfaces. Staff should wash and/or sanitize hands before and after any such contact.

B. Hygiene and Cleaning

- VVS will follow guidance from federal and state governments and agencies regarding cleaning and disinfecting its facilities, including Guidance from the Centers for Disease Control.
- VVS will maintain a cleaning log for each of its facilities, which will be maintained by the first shift custodian of each building. The cleaning log will identify the date, time and scope of each cleaning, including cleaning and disinfection that is performed following a positive or suspected case of COVID-19.
- VVS will encourage good employee hygiene by providing the following:
 - Hand soap and/or hand sanitizer in each common area.
- VVS facilities will be cleaned and disinfected as appropriate daily by custodial staff.

C. Communication

- VVS will post signage throughout its facilities to remind staff and visitors to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- VVS will communicate with its staff via email. A copy of VVS' Workplace Safety Plan will also be maintained on the district's staff site.
- All visitors must enter through a designated single point of entry/exit. VVS will maintain a [log of all visitors](#) to its facilities, which will be maintained by the designated building access person at each location.
- VVS will also keep track of staff working at its facilities on a daily basis. At all schools, District Office and bus garage, all staff shall use a single point of entry/exit except in the case of an emergency or fire drill.
- If an employee tests positive for COVID-19, the employee must contact his/her direct supervisor and provide all necessary information for VVS to assist the local health department in contact tracing. VVS will immediately communicate with the local health departments and cooperate with their contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations. The Director of Pupil Services and Personnel will lead this effort.

III. PROCESS

A. Screening

- Each day, before reporting to VVS, all staff will be required to complete a [questionnaire](#) which asks whether they have: (1) had COVID-19 symptoms in the past 14 days, (2) had a positive COVID-19 test in the past 14 days, (3) had close contact with confirmed or suspected COVID-19 case in the past 14 days, and/or (4) traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days. This questionnaire will be maintained by the immediate supervisor. A sample questionnaire appears at the end of this document.
- The building principal, immediate supervisor or designee will review all questionnaire results each day and document the information. At the District Office or Transportation Department the Director of Pupil Services and Personnel or their designee will review all questionnaire results each day and document the information.
- Employees who present with COVID-19 symptoms will be sent home to contact their health care provider for medical assessment and COVID-19 testing. If tested positive, an employee may only return completing a fourteen (14) - day quarantine with a Doctor's return to work release form.
- Employees who present with no symptoms but have tested positive in the past fourteen (14) days may only return to work after completing a fourteen (14) - day quarantine, with a Doctor's return to work release form.
- Employees who have had close contact with a confirmed or suspected person with COVID-19 but are not experiencing any symptoms should inform the Director of Pupil Services and Personnel and may be able to work on site with additional precautions, including but not limited to regular monitoring for symptoms and temperature, required face covering all times, and appropriate social distancing from others.
- VVS has designated the Principal of each school building, the Assistant Superintendent for Finance and Operations and department supervisors for Transportation and Facilities as the site safety monitors, who will be responsible for continuous compliance with all aspects of this Workplace Safety Plan.

B. Disinfection of Common Areas

A VVS employee who has a positive COVID-19 laboratory result and has been at any VVS facility in the fourteen (14) days prior to the positive test is referred to

as a “Confirmed Case.”

- If you are made aware of a Confirmed Case, please notify your immediate Supervisor who in turn will notify the Superintendent or Director of Pupil Services and Personnel, immediately. The District will close any building or work area as appropriate if there has been a Confirmed Case for a minimum of twenty four (24) hours before cleaning begins; and
- Perform cleaning and disinfection of all areas where the employee worked and any common areas where they would have been.

Vernon Verona Sherrill Central School District

Employee / Visitor Required Screening Questionnaire

COVID-19

Please answer the following questions daily prior to entering a VVS facility.

(1) Have you had COVID-19 symptoms (symptoms include: fever, cough, shortness of breath [not caused by a pre-existing condition], or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat [not caused by seasonal allergies], or new loss of taste or smell, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, congestion or runny nose, nausea or vomiting, diarrhea) within the past 14 days?

(2) Have you tested positive for COVID-19 in the past 14 days?

(3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?

(4) Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

If the answer to any of the above is “Yes” you need to stay home or return home. If you are a VVS employee, you must promptly contact your immediate Supervisor and the Director of Pupil Services and Personnel regarding your status.

If the answer to all of the above is “No”, check the box below and print/sign your name and date this form:

No

Name: _____

Signature: _____

Date: _____

SIGNAGE POSTED ON ENTRY TO EACH VVS FACILITY

Vernon Verona Sherrill Central School District

Employee/Visitor Screening Questionnaire

COVID-19

Please read the questionnaire prior entering a VVS facility.

(1) Have you had COVID-19 symptoms (symptoms include: fever, cough, shortness of breath [not caused by a pre-existing condition], or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat [not caused by seasonal allergies], or new loss of taste or smell, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, congestion or runny nose, nausea or vomiting, diarrhea) within the past 14 days?

(2) Have you tested positive for COVID-19 in the past 14 days?

(3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?

(4) Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

If the answer to any of the above is “Yes” please return home and contact your physician. If you are a VVS employee, you must promptly contact your immediate Supervisor and the Director of Pupil Services and Personnel regarding your status.

