

COOPERSTOWN CENTRAL SCHOOL DISTRICT



Reopening Plan

2020-2021

UPDATE – AUGUST 18, 2020

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INTRODUCTION

August 18, 2020

Message to Families, Faculty and Staff of the Cooperstown Central School District:

Our district has decided that we will reopen remotely on September 9 for students, followed by a planned transition to a hybrid model on October 5, 2020. The health and safety of students and families, faculty & staff, and the larger school community has informed our decision making process, and as a result, we have worked to develop the latest comprehensive plan to explain how CCS can re-open our district safely during the COVID-19 pandemic. Since the COVID-19 situation continues to evolve, much will be continued to be determined in the coming weeks and months.

The complete District Plan for Reopening covers multiple areas required by the NYS Department of Education, and we have learned a great deal through our limited summer instruction for students with disabilities (extended year program), as well as continued feedback from faculty, staff, and our families. In this document, we address two scenarios of opening:

- 1) a hybrid model where K-12 students begin remote instruction through online platforms, such as Google Classroom and Zoom, through October 2, 2020, then transitioning to all students physically attending school two days per week, as presented in this plan. All students' families may choose either to return to school in this hybrid model on October 5, 2020 or 100% remote instruction, and
- 2) 100% remote instruction for all students. It may be necessary, at some point in the school year for instruction and learning to be provided in this way for reasons related to safety. If so, this plan outlines how we will do that. Since our school year will begin remotely, we will have already prioritized safety and learned to effectively deliver 100% remote instruction.

We are closely following the Governor's orders and updates, the guidelines from the Centers for Disease Control and Prevention (CDC), the NYS Department of Education regulations, and the NYS Department of Health (NYSDOH) guidelines, all of which will continue to inform our decisions moving forward. Governor Cuomo announced in early August that New York State schools may return to school with a plan that they best see fit for their community and their situation.

Our goal is to bring all students back into the most robust learning environment possible on October 5. However, we plan to start K-12 students remotely, then bring students back for in-person learning two days per week, with the other two days as a meaningful continuation of learning through video-conferencing, remote instruction, projects, and practice. Such a hybrid plan is dictated by our ability to transport students safely, the square footage capacity we have to accommodate 6-foot physical distancing proximity rules, and what we can identify as guaranteed and viable learning. In addition, we must understand fully prioritize safety for our students and staff, including how we will account for the inevitable toll illness may take on our ability to fully staff our schools.

Furthermore, the district plan is dependent on government decisions, guidance from the CDC and Department of Health, and the status of the pandemic throughout the next few months. We believe that based on our current enrollment of 800+ and the capacity of our facilities, we can meet all guidelines for safety and physical distancing with careful planning and modifications in this hybrid plan by October 5, 2020.

While we open schools remotely this September 9, we aim to begin hybrid instruction beginning October 5 for students. However, any decision to return to remote learning *in the future* will be based on multiple factors including,

but not limited to:

- The number of staff and/or students for whom attendance is limited due to illness or association with coronavirus.
- An order by the Otsego Department of Health, NY State Department of Health, or Governor to close.
- The closure of other schools and programs we rely on for providing services to our students; for example, BOCES.
- The ability to transport our students safely.
- The ability to acquire enough cleaning products, staffing, personal protective equipment (PPE), or other supplies necessary to maintain a healthy environment.

As CCS plans for fall re-opening, many of the questions and concerns-can be answered by the points outlined here in the trust of a “social contract”. In order to provide safe, in-person learning, we will need to have all students, staff, and families agree to safeguards that will provide us with the greatest opportunity for in person learning until a treatment or vaccine is available for COVID-19.

We are in this together and must have a unified mindset. As our mission statement says: we know that our greatest strength is in our relationships with each other. The district now asks each student, family, and staff member to join in a district “social contract” to individually and collectively do our part to protect one another from COVID-19. We look forward to a positive educational experience for our whole community in 2020-2021.

CCS DISTRICT REOPENING PLAN OVERVIEW

This document has been created according to NYS Education Department guidelines to ensure the health and safety of our students, staff, and community as we prepare to reopen our district this fall. Input for this plan, with oversight from the CCS Board of Education and administration was gathered from principals and directors, faculty and staff, safety officials and authorities, and our families. We believe this plan provides for both safety and quality instruction as we work to reopen our schools.

While not ideal in every way, the plan that follows strives to maximize high quality learning across all grade levels, ensures the safety of all, and addresses scenarios for both 100% remote learning and a hybrid of remote learning and fundamentally important in-person instruction and learning. This plan takes into account the educational needs of students (including social-emotional and physical), considerations for our families and the partnership we must have, and recommends that faculty are educational and instructional experts. Both models require:

- 180 days in-session (whether in-person, remote, or a combination of both)
- Rigorous and developmentally appropriate expectations for learning and assessment
- Daily interaction between students and faculty/staff
- Daily schedules and expectations for attendance, learning, and instruction
- Learning and instruction based on critical standards
- Special education and academic intervention services for students who need them

As of the date of release, the district plans to reopen CCS to student learning and instruction remotely on September 9, 2020 through October 2, 2020, thereafter in a hybrid model as illustrated in this plan. Students of families who wish to choose 100% remote instruction will be assigned to one of the cohorts mentioned below so that there can be little disruption in learning should those students choose to opt back into the hybrid model.

The district has developed an appropriate and high-quality academic continuity plan which will go into further detail regarding how curriculum and instruction will look in each building daily. As this plan has evolved from the first draft from July 29th, 2020, it may also continue to evolve over the next weeks and months. We will strive to optimize equitable access to curriculum and instruction that can be guaranteed and viable for all district students.

SCHOOL SCHEDULES

Please see the CCSD Academic Continuity Plan, pp. 37

REMOTE INSTRUCTIONAL START to the SCHOOL YEAR

STUDENT COHORT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cohort A					
Cohort B					
Remote Students					
Students in 12:1:1, 8:1:1, and ELL programs					
Students in AIS Programs					

Notes on students without sufficient internet connectivity in the 100% REMOTE MODEL

In an imposed 100% remote model students without sufficient internet connectivity may be afforded a number of possible ways to assist them in their learning, including, but not limited to:

- Use of safe, well-lighted outdoor spaces on the district campus, such as campus tents *(parent/caregiver/guardian would need to attend)*
- Use of a personal district-provided wi-fi device *(limited number available for families without cell service)*
- Use of district wi-fi provided in each building's parking lots
- Flash drives with learning materials
- Paper copies of learning materials

HYBRID INSTRUCTIONAL START to the SCHOOL YEAR

STUDENT COHORT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cohort A					
Cohort B					
Remote Students					
Students in 12:1:1, 8:1:1, and ELL programs					
Students in AIS Programs					

Notes on students without sufficient internet connectivity in the HYBRID MODEL

In the hybrid model students without sufficient internet connectivity may be brought in to use set-aside monitored, safe, common learning spaces (cafeteria, auditorium, etc.) in which to work “remote”.

SOCIAL CONTRACT for RE-OPENING SCHOOL IN PERSON

As CCS plans for fall re-opening, many of the questions and concerns, we have found, can be answered by the points outlined here in the trust of a “social contract”. In order to provide safe, in-person learning, we will need to have all students, staff, and families agree to safeguards that will provide us with the greatest opportunity for staying open until a treatment or vaccine is available for COVID19.

We are in this together and must have a unified mindset. As our mission statement says - we know that our greatest strength is in our relationships with each other. The district now asks each student, family, and staff member to join us in a “social contract” which asks us to individually and collectively do our part to protect one another from the coronavirus and look forward to a full educational experience in 2020-2021.

The school district will:

- Screen students, staff, and visitors for COVID19 symptoms.
- Clean and disinfect high-touch surfaces multiple times a day, and where applicable decrease the number of high-touch surfaces students and staff are exposed to.
- Increase ventilation on buses, in classrooms, and other locations to the extent practicable.
- Provide hand sanitizer in each classroom space.
- Provide non-surgical, disposable face coverings to any person entering the school who does not have one.
- Limit access to the interior of the school to staff, students, and service providers.
- Train staff and students in proper hand-washing hygiene and respiratory hygiene practices.
- “Cohort” students to the extent practicable.
- Plan and provide for the instruction of 100% of its students, regardless of need and instructional model.
- Communicate expectations for attendance and participation for both in-person and remote learning.

School district personnel and service providers will:

- Not come to work if they have:
 - experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days;
 - 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;
 - 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 or had symptoms of COVID-19; and/or
 - tested positive through a diagnostic test for COVID-19 in the past 14 days.
- Notify the school immediately if they have been exposed to someone with COVID19, attended an event where an outbreak has occurred, or traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory.
- Wear face coverings at all times, even when physical distancing cannot be maintained. Appropriate times for removing masks will be communicated, but this general rule should be followed.
- Reinforce and model proper hand-washing hygiene practices, wearing of face coverings, and physical distancing.
- Limit person-to-person contact to the greatest extent possible. For example, no hugging or handshaking.
- Adhere to and support district expectations for attendance and participation for both in-person and remote learning.

Parents/guardians will:

- Provide two (2) face coverings for their child with their name on it. If unable to do so, the district will provide disposable, non-surgical masks to students upon arrival.

- Reinforce proper hand hygiene practices used at school, the wearing of face coverings, and physical distancing protocols.
- Monitor the health of their child on a daily basis.
- Keep their child home if they have:
 - experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days
 - 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
 - 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 or had symptoms of COVID-19; and/or
 - tested positive through a diagnostic test for COVID-19 in the past 14 days
- Support district expectations for attendance and participation for both in-person and remote learning, and communicate reasons or particular needs whenever their student is “absent”.

Students will:

- Tell their parent/guardian if they are not feeling well.
- Wear face coverings at all times except for when seated for lunch or during in-person instruction when wearing a face mask is not possible and physical distancing can be maintained. Appropriate mask-breaks will be provided.
- Limit person-to-person contact to the greatest extent possible. For example, no hugging or handshaking.
- Wash and dry their hands each time after going to the bathroom.
- Wash their hands or use hand sanitizer after they touch their mouth or nose.
- Conscientiously work with their teachers, and respect district expectations for attendance and participation for both in-person and remote learning.

SHORT-TERM CLOSURE PREPAREDNESS ONCE IN HYBRID MODEL

It may be required from time-to-time during the school year to have short-term closures to deal with different COVID19 issues. The Superintendent of Schools will follow direction from the Governor's office regarding opening and closing directives. Governor Cuomo has consistently indicated in public addresses that his office alone makes the ultimate determination regarding school openings and closings.

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

The Superintendent of Schools will consider closing school if absentee rates impact the ability of the school to operate safely. The district may choose to modify operations prior to closing to help mitigate a rise in cases. The medical director and/or the Otsego County Health Department will be consulted when making such decisions.

The school district will:

- Be prepared to utilize its emergency notification messaging system in order to communicate information to families should our closure be for more than two days.
- Provide written communication to families and students through our website, the emergency notification system (phone call, text, email), and social media (Facebook, Twitter).
- Coordinate food pickup/delivery options if closed for more than a week.

Parent/Guardians will:

- Store COVID19 "contingency" school packets for their child(ren) in grades K-2 in a safe place until needed.
- Remind their child(ren) in grades K-12 to transport and use Chromebooks or iPads to and from school daily.

Grades K-2 Teachers will:

- Create a COVID19, two-day contingency packet of work for students for each subject. This work will be sent home with students the first week of school to be held until needed.
- Be prepared to work on-site the first two days of a closure to prepare up to two-weeks of materials for students to be sent home.
- Take home their laptops computers daily.

Grades 3-12 Teachers will:

- Be prepared to immediately provide students with two days of assignments through Google Classroom that do not require access to textbooks or in-person resources.
- Be prepared to work on-site the first two days of a closure to prepare materials for up to two weeks.
- Take home their laptop computers daily.

Students in Grades K-12:

- Will take home their laptops or Chromebooks daily and be ready to switch to remote learning if needed.
- Check in with their designated teacher or classroom each morning at 8:00 a.m.

COMMUNICATION and FAMILY ENGAGEMENT

Cooperstown Central School District will utilize existing avenues of communication to keep the community informed during school reopening efforts. These are established:

- CCSD Safety Committee
- CCSD Health and Wellness Committee
- CCSD Board of Education and Committees
 - Public Relations, Policy, and Extracurricular Programs
 - Curriculum and Instruction
 - Buildings, Grounds, and Safety
 - Budget, Finance, and Audit
 - Personnel and Recruitment
- Faculty Association Leadership/Superintendent
- Service Unit Leadership/Superintendent
- Regular Virtual District Meetings with all employees
- Leadership Team Planning and Monitoring
- Principal/Grade Level & Department Level Chairpersons
- CCSD Parent Teacher Association
- Regular Building-Based Family Forums

Signage will be posted throughout the CCSD campus and buildings as notices and reminders of the importance of appropriate hand and respiratory hygiene (hand-washing, face coverings), physical distancing requirements, and appropriate use of all PPE.

Training will be provided to all students and employees, and including necessary visitors to follow all COVID-19 safety protocols including, and not limited to hand-washing, wearing face coverings, and appropriate physical distancing.

CCSD will establish consistent communication for employees, students, families, and visitors through the district's website, social media, e-mail, surveys, emergency messaging system (automated phone and email messaging), traditional media outlets, and virtual community meetings.

Education and Training

Signage and videos will be used at CCSD to educate and train students, staff, families, and visitors. These materials will be made available through the Safe Schools service provided by Utica National Insurance and the ONC BOCES Safety and Risk Management service. Specific training will include:

- General COVID-19 Awareness
- Proper Hand and Respiratory Hygiene
- Proper Wear and Care of Face Coverings
- PPE Awareness
- Proper COVID-19 Social Etiquette
- COVID-19 Cleaning and Disinfecting Awareness
- Exposure Control Training

HEALTH and SAFETY

Health Screening

The Cooperstown Central School District will comply with all requirements and recommendations of the Department of Health to ensure daily health screening, including temperature checks, of all employees, students and visitors to CCSD campus and buildings. Guidance from NYSED requires that school districts implement mandatory health screenings of not only students, faculty, staff, but contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus.

- **Electronic Screening**

CCSD will utilize a third-party electronic system that will allow staff and families to perform health screening checks prior to leaving for the bus stop and arriving to a building. A communication plan will be developed to provide training on the application for staff and families on both the electronic system.

- **School Bus Screening**

To ensure completeness and efficiency, the district will also provide all families utilizing regular district transportation with a “boarding ticket” which will also signal that student has passed an initial screening performed at home, and is ready to board the bus.

- **Screening Trailers, Entrance Screening Protocols at Each Building**

While it is a family responsibility to perform temperature checks on their child before arriving at the bus stop, or at school, the District will be prepared to monitor completed screenings. One screening trailer has been rented for each school building, which will serve as a universal entry for all students in order to gain access to a school building. Staff assigned to the screening trailer will be provided with an iPad with survey questions during arrival times for instances when a family is not able to complete the required check for a student.

In addition to the screening trailer, staff will be placed at each designated entrance to welcome students into the school building daily, and serve as an additional check for screening. Handheld, automated, non-contact temporal scanners have been purchased for screening in the trailer and at designated entrances, and will be utilized for students who have not completed the mandatory screening at home. Additionally, an infrared temporal scanning unit will be installed at the designated entrance of each building as an added assurance for the to ensure that students, staff, and visitors.

The staff member monitoring the temperature check points shall be trained on how to respond to temperature readings at 100.0 degrees or above. Student and staff privacy and dignity is a required component of the training.

- **Staff self-screening**

It will be the responsibility of each staff member to administer their own daily screening, including temperature check before arriving at work. The entryway scans will serve to further mitigate risk. All faculty and staff will be prompted to attest to the fact that they administered the check and temperature was less than 100 degrees.

Health and Safety, Physical Distancing, and Face Coverings

CCSD will ensure the safety of our community as we plan to reopen our school campus and buildings. Our capacity in terms of square footage, combined with current safety guidelines from the Centers for Disease Control (CDS) and the New York State Department of Health (DOH) were important considerations in the development of this plan. Therefore, to ensure that CCSD students, staff, and visitors can be safe, the district will:

- Insist on 6 feet of physical distance between all persons, unless safety or core functions of work require a shorter distance. When 6 feet of physical distance is not possible, face coverings will be worn.
- Small spaces, such as bathrooms and offices, will be occupied by less than 50% capacity.
- Physical distancing markers will be placed and posted throughout the campus and buildings.
- Video-conferencing will be the norm for meetings. In-person meetings will be held in well-ventilated spaces with appropriate physical distancing provided for.
- Designated areas will be identified for pick-ups and deliveries (student materials, business matters, shipping and receiving, etc.), and person-to-person contact will be limited to the extent possible.

Certain situations may not allow for 6 feet of physical distancing, such as custodial and maintenance work, nursing care, food preparation/distribution, and delivery of services by therapists (Speech, Occupational Therapy, Physical Therapy, etc.).

Measures are implemented to ensure the safety of all students, employees, and visitors. These include, and are not limited to:

- Classrooms, work spaces will be modified, if necessary, to allow for maximum physical distancing
- As necessary, work models and instructional models will be employed to ensure maximum physical distancing
- Appropriate and adequate PPE will be available to staff, students, and visitors (masks, gloves, gowns, aprons, face shields, etc.)
- CCSD will provide reasonable accommodations to students and staff who identify as high risk or live with a person of high risk by providing appropriate and adequate PPE
- CCSD staff will wear appropriate face coverings at all times while apart from one's work area, and whenever less than 6 feet apart from others
- Sufficient and scheduled time will be allowed for staff and students to wash hands frequently with soap and water for at least 20 seconds.
- When soap and water are not readily available, hand sanitizer (60% alcohol) will be encouraged and shall be used. Adequate hand sanitizer will be available throughout buildings in key common areas and classrooms.

Ventilation

- CCSD will ensure that ventilation systems operate at the highest standard possible. Increased fresh air flow will be controlled and increased, and open windows will be encouraged whenever possible in classrooms, common areas, and on school transportation.
- CCSD has met all ventilation systems requirements through inspection by the ONC BOCES Safety and Risk Management service and through regular inspection and cleaning by our maintenance staff under the direction of the Director of Facilities
- ONC BOCES has recently completed its annual visual inspection of all CCSD facilities, required under Education Laws §409-d and §3641 (sections of state law relating to building condition surveys and annual visual inspections).

Water systems

- CCSD will ensure that water systems and features are safe to use
- Regular drinking fountains will be closed, except for the bottle-filling feature on fountains in each building
- Disposable cups will be used for water consumption in all elementary classrooms

- Existing number of toilet and sink fixtures in CCSD buildings meet or exceed the minimum requirements of NYS Building Codes for school buildings
- All regular water quality testing will be conducted as required

Visitors

- Visits to the CCSD campus and buildings will be limited by the principal of each building, and will require a pre-arrangement (phone call in advance, appointment, etc.) approved by the principal's office. The principal and/or designee reserves the right to enforce this requirement, but will politely and kindly ask any visitor for understanding and patience
- Visitors will wear an acceptable face covering, adhere to the 6-foot physical distancing protocol, and follow all other safety measures required
- Face coverings and hand sanitizer will be available at the entrance of each building
- Family meetings and all other meetings will be conducted virtually whenever possible
- The use of CCSD facilities by outside organizations will not be permitted until further notice once school begins its 2020-2021 academic session. The use of outside field facilities may be approved by the superintendent of schools according to the order of the Governor
- A sign-in protocol has been issued for each CCSD building, and the use of shared items (pens, etc.) will be discouraged or must be sanitized between each use
- Protective barriers will be provided and installed for reception areas
- Seating will employ the physical distancing protocol of 6 feet apart
- Deliveries will be made to the main vestibule of each building or loading docks, as appropriate. CCSD, BOCES, and USPS courier will deliver mail with established safety protocols in force.

Offices, Copy Areas, Conference Rooms, Faculty Rooms, and Break Rooms

- Virtual meetings will be held whenever possible
- Meals or refreshments will not be served or consumed in meetings
- In-person meetings will be quick and efficient; congregating and lingering before and after meetings will be discouraged
- NYS capacity requirements for gathering will be enforced, and meeting set-up will ensure 6 feet of physical distance
- Communal meals will not be permitted
- Hand sanitizer and wipes and signage asking employees to clean and disinfect areas before and after use will be provided
- Congregating should be discouraged

Restrooms

- Signage will remind everyone to wash hands before and after using the restroom
- Paper towels will be provided, and hand air dryers will be marked "out-of-order"
- Touchless or open trash bins will be provided
- Restrooms will be cleaned and disinfected at least one time during the school day, in addition to each evening shift
- Physical distancing and face covering protocols will be expected; signs will be posted as reminders

Elevator use (CCSD Elementary School)

- Use stairs whenever necessary
- One person per elevator use whenever possible
- Wear face covering in elevator

Front Desk Personnel

- Polycarbonate guards/barriers will be placed in each school's main office and reception area, and front desk personnel will wear face coverings.
- Visitors will be mandated to complete a health screening if permitted into any CCSD facility for any reason
- A visitor log will be kept (in/out) and maintained for purposes of contact tracing

Personal Protective Equipment (PPE)

CCSD will provide and expect the following of all students, staff, and visitors:

- Engage in district-provided training on all COVID-19 safety protocols including, and not limited to hand and respiratory hygiene, wear and care of face coverings, and appropriate physical distancing
- An acceptable face covering will be provided to any student, staff member, or visitor who does not have one. An adequate supply will be maintained.
- Students, staff, and visitors are encouraged to provide and use their own face covering, and will be responsible for safely maintaining it, if used repeatedly
- Whenever necessary, CCSD will provide other appropriate PPE as recommended by the DOH, the NYSED, or the district's medical director at no cost

Hygiene, Cleaning, and Disinfection

Proper hand and respiratory hygiene play a crucial role in containing the spread of COVID19. CCSD will ensure appropriate hygiene practices by:

- Providing information and training on proper hand washing techniques and respiratory
- etiquette (including covering coughs and sneezes) to all employees and students.
- Allowing time for hand washing throughout the course of the day.
- Supplying and providing access to 60% or more alcohol hand sanitizer throughout the campus.
- Encouraging staff and students to stay home if experiencing any COVID-19 symptoms.

To ensure safety and compliance with the requirements for cleaning and disinfecting CCSD will:

- Adhere to cleaning and disinfection requirements from the Centers for Disease Control
- and Prevention (CDC) and Department of Health (DOH).
- Maintain cleaning logs on site that document date, time, and scope of cleaning.
- Conduct regular evening shift cleaning and disinfection of the entire campus.
- Schedule more frequent cleaning/disinfecting of restrooms, common areas and high transit areas
- Make cleaning supplies available to all staff along with instructions for proper
- use should they desire to clean their work space more frequently.
- Provide district-prepared and approved (Bital Oxide) cleaning wipes for all common spaces (i.e. – copier rooms and break rooms) along with the product Safety Data Sheet (SDS) and signage instructing staff to wipe down equipment before and after use.
- CCSD will utilize products identified as effective against COVID-19 and that are
- registered with the EPA.
- Frequently touched surfaces and objects will be cleaned and/or disinfected several times each day to further reduce the risk of germs on surfaces and objects.
- Signs regarding proper hand hygiene before and after use of common areas will be
- posted.

Common School Specific Shared Objects and Frequently Touched Areas

Touching of shared objects and surfaces is discouraged and efforts will be made to limit the need to use certain shared tools/equipment whenever possible. Examples of frequently touched areas in schools:

- Classroom desks and chairs.
- Lunchroom tables and chairs.
- Door handles and push plates.
- Handrails.
- Kitchen and bathroom faucets.
- Light switches.
- Handles on equipment (e.g., athletic equipment).
- Buttons on vending machines and elevators.
- Shared telephones.
- Shared desktops.
- Shared computer equipment.
- Bus seats and handrails.

COVID-19 Coordinator

A school designated compliance administrator will be responsible for reconciliation of screening for students attending school in-person. The district will develop procedures, and the building principal or designee will ensure that all staff complete the screening daily. Training videos will be assigned to each staff member that covers topics recommended by the CDC and DOH.

When the District is notified by either a family or staff member or visitor of potential exposure the COVID-19 compliance officer shall be notified and follow the guidance outlined in “Appendix A” of this plan.

FACILITIES

Changes to Facilities, Building Condition Survey, and Visual Inspection

There will be no changes or additions to the current status of our buildings, except for minor construction in the JSHS Main Office and the ES School Based Health and Nurse's Offices. The visual inspection was completed (week of July 10, 2020) and will be submitted to New York State Education Department (NYSED) August, 2020 once report is completed and reviewed by J. Reiss (ONC BOCES Health, Safety, & Risk Management Service).

Water Quality

Lead-in-Water testing will be conducted as scheduled by BOCES when school reopens and occupancy resumes

Hand Sanitizer Dispensers

All existing and new Alcohol-based Hand-Rub Dispensers meet NY State Code requirements.

Dividers

The spaces throughout the campus already planned for use will not require the use of dividers except barriers, which will be purchased for the safety of faculty and staff (offices, instructors, service providers – such as speech & language teachers and counselors) will be procured or constructed from polycarbonate rather than “Plexiglas” as per NYSED and NYSBC (<http://p12.nysed.gov/facplan/documents/PlasticGlazingforSneezeGuards.pdf>) ASSURANCE FAC, 13.

Furthermore, any barriers to be purchased for students will be stand-alone cardboard separators (normally purchased as an accommodation)

Physical distancing and wearing face masks will be closely prescribed, adhered to, and monitored.

Temporary Quarters and Leased Spaces

Currently, there are no temporary quarters firmly in the Reopening Plan (RP). If trailers are used as screening centers (for all students and staff prior to entering the school buildings), we will submit to New York State Education Department Office of Facilities Planning (NYSED OFP) for preliminary evaluation. Large tents will be erected at each building to use as outdoor classroom space. These, too, will be submitted NYSED OFP for approval.

Currently, there are no plans to lease space throughout the community. The district will utilize the school buildings and the spaces available within, including additional outdoor space when possible. If plans develop or become necessary to lease space, the district will provide a plan that meets with NYSED OFP approval.

Fixtures and Water Quality

All toilets and sinks comply with the standards of the New York State Building Code (NYS BC). The district is considering temporary installation of portable sinks in the JSHS to encourage frequent and thorough hand-washing.

The district is compliant with the required metric of one drinking fountain per one hundred occupants. However, the district is investigating the installation of one more no-touch bottle-filling station in each building – JSHS and ES. Alternatively, bottled water will be available should it be necessary through the cafeteria. Students and staff are encouraged to bring bottled water from home each day.

Ventilation

Each building has and maintains adequate, code required ventilation through mechanical means. With adequate natural ventilation in each classroom, personnel will be encouraged to open windows whenever possible, weather-permitting. Outdoor spaces will be utilized whenever possible (grounds, courtyards, overhangs, Kid Garden,

pavilions, small tents, dugouts, outdoor classroom space between JSHS and ES, etc.). Particular consideration will be given to ventilation in any interior spaces (gymnasiums, JSHS library, JSHS corridor classrooms)

COVID-19 Expense Filing

The CCSD Facility Director and Business Administrator have systems in place (meetings, processes, e-filing, and paper filing) to maintain “COVID-19 Reopening” records.

CHILD NUTRITION

Availability of Meals and Nutrition

The CCSD will provide all students enrolled with access to school meals each day whether students are in attendance at school or learning remotely. The food and nutrition staff will follow the NSLP safety and nutrition guidelines to ensure our students receive meals that meet their needs each day.

The district will:

- provide meals for parents to pick up or to be delivered by our transportation department for students that are home.
- provide meals to be brought to classrooms and or cafeterias if physical distancing is possible. This will include breakfast and lunch.
- pre-package meals in closed containers or wrappings.
- prepare meals 2 or 3 times weekly to be picked up by families at convenient times, or to be delivered by our transportation department. This will include breakfast and lunch.
- Student breakfast will consist of 4 components, and 5 components for lunch (i.e. breakfast: pancakes, fruit, milk and juice; lunch: cheeseburger on a bun, milk, carrot sticks and applesauce).

Communication

- The district will send an initial letter and questionnaire asking what food and nutrition needs will be for the student(s)/family (i.e. “Will your child be eating at the school on the days of attendance?” “Under what conditions will you require meals to be delivered?”)
- All meals and/or snacks will be charged to the student’s account based upon eligibility status (i.e., free and reduced vs. paid status)

The district will inform families that during the last months of school all children received free meals; however, this free allowance program does not automatically apply for the 2020-2021 school year. Families will need to apply for free or reduced lunch benefits as soon as possible if they wish to receive free or reduced meals.

Applications may be found at the district’s food service website

<https://www.cooperstowncs.org/o/cooperstown-csd/page/food-service--169>

Safety

The food and nutrition staff are educated each year on how to ensure health and safety of our students, and will continue this practice throughout the COVID-19 pandemic whether serving in our schools or delivering meals.

The district will ensure that:

- Food temperatures are checked before leaving our building and or kitchen and will ensure it is delivered to our students in a timely manner.
- Food service staff will wear masks and gloves at all times as well as washing hands many times throughout the day. When staff deliver to classrooms they will wear a disposable apron.
- Only Food Service staff will be in the kitchen areas.
- Only grab-and-go options will be available for any students coming through the cafeteria lines.
- Individual drinks will be sold, and the cashier will handle drinks near the cashier station (JSHS).
- The cashier will enter student identification numbers to limit contact with the touchpad
- The food service staff are educated each year on how to ensure health and safety of students.
- Food temperatures are checked before leaving each building and delivered to our students or families in a timely manner.
- Appropriate PPE will be worn at all times (masks, gloves, and disposable or cloth aprons)

- Hand washing will be frequent throughout preparation and delivery
- Meals will be served in classrooms at the Elementary School – delivery, and physical distancing practices are already in force there.
- Meals will be picked up by junior-senior high school students in the cafeteria, and brought back to a designated area (*inside or outside*), other than the cafeteria, to consume.
- Food preparation areas will be disinfected after each use.
- Physical barriers will not be provided for the consumption of food.
- There is no need for physical distancing or other modifications if learning is remote

Allergies

The district reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria. Students with food allergies are clearly identified and packaged separately, and the district will provide areas for students to take their meals safely physically distanced and/or separately from others, when necessary (i.e. peanut allergy). The district will provide meal options for students and families.

Student hygiene

Under the direction of the Director of Food Service, the district will post protocols and procedures for how students will perform hand hygiene before and after eating, and encourage acceptable hand hygiene. Additional signage and reminders will be posted and made that discourage the sharing of food and beverages. Hand sanitizer will be provided at entrances and exits, and wipes will be provided when necessary. Students will benefit from kind verbal reminders from food service staff. Furthermore, hygiene and safety information will be provided to our students and families with home deliveries.

TRANSPORTATION

Density Reduction, Physical distancing, and Bus Capacity

The district encourages families to self-transport students during the COVID-19 pandemic. The district will gather information through a “Family Request for Information”, as well as throughout the school year whenever necessary to survey parents of their intent to either self-transport their student, have their licensed student self-transport (in collaboration with the JSHS principal), or use district-provided transportation. Arrival and dismissal traffic will be unusually busy during the reopening of school in September. Arrival and dismissal maps will be provided to families prior to the opening of school.

However, the district will make every effort to maintain physical distancing on all district buses, when practical to do so. Students will be expected to wear face coverings during transit and sit one child per seat, with the exception of siblings and those living in the same household. Face covering will be mandated, and provided, if needed. Each transportation department employee (driver, monitor, attendance, mechanic, director) will wear face coverings and follow physical distancing whenever possible. The district will supply masks, gloves, face shields to each driver/bus attendant, and any other required PPE, as necessary.

Cleaning, Sanitizing, and Training

The CCSD will ensure that district buses, when used, will be disinfected and cleaned at least once daily. High contact areas will be wiped down after each run by the driver and/or monitor during post-trip inspection. District school buses will not be equipped with hand sanitizer in accordance with NYS Department of Transportation (DOT) regulations. School bus drivers, monitors/attendance and students will not carry personal bottles of hand sanitizer with them on school buses.

School district transportation department employees will be required to have necessary COVID-19 training and “refreshers” on or before the first Superintendent’s Conference Day (SCD) in September. The district will provide students appropriate and necessary COVID-19 training using live instruction by the bus driver at the time of pick-up and during mandatory safety drills involving each student in attendance.

Required Transportation and Conveniences

Whether school is in session in-person or remotely, 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. The district will

- Provide transportation for students to outside placement as per student’s IEP even if said district is using full remote instruction
- School district backup plan in the event of driver/monitor shortage, office staff will call the family about the need for delayed or alternate transportation plans
- Daily transportation changes (Pickup Patrol) will not be entertained or honored. Only established pickup/drop-off points will be followed.
- There will be no transportation to Clark Sports Center after school
- Consideration will be made for transportation to Brookwood School, but cannot be guaranteed

Additional Assurances

Windows on each school bus will be slightly opened to increase ventilation, weather permitting. The bus driver will monitor the warmth of the bus and make necessary adjustments to provide a comfortable climate. Drivers will open windows during pre-trip inspection and close them during post-trip inspection as needed.

The school code of conduct covers specific behavioral expectations on district transportation through published document, given to each CCSD family at the beginning of the school year. A review of the code of conduct are reviewed with students by school personnel as part of transportation orientation. The district will ask parents to transport students, if possible, whenever a student has violated the code of conduct related to school district transportation.

SOCIAL EMOTIONAL WELL-BEING

The Cooperstown Central School District Counseling Department has developed a K-12 Comprehensive Guidance Plan which is revised and updated annually. This plan addresses many facets of the district's counseling program, which serves the needs of over 800 students in two buildings. The district maintains several committees for the purpose of addressing important social-emotional wellness concerns for students and staff.

The district's Wellness Committee consists of family and student representatives, and includes members of the Board of Education, faculty, staff, community partners, certified school counselors, the school social worker, and other pupil personnel service providers. A sub-committee of the Wellness Committee – the School Climate Workgroup – also attends to the issues surrounding the social and emotional well-being of students and how such well-being contributes to a positive school climate and culture. In addition, the CCSD Counseling Department maintains an advisory council, which includes a school nurse, Bassett Healthcare social worker, community, and Board members.

Resources

Great care has been taken to anticipate the needs of students, staff, and families as a result of COVID-19. The CCSD Counseling Department has lead the way to ensure that the district can demonstrate consistency between the CCSD Guidance Plan and the NYSED document Recovering, Rebuilding and Renewing: The Spirit of New York's Schools Reopening Guidance. The CCSD has engaged in processes to identify the following resources to assist our students, staff, and families:

- Training in trauma-informed strategies (in-person and virtual)
- Resources for families (How to speak to your child about COVID-19)
- Presentations for staff on opening Superintendent's Conference Days
- District Child Study Team (counselors, principal, and health teacher) which meets twice per week to discuss at-risk students and levels of service
- Online counseling referral for staff and families; a student self-referral will be posted online
- Surveys, and meetings with students to address survey results
- Resources for families and staff via website postings and virtual or in-person trainings (see the following)
- CCSD Counseling Department contacts (email addresses and telephone extensions). Non- emergent needs can be scheduled during regular school business hours. Families receive a response within 24 hours to make a phone appointment with a Counselor. In the case of an emergency, MCAT (844 732-6228) or 911.
- Self-care images/ideas
 - ✓ Video? <https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
 - ✓ Calm your body and your mind with yoga! [Yoga with Adriene for Teens](#)
 - ✓ Yoga for Kids: <https://www.youtube.com/user/CosmicKidsYoga>
- Post potential daily schedules and ideas to keep busy during social isolation
- Practice mindfulness. Online searches for guided relaxation.
 - <https://insighttimer.com>
 - <https://www.calm.com>
 - <http://mindfulnessforteens.com/guided-meditations/>
 - Check out Mindful Schools' Kids Classes!

□ https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/?fbclid=IwAR15oUAqFwRIOOaNjCI_ECnIVqmH9LWwvNzTuaR-cBJCTVXGFnO7Al_ve24

- “Create Your Own Stress Management Plan”
(https://www.healthychildren.org/English/Documents/BR3_My_Personal_Stress_Plan.pdf)
- Second Step Covid 19 Support/Resources for Students & Families:
<https://www.secondstep.org/covid19support>
Staff video compilation to connect with students and give advice.
- Create a daily schedule (suggestions to maintain normalcy) to include hygiene, designated time for school work, dedicated time outside- walking, social interactions via social media with friends to stay connected, avoid “over exposure to evolving news”
- Naviance as a format to communicate with students regarding scholarships, college entrance exams, transcripts, has been utilized and will continue to be one means to communicate directly with students.
- The Backpack Program continues through the Cooperstown Food Pantry.

Mental Health

The CCSD believes that *Mental Health Needs Schools* can assist school and community members who feel anxious regarding the COVID-19 outbreak. Additionally, they can be a source of valid information to assist in dispelling rumors and misunderstandings. Below are resources that address mental health needs of students and communities during an infectious disease outbreak. In addition to utilizing the mental health professionals in schools, available resources to assist schools include:

- School Mental Health and Training Center <https://mhanys.org/programs/schools/> NYS Office of Mental Health <https://omh.ny.gov/>
- Coping with Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/system/files/sma14-4885.pdf>
- Following are resources that may be helpful in talking to students about the COVID-19: • Just for Kids: A Comic Exploring the New Coronavirus
<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>
- SEL Resources During COVID-19 <https://casel.org/covid-resources/>
- Fear of Coronavirus- A Good Time to Talk to Kids About Keeping Fears Realistic and Manageable.
<https://www.deseret.com/indepth/2020/1/28/21112457/fear-coronavirus-china-children-anxietyhealth-medicine-virus>
- How Do You Talk to Children About Coronavirus?
<https://www.usatoday.com/story/news/health/2020/02/28/talking-children-coronavirus-keepsimple-avoid-stress/4906147002/>
- How to Talk to Your Kids About the Coronavirus (and Ease Their Fears) o Vivian Manning-Schaffel, NBC News, Updated March 2, 2020 o <https://www.nbcnews.com/better/lifestyle/how-talk-your-kids-about-coronavirus-ease-theirfears-ncna1129851>
- Talking to Children About Tragedies & Other News Events o
<https://www.healthychildren.org/English/family-life/Media/Pages/Talking-To-Children-About-Tragedies-and-Other-News-Events.aspx>
- Talking with Children About the Coronavirus from Child Mind Institute
- Self-Care in the Time of Coronavirus <https://childmind.org/article/self-care-in-the-time-of-coronavirus/>

Multi-Tiered System of Supports (MTSS)

The district has established a Multi-Tiered System of Supports (MTSS) framework that will guide the district's delivery of services to all students. We will employ a three-tiered approach:

- Tier 1: Deliver Social Emotional Learning instruction and evidence-based practices in the classroom targeted to all students
- Tier 2: School Counselors and/or Social Workers will provide small-group or individual supports for students identified as at-risk with moderate mental health, behavioral, and/or emotional needs.
- Tier 3: Students suffering from significant mental health, behavioral and emotional challenges may require individualized clinical interventions, counseling, and/or a referral to local community resources.

Developmentally appropriate screening tools serve as a help to inform the process of providing a number of supports to students, and additional tools and resources will be provided to classroom teachers that will help them to help students to improve student mental health, behavioral, and emotional issues by the counseling staff.

K-12 Counseling Program Planning for Students and Staff During COVID-19

	(Hybrid)	(Closed)
Grade level specific safety protocol video created for all platforms in advance of start	X	X
Empathy/trauma-informed staff training	X	X
Abuse disclosure staff training "Less is More"	X	X
Time/professional assistance to help staff debrief	X	X
CST- increase meetings to 2X/ Week, reintroduce purpose/teams to staff, formalize E- school team	X	X
Prioritize remediation to close gaps (decrease student stress)	X	X
Review process/protocol with staff for any student disclosure	X	X
Individual student meetings/assessment	X	X
Recommend script for calls home	X	X
Online counseling referral process for staff and parents	X	X
Case management to lessen excessive contact	X	X
Adjust/add to Guidance Plan to reflect need	X	X
Reprioritize timing to push Guidance Curriculum	X	X
Establish as much normalcy as possible	X	X
Debrief with students- Minute Meetings	X	X
Continue Q&A website	X	X
Emotional Mgt. Lessons moved to fall	X	X
Personal Safety Curriculum through 8th grade	X	X
Wellness Challenge, 7-12 In PE CLass	X	X
Continue Progress (Failure list) Quarterly Meetings	X	X
Suicide Prevention Program- virtual if necessary	X	X
Senior College Application Process Intro.-Virtual if necessary Begins 1st full week of September	X	X
Senior Interviews September-October	X	X
Junior College Search Program	X	X

BUDGET and FISCAL MATTERS – BUDGET OVERVIEW

School District Fiscal preparedness and Availability of Undesignated Reserves

The District has both unrestricted and restricted reserve funds available for use in times of fiscal hardship. The District has money set aside in the following restricted reserves:

- Workers' Compensation Reserve
- Unemployment Insurance Reserve
- Retirement Contribution Reserves for TRS and ERS
- Reserve for Tax Certiorari
- Employee Benefits Accrued Liabilities Reserve

These reserves are established for a legally restricted purpose making it difficult to use these funds except for their intended purpose. The District's unrestricted, unassigned fund balance is at 4% of its current budget per NYS Law. Therefore, the district has \$792,195 that has not been restricted or assigned for a specific person that can be tapped into to offset the increases in expenditures necessary to safely reopen our schools

However, it is important to note that due to the uncertainty of the impact of this crisis on the State and local economy, decisions about how and when to use these reserves must be considered carefully to ensure we are in a position to provide students a rigorous and Relevant education in future years.

2020-2021 Enacted State Budget, Pandemic Adjustment and CARES Act Funds

The District's 2020-21 loss of State Aid due to the "Pandemic Adjustment" was \$198,908. The District will apply for federal funding through the combination of the CARES Act Elementary and Secondary School Emergency

Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF) to offset the loss in State Aid. Cooperstown's ESSERF and GEERF allocations are \$170,946 and \$28,972 respectively.

Potential Aid Reductions and Impact of Low Attendance

Additional State Aid reductions are anticipated. To date, however, a specific amount has not been announced.

The District is required to provide 180 days of instruction over the course of the full year. Should the District's reopening plan prevent the District from meeting the 180-day requirement, the District will apply for a waiver from the minimum instructional hour requirements for the 2020-2021 school year. The State's Foundation Aid Formula is based predominantly on Average Daily Membership or district enrollment, rather than on Average Daily Attendance. However, the District's State Aid may be impacted should a large number of students choose to stay home during the pandemic. In order to lessen the impact, the District will need to ensure attendance is taken during remote learning.

Tax Collection and Other Considerations

In the past, the District has allowed taxpayers to pay their taxes in person, however, most are received via mail. This year, taxes will not be collected in person. Additionally, taxpayers will have an option to pay using a credit card or e-check. All state reporting requirements and deadlines will be maintained as required by law. All avenues for recouping the additional costs for PPE, transportation, food service and other mitigation needs will be explored and utilized.

ATTENDANCE and CHRONIC ABSENTEEISM

Attendance

Regular attendance is expected of all students and is a necessary factor in achieving success, especially during this COVID-19 pandemic. Attendance records will be maintained in each school for any time a student is expected to be in class, whether in-person or remotely. The Cooperstown Central School Attendance Procedure (May, 2018) will generally guide decisions regarding school attendance. However, students should not be in attendance at school when they experience any symptoms of illness (please see “Appendix A” for COVID-19 Symptom Confirmation Protocol).

The following will take place daily:

ELEMENTARY SCHOOL	JUNIOR-SENIOR HIGH SCHOOL
<ul style="list-style-type: none"> • Each teacher will record daily attendance on PowerSchool, the district’s Student Management System, whether or not instruction is provided in-school or remotely. • The main office attendance secretary in each building will contact families not “present”, either in-person, logged in, or remotely. • Each week, the building principal will study attendance and proceed with recommendations for follow-up with families, consulting the guidelines in the CCSD Attendance Procedure document or by other appropriate and expedient means. 	
<p>Each day contains an the school pledge of allegiance, daily pledge, and announcements from the individual classroom teacher, as well as “daily meeting.”</p> <ul style="list-style-type: none"> • This will occur on Google Classroom • If students are in-person, they will participate in the classroom while virtual and remote students log in at that time and participate remotely. Grade levels will coordinate staggered morning meetings. • During this time, attendance will be taken for all participants and reported via PowerSchool. 	<p>Each day begins with a daily meeting in the first period classroom.</p> <ul style="list-style-type: none"> • If students are in-person, they will participate in the classroom while virtual and remote students log in at that time and participate remotely. • Attendance will be taken for all participants during the daily meeting. • The teacher will determine how this morning interaction is designed, and may include the Pledge of Allegiance, announcements, a quote of the day, answering questions about the work assigned, a quick reading, etc.

Chronic Absenteeism

Extensive research shows that missing school is not in the best interest of the student. Missing 10% of the school year (equivalent to 18 days per year), either excused or unexcused, is described as the “tipping point” for student achievement. While each student is unique and different challenges exist from one student and family to the next, CCSD is committed to addressing chronic absenteeism before a student falls behind from a loss of instructional time. Policy and procedures have been developed to address student chronic absenteeism, but these are challenging times that call us to rely, more than ever, on positive relationships between school and student and student and home. The district expects that all students will participate fully in 180 days of instruction according to procedures written in the Academic Continuity Plan.

Cooperstown Central School District will use the following ways to help make every student successful by being present for school, whether remote or in-person. We will recommend some flexibility when determining engagement due to attendance, and will:

- Make phone calls of concern to families to offer support to students and families
- Communicate through text, which may offer families and students more comfortable engagement
- Use relationships known to be established between student and school and home and school to learn more about a particular family's or student's situation and offer resources and support for improved engagement through attendance
- Employ the Child Study Team and Instructional Support Team in each building to work with families to support them and their student
- Consult the CCSD attendance procedures provide for other means of support and engagement in a tiered system of communication with families and students and make a plan for improvement

TECHNOLOGY and CONNECTIVITY

Surveys and Information Gathering

Early in spring, 2020 and again in August, 2020 a connectivity survey was sent to families so that the district could understand students' access to reliable digital connectivity, which is critical to successful remote instruction and virtual learning. At this time, particular gaps in connectivity are understood and remain a problem within the Cooperstown Central School District's 99 square miles of coverage. The district will continue to attempt to make a version of digital learning available to students through pre-loaded flash drives, if necessary, but will continue to work with families and internet providers to improve upon the gaps in connectivity through district-issued mobile hot-spots and free indoor and outdoor wi-fi availability at each building.

The survey in August, 2020, the "Family Request for Information" was sent to all families via email, and nearly all families participated fully in the survey. We understand that 99 percent of our families can communicate through email, and it is clear that this method will remain critical to our continued communication. Access to email doesn't necessarily equate to internet connectivity, and the district will continue to reach out to the families of nearly 40 students in need of connectivity assistance. Taking steps to make connectivity possible for these families is illustrated by the installation of large connectivity tents on school campus, as well as working with community partners to provide safe, secure learning spaces on a case by case basis. Below please find additional measures the district is taking to help assure families of high quality internet support.

High Quality Internet Support

The district has taken the following steps to ensure that our students and staff have access to high quality internet by:

- Making available district-owned 4G LTE Wi-Fi hotspots to families and staff who may benefit from this technology
- Establishing communication with local internet providers to advocate for students and staff who are without high speed internet
- Contacting legislators to leverage their influence on the high speed internet industry to connect 100% of homes in rural school districts
- Providing iPads for each student, K-2; Chromebooks or laptops to students in grades 3-12, allowing students who can use their own personal device for remote instruction to do so
- Providing the use of free wireless high-speed internet to students and staff from access point boosters placed near the parking lots and in "connectivity tents" of each CCSD school building
- Issuing new laptop computers with high processing speed, high quality cameras and microphones have been issued to all faculty and licensed teaching professionals

Electronic Platforms for Instruction

Consistency of instructional delivery throughout all grade levels is a priority as we work to reopen our schools. All instruction will be conducted through Zoom video-conferencing and Google Classroom learning management system (LMS) platforms for lesson delivery. Other platforms, such as SeeSaw, will be utilized where appropriate. Access to these platforms, in the case of remote instruction and learning is critical. Therefore, on the days students are not taking instruction in-person, or for those families who choose 100% remote instruction during the hybrid model, school facilities will be available in each building for connectivity for students without home access to reliable high speed internet.

Technology Support

Technology support for students, families, and staff will be provided through the BOCES service desk, on-site technicians, as well as classroom teachers or identified personnel who are digital learning leaders. Summer development of an array of resources and trainings for using district-selected technology platforms (Google Classroom and Zoom) will be provided for students, families, and staff in August (for staff) and September (for

students and families). These resources and trainings may be accessed from the school district's website, www.cooperstowncs.org, or by calling the library-media center in either school building. Specific directions for accessing resources for both Google Classroom and Zoom are also available on the district's website. A link will be posted on our Reopening Technology page through <http://myapps.cooperstowncs.org>. (for Google Classroom). Zoom links can be accessed through Google Classroom

TEACHING and LEARNING

The CCSD Reopening Plan includes a Continuity of Learning plan for the 2020-2021 school year. The plan outlines the district’s assurances for in-person, remote, and hybrid models of instruction.

In-Person Return <i>180 days of instruction</i>	All students return to school following health and safety guidelines. Full return is based on community and regional COVID-19 data
Fully Remote Return <i>180 days of instruction</i>	All students learn remotely, and learn through both synchronous and asynchronous instruction using learning platforms chosen by the district
Hybrid Return CHOICE PLAN for REOPENING <i>180 days of instruction</i>	<ul style="list-style-type: none"> • Most students engage in a combination of in-person and remote instruction and learning. • Parents may choose for their child(ren) to participate in 100% remote instruction for a non-specified period of time • Some students may report each day, in-person (self-contained special education classes, students lacking connectivity, etc.)

The hybrid model of instruction is the most flexible of plans, which makes its viability challenging with regard to the coordination of efforts required. Amid still so many unknown or volatile factors of change, therefore, CCSD has chosen to reopen in the fall of 2020 under a fully remote plan.

Instruction, outlined in the Continuity of Learning plan will be developed through teachers’ extensive curriculum work throughout the month of August, 2020. This plan will be developed based on the district’s guaranteed and viable curriculum illustrated through each course subject and grade level’s Scope and Sequence, which are aligned with the NYS Learning Standards. Teachers will employ each Scope and Sequence, as it defines the standards, content, and pacing of learning to ensure learning outcomes.

Teachers will interact directly with students every day in several ways. Teachers will use video conferencing to have live contact with students, as well as Google Classroom, Zoom and other applications to monitor student work, check for understanding, and know if students are completing assigned tasks. Additionally, teachers will, at their discretion, provide office hours for students to further monitor student progress.

When a student is not attending live sessions and/or completing assigned tasks, the teacher will reach out to the student and parents to offer support and problem-solving. When needed, the teacher will collaborate with school social workers, counselors, the special education teacher (if appropriate), and the building administrator for additional support for the student and his/her family.

Connectivity issues will be monitored by the BT-BOCES Managed Information Technology service, and the District will provide devices and internet access to any family who needs it.

Students who receive support services will continue to receive those services. Services will be provided in-person and remotely.

BOCES vocational programs will be offered for all students returning to school in both the hybrid and remote choice options (half day and full day programs). These are dependent upon the ability of particular BOCES vocational programs to observe and enforce physical distancing protocols.

CCSD will continue to enter into contract with BOCES or other public and private special education programs for all district special education students requiring those programs and services. BOCES services will be accessed whether or not school reopens according to a hybrid or remote plan.

Methods for contacting schools and teachers will be communicated in several ways:

- Google Classroom
- District Website
- District email (Microsoft Outlook)
- District telephone and voice messaging system
- District, School Building, Teacher, and Department Newsletters

Grades 7-12 Units of Study

In the district's Continuity of Learning plan, there may be flexibility for unit of study requirements. The definition of "Unit of study" is amended to provide that "equivalent" shall mean at least 180 minutes of instructional time per week for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to, digital technology or blended learning that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to:

- meaningful and frequent interaction with an appropriately certified teacher;
- academic and other supports designed to meet the needs of the individual student; and
- instructional content that reflects consistent academic expectations as in-person instruction.
- Any alternative instructional experience will include meaningful feedback on student assignments and methods of tracking student engagement.

Special Note on Science Labs

Science Laboratory Experience: For the 2020-21 school year, the 1,200 minutes of lab experience may be met through a combination of hands-on and simulated laboratory experience.

"Essentials" Classes (Music, Physical Education, Art)

The master schedule followed in each building includes planning for all core subjects, including "essential" disciplines and electives to a lesser extent

- All grades for "Essentials" courses, including Music, Physical Education, and Art will be Pass/Fail at every level, and course content will be modified to allow for safe physical distancing and the wearing of face coverings

Professional Development of Faculty and Licensed Teaching Assistants and Curriculum Development

Teachers will engage in learning engagement strategies for students through digital teaching techniques using district-selected digital platforms, Google Classroom and Zoom. Specific professional development will address teachers' understanding of the most critical standards and how to approach and deliver them (summer) – the following materials may be found in the district's shared Google Drive under "Professional Development":

- Addressing Unfinished Learning After COVID- 19 School Closures
- Priority Instructional Content in ELA/Literacy and Mathematics
- Hybrid Teaching Workbook
- The Hybrid Teacher Survival Guide
- The Distance Learning Playbook
- Identifying Gaps in Instruction Due to Remote Learning
- Ranking Assumptions in Terms of Risks and Confidence

Vertical and horizontal alignment discussions will occur both during summer curriculum time and on a Superintendent's Conference Day prior to the start of school.

Assessment

An assessment calendar will be developed for administering benchmarks that are appropriate to each grade level and information needed. Assessment will be conducted in person after students have acclimated to the return to school. Families who have chosen 100% remote instruction for their student(s) will be asked to schedule in-person assessment. In the case of the return to school in model in which all students must participate in 100% remote instruction, only assessments that can be administered reliably in a remote way will be used. In the hybrid model:

- Kindergarten students will be screened throughout the month of August to assess for readiness and literacy profiles. Guidance for DIBELS administration can be found at <https://dibels.uoregon.edu/news/covid-message>. A schedule will be communicated with families of entering kindergarten students in early August.
- Benchmark data from 2019-2020 for grades 2-6 will help to create instructional groups until more current data can be included.
- DIBELS Benchmark assessments will be administered to all student, in person, grades 1-3 (literacy skills); Interim classroom curriculum assessments will be used to measure mastery of mathematics skills in these grades
- NWEA Benchmark assessments will be administered to all students, in person, grades 4-8 (English and Mathematics) during the month of September and October
- Subject-specific Interim curriculum assessments will be used to measure knowledge in core subjects – Mathematics, English, Social Studies, and Science during the month of September

Equity

- Staff will focus on instructional equity, teaching at the level students developmentally and academically require, especially in the younger grades
- All students will be issued an electronic device which can be taken home should a remote situation be necessary. In addition, in the hybrid model, students will also be able to travel back and forth to school with their device
- Equity for special education students will be addressed through collaboration with the CSE chairperson, principals and classroom teachers. It will also be addressed in the special education section of this document
- For those students who do not have internet access, alternative options will be offered. For example, students will be transported to the school (in a hybrid model) for half a day to utilize the school's wi-fi.
- All Google Classroom activities will be updated daily for all students.
- Resources for individual lessons (art materials, texts, etc.) will be available for pick-up during a remote situation and sent home with students during a hybrid model

Cooperstown Central School District
Academic Continuity Plan - August 18, 2020

Introduction – August 18, 2020 Update

The academic plan associated with our school reopening has been subject to internal and external dynamic properties that exist in the COVID-19 pandemic environment. CCS is not alone in its journey to find the very best way to provide equity in the highest quality learning experience for our students; all schools throughout the world are tasked with many of the same broad challenges. However, specific and unique factors to CCS also play an important role in the development of this plan. These are reflected in some of the unique plan details which show consideration to the most important outcome - the successful implementation of a plan amid a myriad of challenges.

CCS has the input it has received from each critical stakeholder group over the past several weeks and months. The plan that follows is dynamic and will be adjusted throughout the process of reopening so that the learning needs of all students are best met. The district appreciates the ideas presented by many people who care deeply for the success of CCS and support for its teachers, staff, and student learners that should be evident throughout the plan. Implementation of a plan is specific, but also must allow for change and variance when necessary.

This Academic Continuity Plan is organized in five essential sections that address how instruction will be implemented for a return-to-school in both a hybrid (in-person/remote) and 100% remote models:

- ◆ Instructional Schedules
- ◆ Grading
- ◆ Resources
- ◆ Connectivity
- ◆ Communication

And while the district must plan to provide equitable, guaranteed, and viable instruction and learning opportunities for all students in slightly different ways in each of these five sections, the following is true for all students:

- 180 Days of Instruction will be provided for all students by the district through various means, modes, and resources for students.
- All students, regardless of instructional model (hybrid/100% remote) assigned a cohort
- Faculty and Staff will be present for instructional delivery or planning each day that school is in session, according to the district calendar.
- Active instruction will be delivered five days a week (as the school calendar allows), as defined in the New York State Education Department (NYSED) guidance document, *Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance*. (July, 2020). Retrieved from <http://www.nysed.gov/reopening-schools/recovering-rebuilding-and-renewing-spirit-new-yorks-schools-reopening-guidance>.

- Instruction will be planned and implemented according to a master schedule.
- Fifth day (Fridays) will be planned for the continuation of instruction for students, teacher planning and collaboration, cleaning/disinfection, office hours, and delivery of programs and services to students with special needs.
- Daily check-in meetings will be held each instructional day for all students with a teacher
- Physical distancing/facial covering will be expected at all times according to CDC/DOH guidance.
- All students will receive a computer, if needed, from which to take instruction.
- Main platforms of Zoom (video-conferencing) and Google Classroom (classroom learning management system).

I. Instructional Schedules

HYBRID INSTRUCTION - In-Person Learning	
Elementary (all students)	Jr/Sr High (all students)
Cohort A = Monday, Wednesday Cohort B = Tuesday, Thursday	
<ul style="list-style-type: none"> ● 6-day cycle to accommodate “essentials” classes (i.e. music, art, PE). ● Friday instruction, which may include: <ul style="list-style-type: none"> ▪ Engaging remote extension lessons/practice through Google Classroom. ▪ Limited office hours for 100% remote students ▪ Required daily check-in meeting, remotely, K-12, from 2:05-2:25 <p>A school schedule will look as follows:</p> <p>7:30-8:20 ARRIVAL</p> <ul style="list-style-type: none"> ➤ 7:30-8:00 - <i>Walking/Family drop-off students arrive - supervision in cafeteria and other spaces as necessary</i> ➤ 8:00 - <i>Bus students arrive</i> ➤ 8:00 - 8:20 - <i>All students have arrived; screenings conducted; breakfast in rooms</i> <p>8:20 - INSTRUCTION - Morning meeting with all students, followed by instructional blocks of:</p> <ul style="list-style-type: none"> ▪ ELA ▪ Math ▪ SS/Sci ▪ Essentials, 40 min ▪ Lunch, 30 min (K = 40 min) ▪ Recess, 30 min ▪ AIS/CSE, 45 min <p>2:05 – 2:25 – Daily Check-In Meeting</p>	<ul style="list-style-type: none"> ● A/B day schedule to accommodate rotating (every-other-day) courses ● Friday instruction, which may include: <ul style="list-style-type: none"> ▪ Engaging remote extension lessons/practice through Google Classroom. ▪ Limited office hours for 100% remote students ▪ Required morning meeting for all students (both in-person and remote) from 8:20-8:30. <p>The school schedule will look as follows:</p> <p>7:30-8:20 ARRIVAL</p> <ul style="list-style-type: none"> ➤ 7:30-8:00 - <i>Walking/Family drop-off students arrive - supervision in cafeteria and other spaces as necessary</i> ➤ 8:00 - <i>Bus students arrive</i> ➤ 8:00 - 8:20 - <i>All students have arrived; screenings conducted; breakfast in cafeteria</i> <p>8:20 – INSTRUCTION – Morning meetings in first period for all students:</p> <ul style="list-style-type: none"> ➤ 8:20-8:30 - Morning meeting in first period ➤ Period 1 - 8:30-9:07 ➤ Period 2 - 9:10-9:47 ➤ Period 3 - 9:50-10:27 ➤ Period 4 - 10:30-11:07 ➤ Period 5 - 11:10-11:47

<p>2:30-2:40 - DISMISSAL</p> <ul style="list-style-type: none"> ➤ 2:30 – <i>Walking/Family pickup students are dismissed</i> ➤ 2:40 – <i>Bus students are dismissed</i> 	<ul style="list-style-type: none"> ➤ Period 6 - 11:50 -12:27 ➤ Period 7 - 12:30-1:07 ➤ Period 8 - 1:10 - 1:47 ➤ Period 9 - 1:50-2:27 <p>2:27 - DISMISSAL for all students</p>
<p>Special Education</p>	
<p>8:1:1 Daily attendance - 4 days weekly</p>	<p>12:1:1 Daily attendance - 4 days weekly</p>
<p>15:1 – 4 days weekly as practicable</p>	<p>15:1 – 4 days weekly as practicable</p>
<p>On students’ remote instruction day, students receiving special education programs and services will attend school from 8:00-10:30 with district transportation provided.</p> <p>Students will receive additional support with remote extension activities, monitored by the teacher aide or LTA in a designated learning space</p>	<p>On students’ remote instruction day, students receiving special education programs and services will attend school from 8:00-10:30 with district transportation provided.</p> <p>Students will receive assistance with their Google Classroom assignments.</p>
<p>Related Services: OT, PT, Speech, Counseling based on schedule</p>	<p>Related Services: OT, PT, Speech, Counseling, resource room based on schedule</p>
<p>HYBRID INSTRUCTION – Remote Learning</p>	
<ul style="list-style-type: none"> ● 2:05 – 2:25 - Daily check-in meeting with all students in-person and via video-conferencing (Zoom) simultaneously. ● Instruction posted on Google Classroom; could include videos and/or authentic extended learning designated by teacher ● Essentials - Google Classroom lessons/activity each day (Music, Art, PE, Library) ● For students without connectivity, district transportation will be provided so that students have a connected workspace. Therefore, students who need connectivity will be physically present at school <u>four days a week</u> (for two hours a day on their remote days from 8:00-10:30) 	<ul style="list-style-type: none"> ● 8:20-8:30 - Morning meeting with all students in-person and via video-conferencing (Zoom) with first period students. Attendance will be taken. This is an opportunity for all students to check in with their first period teacher each day. ● For students without connectivity, district transportation to school will be provided, if needed, so that students can have a connected and monitored workspace. Therefore, students who need connectivity will be physically present at school <u>four days a week</u> from 8:00-10:30.
<p>Special Education</p>	
<p>Special Education Consultant Teachers will attend scheduled regular education classes during Daily Check-In Meeting</p>	<p>When possible, Special Education Consultant Teachers will attend scheduled regular education classes during Morning Meeting from 8:20-8:30 daily</p>
<p>Some Related Services (OT, PT, Speech, Counseling) will be delivered remotely on students days</p>	

100% REMOTE INSTRUCTION CHOICE

Instructional cohorts as assigned – students follow the schedule assigned to their cohort

- Google Classroom will be utilized for the delivery of instruction
- Zoom conferencing of the daily check-in meeting
- Essentials will be delivered daily through Google Classroom (art, music, PE, library)

- Students will receive two days of pre-recorded lessons on their Cohort Day
- Google Classroom will be utilized for assignments and extension activities
- Friday will include remote learning activities

Special Education

- The Special Education Teacher/Service Provider responsible for the IEP will act as Case Manager and support the General Education Teacher by providing consultation and check ins

100% FULLY REMOTE INSTRUCTION FOR ALL STUDENTS

- Thirty minute Zoom sessions for both ELA and Math on Monday, Tuesday, Wednesday, and Thursday. Google Classroom lessons and activities to be completed for independent practice.
- Social Studies and Science assignments posted on Google Classroom and/or embedded in ELA/Math instruction
- Daily check-in meetings from 2:05-2:25 via Zoom (Monday – Friday)
- Essentials (PE, Music, Art, Library) - daily activities / challenges posted to Google Classroom
- Friday is to be used for office hours and student check in, as well as time for teachers to create their digital content

- Cohort A – Thirty minute Zoom sessions for all core classes and electives on Monday and Wednesday. Google Classroom lessons and activities to be completed on Tuesday, Thursday and Friday
- Cohort B – Thirty minute Zoom sessions for all core classes and electives on Tuesday and Thursday. Google Classroom lessons and activities to be completed on Monday, Wednesday and Friday
- Morning Meeting required daily for all students from 8:20-8:30 via Zoom in their first period class
- PE, Music and Art – Daily activities/challenges posted to Google Classroom
- Friday Zoom sessions will be scheduled for PE, music and art classes
- Office hours offered for each class on Friday as needed

Special Education

- The Special Education Teacher/Service Provider responsible for the IEP will act as Case Manager. As such, they will make daily contact with students and work with the other providers to insure all services are delivered remotely as practicable
- In addition the Case Manager will provide support to the General Education Teacher in the form of consultation and check ins

II. Instructional Design

Hybrid In-Person Learning	
Elementary	Jr/Sr High
<ul style="list-style-type: none"> ● Each teacher has worked on a revised scope and sequence over the summer months. The focus on this work was: <ul style="list-style-type: none"> ➤ Prioritized standards most crucial to learning ➤ Overarching lessons for at least the first ten weeks ➤ Planning rigorous, authentic, relevant connections to in-person lessons ● Google Classroom will be the main platform to be used to communicate instruction and information to students remotely ● Zoom will be used for daily check-in meetings, and includes both in-person and remote students. ● Attendance will be taken daily. ● Two days of in-person instruction ● Google Classroom for extension activities on the remote days ● No in-person instruction on Friday, except for a daily check-in for 20 minutes. Students will engage in extension activities via Google Classroom. 	<ul style="list-style-type: none"> ● Each teacher has worked on a revised scope and sequence over the summer months. The focus on this work was: <ul style="list-style-type: none"> ➤ Prioritized standards most crucial to learning. Teachers will follow the Scope and Sequence and Syllabus for each course. ➤ Units of study planned for at least the first ten weeks ➤ Planning rigorous, authentic, and relevant connections to in-person lessons ● Google Classroom will be the main platform used to communicate instruction and information to students remotely ● Zoom used for daily morning meetings, occurring during the first period class. For the morning meeting, first period teachers will Zoom both remote and in-person students together for approximately ten minutes per day. Attendance will be taken. ● No in-person instruction on Friday, except for 10 minutes of morning meeting. ● On Friday, students will engage in extension activities via Google Classroom
Special Education	
18:1:1 Daily attendance/4 days weekly	12:1:1 Daily attendance/4 days weekly
15:1 4 Days weekly as practicable	15:1 4 Days weekly as practicable
Resource Room: Follow cohort schedule and 2 hours daily on off days utilizing structured support	Resource Room: Follow cohort schedule and 2 hours daily on off days utilizing structured support
Hybrid – Remote Learning	
<ul style="list-style-type: none"> ● On the days students are not in-person, they will be engaged in authentic and rigorous lessons that have been posted from their teacher through Google Classroom, which may include: <ul style="list-style-type: none"> ▪ Videos ▪ Projects ▪ Work taken home from the prior day’s lessons ▪ Writing assignments 	<ul style="list-style-type: none"> ● On the days students are not in-person, they will be engaged in authentic and rigorous lessons that have been posted from their teacher through Google Classroom, which may include: <ul style="list-style-type: none"> ▪ Videos ▪ Projects ▪ Work taken home from the prior day’s lessons ● Writing assignments

100% Remote Instruction Choice

- If a student chooses 100% remote instruction, they will still follow the instructional rotation of the cohort to which they have been assigned
- Friday will be a remote instruction day for all students. Google Classroom extension activities will be completed
- Cohort A – Monday and Wednesday – Pre-recorded lessons on Google Classroom; Tuesday, Thursday and Friday – Google Classroom activities
- Cohort B – Tuesday and Thursday – Pre-recorded lessons on Google Classroom; Monday, Wednesday and Friday – Google Classroom activities

- One Zoom session per day will be held for a daily check-in meeting

- Every day, students will attend morning meeting from 8:20-8:30 with their first period class
- On Friday, office hours will be offered for any check-in necessary

Special Education

The Special Education teacher / service provider responsible for the IEP will act as the case manager and services will be provided as practicable.

100% Fully Remote Instruction For All Students

- All students will follow an abbreviated schedule determined by the principal on the days and subjects they are to Zoom.
- Thirty minute Zoom sessions for both ELA and Math on Monday, Tuesday, Wednesday, and Thursday. Google Classroom lessons and activities to be completed for independent practice.
- Social Studies and Science assignments posted on Google Classroom and/or embedded in ELA/Math instruction
- Daily check-in meetings from 2:05-2:25 via Zoom (Monday – Friday)
- Essentials (PE, Music, Art, Library) - daily activities / challenges posted to Google Classroom
- Friday is to be used for office hours and student check in, as well as time for teachers to create their digital content

- All students will follow their schedule on the days they Zoom for each class.
- An A/B Day schedule will be followed:
Monday/Tuesday – A Day
Wednesday/Thursday- B Day
- Cohort A – Thirty minute Zoom sessions for all core classes and electives on Monday and Wednesday. Google Classroom lessons and activities to be completed on Tuesday, Thursday and Friday
- Cohort B – Thirty minute Zoom sessions for all core classes and electives on Tuesday and Thursday. Google Classroom lessons and activities to be completed on Monday, Wednesday and Friday
- Morning Meeting required daily for all students from 8:20-8:30 via Zoom in their first period class
- PE, Music and Art – Daily activities/challenges posted to Google Classroom
- Friday Zoom sessions will be scheduled for PE, music and art classes
- Office hours offered for each class on Friday as needed
- Schedule of the Day:

	8:20-8:30 – Morning meeting for all students in first period class 8:30-9:00 Period 1 9:10-9:40 Period 2 9:50-10:20 Period 3 10:30-11:00 Period 4 11:10-11:40 Period 5 11:50-12:20 Period 6 12:30-1:00 Period 7 1:10-1:40 Period 8 1:50 -2:20 Period 9
Special Education	
<ul style="list-style-type: none"> • The Special Education Teacher/Service Provider responsible for the IEP will act as Case Manager. As such, they will contact students daily and work to insure all services are being provided remotely as practicable • The Case Manager will also provide support the General Education Teacher in the form of consultation and check ins 	

III. Grading

Hybrid In-Person Learning	
Elementary	Jr/Sr High
<ul style="list-style-type: none"> ➤ “Essentials” (music, art, PE, library) - Pass / Fail ➤ Grade Levels K - 2 - Standards-based ➤ Grade Levels 3 - 6 - Numeric grades 	<ul style="list-style-type: none"> ➤ PE, Music, and Art - Pass/Fail ➤ Minimum number of grades per quarter - 5 for most classes; 8 for AP, Regents, and Honors classes. This is a minimum amount and most teachers will have many more than 5 or 8 grades per quarter. ➤ All other grading procedures will be outlined in each course syllabus
Hybrid Remote Learning <i>Same as above</i>	
100% Remote Instruction Choice <i>Same as above</i>	
100% Fully Remote Instruction For All Students <i>Same as above</i>	
ASSESSMENT <i>Assessments can be uploaded to Google Classroom and monitored through Zoom</i>	

III. Communication to the Public

Communication Method	Responsible Party
District website - dedicated page for reopening	District Administration
Communications Thrill Share System - email, voice, text	District Administration
Printed signs, Digital signage, Decals on floors	Administration
Board of Education Meetings	Administration
Emails to families and students	Administration/Building Principals
Letters sent home from District	Administration/Building Principals
Public Forums	Administration
Staff Meetings	Building Principals

IV. Connectivity

Hybrid In-House	
Elementary	Jr/Sr High
<p>(Same for each building) All students will be provided with a 1:1 device to use during their in-person class lessons.</p>	
Hybrid Remote	
<ul style="list-style-type: none"> ● Students will work on Google Classroom activities ● For students without connectivity, district transportation will be provided so that students have a connected workspace. 	
100% Remote Instruction Choice	
We will be providing devices and connectivity options as needed.	
100% Fully Remote Instruction For All Students	
We will be providing devices and connectivity options as needed.	

IV. Resources and Communication

- **PARENT INFORMATION SESSIONS for K-12 (choose one):**
 - ◆ Thursday, August 20, at 9:00 am
 - ◆ Thursday, August 20, at 6:00 pm
 - ◆ Friday, August 21, at 1:00 pm

- Panelists include: Superintendent, Directors, Principals, Director of Pupil Personnel Services
- **TOPICS:** Cohort Assignments, Scheduling, Grading, Safety, Cafeteria, Transportation, SPED, Social Contract, Curriculum and Learning Options, BOCES (JSHS, SPED).

SPECIAL EDUCATION

Families will choose their preferred mode of instruction based on the CCSD Reopening Plan, and staff will collaborate with families to provide instructional services to the greatest degree possible with provisions inherent to a free and appropriate education (FAPE). The district will employ a FAPE form to document the following:

- Programs and services to be provided
- Delivery of programs and services
- Progress-monitoring of goals
- Differences in methodology due to COVID-19
- Program modifications and accommodations, if different from the IEP

The district will protect the health and safety of students and staff through the use of the health and safety protocols outlined in this document. This includes, but is not limited to all of the documents contained in Appendix A.

Parent Engagement and Communication

Case Managers (the students' primary special education provider), Office of Pupil Personnel representatives, and/or the School Psychologist will make meaningful parent engagement a high priority. This will be provided in the parent's preferred language and/or mode of communication regarding the provision of services to their child to meet the requirements of the IDEA (Individuals with Disabilities in Education Act). The district will continue to use the Clear Track program to document and provide documentation to families through that system.

CSE/CPSE Collaboration

The Cooperstown Central School District's CSE and CPSE administered within the same role and person in our small, rural school district. The CSE Chairperson participates in regional meetings for Special Education to keep informed of program options that are available.

Access to Services and Supports for Students

Under the direction of the Office of Pupil Personnel Services and the building principals, each student's case manager will have access to relevant IEPs (Individualized Education Programs) to insure all recommendations are implemented to the greatest extent possible. Intentional assistive technology training will be given to all faculty and staff, students and parents who require it, as is the district's practice. Students with disabilities who receive in-person learning will be provided all necessary accommodations, modifications, services, and technology in accordance with their IEP. Students with disabilities whose parent/guardian has chosen remote learning for their child will, to the extent practicable, have all accommodations, modifications, services, and technology in accordance with their IEP. The CSE Chairperson will determine if a meeting is needed in order to modify the IEP if certain aspects of the IEP cannot be implemented remotely.

Students at Home Due to COVID-19 Symptoms or COVID-19

Families may choose their preferred mode of instruction based on the CCSD Reopening Plan. To the extent practicable, teachers and service providers will provide all necessary accommodations for students who are learning remotely due to COVID19 symptoms or a positive COVID19 diagnosis. Employees and service providers will not be required to meet in person with these students. Alternative methods for instruction and services will be explored.

Other Considerations for Special Education

- CCSD will prioritize in-person services to the greatest extent for high-needs students and preschool students with disabilities.

- CCSD may not be able to provide all services in the same mode and/or manner they are typically provided, therefore:
 - CCS will exercise the same flexibility with respect to IEP Implementation for delivery of services as it has due to the COVID 19 outbreak during the 2019-2020 school year. This includes the mode and/or manner of delivery; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio, etc.
 - Through the use of remote and/or in-person evaluations and CSE/CPSE meetings,
- CCSD will adhere to the timelines regarding Child Find, initial referral, evaluation, and determination of qualification for special education services.
- CCSD will continue to provide parents of students with disabilities the procedural safeguards notice, and prior written notice/notice of recommendation, in email or hard copy, in a reasonable time.
- CCSD will provide technology support to families through the Office of Director of Pupil Personnel Services.

BILINGUAL and WORLD LANGUAGES

The Cooperstown Central School District will continue to employ English Language Learner (ELL) services from within the district, and instructional units of student will be met regardless of the model of instruction, either hybrid or 100% remote models. The certified ELL teacher will coordinate with the Director of Pupil Personnel Services and the Central Registrar to schedule and complete the identification process for all students who enrolled during the COVID-19 closure, over the summer months, and up to September 30, 2020.

Current and Former ELL students will continue to receive the same level of services (instructional units of study) they were allotted during the 2019-20 school year. The district's ELL and classroom teacher will engage with parents of ELL students in preparation for the reopening of school. The district will make every effort to communicate with the parent in their preferred language and mode of communication.

CERTIFICATION, INCIDENTAL TEACHING, and SUBSTITUTE TEACHING

The district will seek to fill all positions and teaching assignments to the extent practicable in accordance with education law and district hiring and recruitment practices with appropriately certified and classified individuals. The district will employ, where necessary, the provisions in regulation that allow for teachers to teach up to 10 hours per week or one subject area outside their certification area as an incidental assignment should the needs arise.

Furthermore, the district will continue to show support for staff members who are medically compromised, or who live with medically compromised people according to the provisions of law:

Americans with Disabilities Act (ADA)
Executive Law 296 "New York State Human Rights Law (NYSHRL)
Family and Medical Leave Act (FMLA)

In addition, the district will provide a reasonable accommodation to someone with a disability through an established process on a case-by-case basis. Medical documentation will be required, and an acceptable solution will be reached involving the employee, their physician, district administration, and expert medical advice from the district's medical director.

Alternatively, employees may request leave for a qualifying reason under the Families First Coronavirus Response Act (FFCRA) by using the Families First Coronavirus Response Act Leave Request Form furnished by the district through Human Resources in the district Business Office.

TEACHER and PRINCIPAL EVALUATION

The district will conduct all evaluations in accordance with our current and approved APPR plan. The CCSD APPR Committee will review any required modifications and amendments, and no variances are sought at this time.

CONTACT INFORMATION

Cooperstown Central School District
39 Linden Avenue
Cooperstown, New York 13326

Superintendent of Schools: William T. Crankshaw, (607) 547-5364
COVID-19 Safety Coordinator: William T. Crankshaw (Chief); Ann Meccariello/TBD (JSHS); Tracy Durkee/TBD (ES)
Business Administrator: Amy Kukenberger
Director of Pupil Personnel Services: Kevin Kelly

APPENDIX A
HEALTH & SAFETY DOCUMENTS

PROTOCOL:

COVID-19 Signs of Illness

KNOW THE SIGNS OF COVID19 ILLNESS

- ✓ Flushed Cheeks
- ✓ Rapid or Difficulty Breathing (without physical activity)
- ✓ Fatigue and/or Irritability
- ✓ Frequent Use of the Rest Room

WHAT TO DO IF YOU SEE THESE SIGNS IN YOUR COLLEAGUES OR STUDENTS

- ✓ Do Not Leave Them Alone
- ✓ Call the Nurse or Main Office
- ✓ Follow Directions Provided

Screening Protocol- Visitors

STRATEGY	GUIDANCE	PAGE
<ul style="list-style-type: none"> Access to the interior of the school building will be limited to students, staff, service providers, and individuals with previously scheduled appointments that cannot be kept by remote meeting. 	DOHIG NYSED	5, "Screening" 20
<ul style="list-style-type: none"> Every visitor will be required to have their temperature checked before proceeding into any school building. <ul style="list-style-type: none"> If temperature exceeds 100.0°F, a visitor will be kindly directed to leave the school campus, and may not return to campus until acceptable documentation has been shown that the visitor is cleared to visit by a medical professional. 	DOHIG	18, "Health Screening & Temperature Checks"
	DOHIG	19, "Positive Screen Protocols"
<ul style="list-style-type: none"> Every visitor whose temperature is less than 100.0°F, must then attest to the following four questions: <ul style="list-style-type: none"> Have you... <ul style="list-style-type: none"> experienced any symptoms of COVID19, including a temperature of greater than 100.0°F, in the past 14 days; traveled internationally or from a state with widespread community transmission of COVID19 per the New York State Travel Advisory in the past 14 days; knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID19 or who has or had symptoms of COVID19; and/or tested positive through a diagnostic test for COVID19 in the past 14 days? <ul style="list-style-type: none"> ➤ If a visitor states "yes" to any question, they must immediately leave the school campus and may not return to campus until they have been cleared to do so by a medical professional. ➤ If a visitor states "no" to all four questions and their temperature is less than 100.0°F, they may enter the school. 	DOHIG	19
	DOHIG	19, "Positive Screen Protocols"
	LOCAL	

COVID-19 Health Screening QUESTIONNAIRE

Visitors

NAME *(Printed Clearly)* _____
ADDRESS _____
PHONE NUMBER () _____
PRE-SCHEDULED MEETING WITH _____

ATTESTATION BY VISITOR

1. In the past two weeks (14 days) have you experienced any symptoms of COVID19 such as a temperature of greater than 100.0°F, cough, shortness of breath or difficulty breathing, extreme tiredness (fatigue), muscle or body aches, headache, loss of taste or smell, sore throat, stuffy or runny nose, nausea or vomiting, and/or diarrhea? Yes No
2. Have you traveled internationally or from any of the restricted states or countries listed in the past 14 days? Yes No
3. 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 COVID19 or who has or had symptoms of COVID19? Yes No
4. Have you tested positive through a diagnostic test for COVID19 in the past 14 days? Yes No

SIGNATURE: _____ DATE: _____

VERIFICATION BY STAFF REQUIRED

Staff Member (Print/Sign) _____ Time _____

Attestation Questions All "No" Any marked "Yes" – MAY NOT ENTER
Temperature Check Less than 100.0°F Greater than 100.0°F – MAY NOT ENTER

Screening Protocol- Staff

STRATEGY	GUIDANCE	PAGE
<ul style="list-style-type: none"> • Every staff member will self-assess their temperature at home before leaving for work by using a thermometer. • If temperature is greater than 100.0°F, the staff member may not come to work until they procure documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or - if COVID19 positive - release from isolation. 	DOHIG AOTA	18, “Health Screening and Temperature Checks”
	DOHIG	19, “Positive Screen Protocols”
<ul style="list-style-type: none"> • Each staff member whose temperature is less than 100.0°F, must then attest to the following four questions: <ul style="list-style-type: none"> ▪ Have you... ▪ experienced any symptoms of COVID19, including a temperature of greater than 100.0°F, in the past 14 days; ▪ traveled internationally or from a state with widespread community transmission of COVID19 per the New York State Travel Advisory in the past 14 days; ▪ knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID19 or who has or had symptoms of COVID19; and/or ▪ tested positive through a diagnostic test for COVID19 in the past 14 days? <ul style="list-style-type: none"> ➤ If a staff member states “yes” to any question, the staff member may not come to work until they procure documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or - if COVID19 positive - release from isolation. ➤ If a staff member states “no” to all four questions, they may enter the school. 	DOHIG	19
	DOHIG	19, “Positive Screen Protocols”
	LOCAL	

COVID-19 Health Screening QUESTIONNAIRE

Staff

NAME *(Please print clearly)* _____

DATE _____

TEMPERATURE SCREENING QUESTION

Did you evaluate your temperature before arriving to work? Yes No

If you answered "No" please wait to have your temperature checked before entering the building.



Temperature taken by *(name)*: _____

Temperature: _____

Time: _____

Less than 100.0°F

*Please Continue with the
Attestation Questions...*

Greater than 100.0°F

May Not Enter

ATTESTATION

1. In the past two weeks (14 days) have you experienced any symptoms of COVID19 such as a temperature of greater than 100.0°F, cough, shortness of breath or difficulty breathing, extreme tiredness (fatigue), muscle or body aches, headache, loss of taste or smell, sore throat, stuffy or runny nose, nausea or vomiting, and/or diarrhea? Yes No
2. Have you traveled internationally or from any of the restricted states or countries listed in the past 14 days? Yes No
3. 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 COVID19 or who has or had symptoms of COVID19? Yes No
4. Have you tested positive through a diagnostic test for COVID19 in the past 14 days? Yes No

SIGNATURE: _____ DATE: _____



If you answered "Yes" to any of the above questions, you must immediately leave the school campus and may not return to work until you have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation.

Screening Protocol- Students

STRATEGY	GUIDANCE	PAGE
<ul style="list-style-type: none"> • Parents/guardians will check on the health of their child(ren) on a daily basis before they are sent to school. 	MCSSC	
<ul style="list-style-type: none"> • Parents/guardians will check the temperature of their child(ren) before they come to school. <ul style="list-style-type: none"> ▪ For students in Grades K-6, parents will assess their temperature at home before leaving for school by using a thermometer to assess whether their temperature is over 100.0°F ▪ For students in Grades 7-12, parents assess their temperature with the back of their hand. If they feel hot, then a thermometer must be used to assess whether their temperature is over 100.0°F 	DOHIG AOTA	5, “Screening” 18, “Health Screening and Temperature Checks”
<ul style="list-style-type: none"> • By sending their child to school (<i>via school transportation, walking, or being dropped off</i>), it will be assumed that the parent/guardian is attesting in the negative to each of the following questions. Their child(ren) has/have not: <ul style="list-style-type: none"> ▪ experienced any symptoms of COVID19, including a temperature of greater than 100.0°F, in the past 14 days; ▪ traveled internationally or from a state with widespread community transmission of COVID19 per the New York State Travel Advisory in the past 14 days; ▪ knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID19 or who has or had symptoms of COVID19; and/or ▪ tested positive through a diagnostic test for COVID19 in the past 14 days? 	DOHIG	19
<ul style="list-style-type: none"> • If a parent/guardian responds “yes” to any question, <ul style="list-style-type: none"> ▪ no member of the household may come to school; ▪ they must notify the school nurse or the main office immediately; and ▪ before returning to school, all student(s) in the household must have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation. 	DOHIG	19, “Positive Screen Protocols”

COVID-19 Health Screening QUESTIONNAIRE

Students

NAME *(Please print clearly)* _____

DATE _____

TEMPERATURE SCREENING QUESTION

Did you evaluate your temperature before arriving to work? Yes No

If you answered "No" please wait to have your temperature checked before entering the building.



Temperature taken by *(name)*: _____

Temperature: _____

Time: _____

Less than 100.0°F

*Please Continue with the
Attestation Questions...*

Greater than 100.0°F

May Not Enter

ATTESTATION

5. In the past two weeks (14 days) have you experienced any symptoms of COVID19 such as a temperature of greater than 100.0°F, cough, shortness of breath or difficulty breathing, extreme tiredness (fatigue), muscle or body aches, headache, loss of taste or smell, sore throat, stuffy or runny nose, nausea or vomiting, and/or diarrhea? Yes No
6. Have you traveled internationally or from any of the restricted states or countries listed in the past 14 days? Yes No
7. 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 COVID19 or who has or had symptoms of COVID19? Yes No
8. Have you tested positive through a diagnostic test for COVID19 in the past 14 days? Yes No

SIGNATURE: _____ DATE: _____



If you answered "Yes" to any of the above questions, you must immediately leave the school campus and may not return to work until you have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation.

COVID19 Symptom Confirmation Protocol

Visitors

STRATEGY	GUIDANCE	PAGE
If an individual visiting the school has a temperature greater than 100.0°F or attests in the affirmative to any of the screening questions, they must leave the campus immediately and may not return until cleared by a medical professional.	DOHIG	19, “Positive Screen Protocols”

COVID19 Symptom Confirmation Protocol

Staff

STRATEGY	GUIDANCE	PAGE
<p>Symptom confirmation prior to coming to work:</p> <ol style="list-style-type: none"> The staff member may not come to work. They will log their absence into Sub-Finder as “COVID19 Symptoms” (<i>must create this category</i>). The school nurse or an administrator will call the employee. The employee will be given information on health care and testing resources. Before returning to work, the staff member must have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation. 	<p>DOHIG</p> <p>DOHIG</p>	<p>20, Bullet 2 from top</p> <p>20, Bullet 5 from top</p>
<p>Symptom confirmation during the school day:</p> <ol style="list-style-type: none"> Immediately call for the school nurse. Initiate isolation protocol <ol style="list-style-type: none"> The school nurse will assess if the staff member has symptoms consistent with COVID19. The staff member’s temperature must be taken. If the symptoms are consistent with COVID19, the school nurse will notify the main office immediately to initiate the “WAIT IN PLACE PROTOCOL”. The staff member and all members of their household will be required to go home. Cleaning protocols for the rooms the staff member had been in that day will commence immediately upon confirmation from the school nurse that the symptoms are consistent with COVID19. Communication protocols will be completed by no later than 5PM that day for all students and staff who came in contact with the student(s) sent home. Before returning to work, the staff member must have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation. 	<p>DOHIG</p> <p>LOCAL</p> <p>DOHIG</p> <p>LOCAL</p> <p>LOCAL</p> <p>DOHIG</p>	<p>20, Bullet 4 from top 20, Bullet 1 from top</p> <p></p> <p>20, Bullet 2 from top</p> <p></p> <p></p> <p>20, Bullet 5 from top</p>

COVID19 Symptom Confirmation Protocol

Students

STRATEGY	GUIDANCE	PAGE
Symptom confirmation prior to coming to school: <ol style="list-style-type: none"> The parent/guardian will not send their child(ren) to school. The parent/guardian will contact the school nurse or main office immediately. Before returning to school, the student(s) must have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation. 	DOHIG	20, Bullet 5 from top
Symptom confirmation during the school day: <ul style="list-style-type: none"> For students in Grades K-6, any staff member who believes a student is exhibiting COVID19- like symptoms must intervene and begin the isolation protocols. For students in 7-12, they must notify a staff member if they begin experiencing any COVID19-like symptoms. 	DOHIG	20, Bullet 4 from top
<ol style="list-style-type: none"> Initiate isolation protocol <ol style="list-style-type: none"> The student will be immediately separated from other students and taken to the Isolation Room. The staff member accompanying the student will remain in the Isolation Room with the student and contact the school nurse or main office. The staff member must maintain social distancing and face covering protocols. The school nurse will assess if the student has symptoms consistent with COVID19. 	DOHIG	20, Bullet 1 from top
<ol style="list-style-type: none"> If the symptoms are consistent with COVID19, the school nurse will notify the main office immediately to initiate the “WAIT IN PLACE PROTOCOL” 	LOCAL	
<ol style="list-style-type: none"> The student and all members of their household will be required to be picked up by the parent/guardian. The parent/guardian will be given information on health care and testing resources. 	DOHIG	20, Bullet 2 from top
<ol style="list-style-type: none"> Cleaning protocols for the rooms the student had been in that day will commence immediately upon confirmation from the school nurse that the symptoms are consistent with COVID19. 	LOCAL	

STRATEGY	GUIDANCE	PAGE
g. Communication protocols will be completed by no later than 5PM that day for all students and staff who came in contact with the student(s) sent home.	LOCAL	
h. Before returning to school, the student(s) must have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation.	DOHIG	20, Bullet 5 from top

“Hold-in-Place” Protocol

STRATEGY	GUIDANCE	PAGE(S)
<p>Upon the confirmation of a visitor, staff member, or student with COVID19 symptoms, the “Hold-in-Place” protocol will be initiated by the school nurse, school administrator, or their designee. They will announce over the PA system the following message:</p> <p style="text-align: center;"><i>“May I have your attention please. All staff members and students, please WAIT IN PLACE until further notice. Again, all staff members and students, please WAIT IN PLACE until further notice.”</i></p> <p>During a “Hold-in-Place”, students and staff should remain in their room. Instruction may continue; however, movement through the building is suspended until the protocol is completed.</p>	LOCAL	
<ol style="list-style-type: none"> 1. All cleaners on duty will immediately gather materials needed for disinfecting rooms, and the Director of Facilities will be called on. 2. The school nurse will interview the student (<i>or the staff member who brought the student for evaluation</i>) to determine which additional students/staff may need to go home due to their direct contact with the confirmed symptomatic individual or by virtue of living in the same household. The nurse will ask the following questions: <ul style="list-style-type: none"> ✓ Is there anyone you had direct person-to-person contact with today while at school? ✓ Were you near anyone without a mask on and less than 6 feet socially distanced for more than 15 minutes while at school today? 	LOCAL	

STRATEGY	GUIDANCE	PAGE(S)
<p>3. Each individual identified by the school nurse to go home will be brought to the isolation room to be evaluated by the school nurse for COVID19 symptoms including a temperature check.</p> <p>4. The school administrator or their designee will then run the daily schedule of each individual identified to go home.</p> <p>5. Collaboratively the school administrator, school nurse and Director of Facilities will determine which classrooms or spaces need to be disinfected based on the student/staff member's daily schedule as well as any information the individual(s) provide(s) about where they had been that day (bathroom, cafeteria, etc.)</p> <p>6. The school nurse will contact parents for students who need to be picked up to go home.</p> <p>7. The school administrator will go to each room and assess using their best judgement how to remove any students/staff and where to send them while the room is being disinfected.</p> <p>a. If the room has windows that can be opened, the Director of Facilities or school administrator will open all windows and allow the room to ventilate for a minimum of 10 minutes.</p> <p>8. Once the rooms are emptied, the Director of Facilities, or the school administrator, will assign each cleaner to the room(s) that will need to be disinfected.</p> <p>a. All high-touch surfaces including the door handles, desks, and chairs will be cleaned with approved disinfectants.</p> <p>b. The room will then be sprayed using the electrostatic sprayer.</p> <p>c. No individuals will be allowed in the room until 10 minutes after the process is completed.</p> <p>9. Once the rooms have been disinfected, the WAIT IN PLACE protocol can be suspended. The school nurse, school administrator or their designee will announce over the PA system the following message:</p> <p style="text-align: center;"><i>“May I have your attention please. All staff members and students, may now resume their regular schedules. Thank you for your cooperation and patience.”</i></p>	LOCAL	

Hand and Respiratory Hygiene Protocol

STRATEGY – HAND HYGIENE	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> Healthy handwashing hygiene practices will be taught and re-taught to both students and staff through the use of videos produced locally by the principal, school counselors, teachers, and students. These videos will be uploaded to the district’s website, social media, and Google Classroom teacher sites. The content for the videos is based on the CDC guidance for best practices in hand washing: https://www.cdc.gov/handwashing/videos.html Live links to these videos will be added to this protocol and the plan as soon as they are available in early August. 	NYSED	18, Checkbox 7, 26
<ul style="list-style-type: none"> Teachers in grades K-6 will schedule time for hand hygiene throughout the day. 	NYSED	26
<ul style="list-style-type: none"> Students in grades 7-12 will be reminded to perform hygiene after all meals and use of bathrooms. 	NYSED	26
<ul style="list-style-type: none"> Hand sanitizer will be made available in all classrooms, near high touch surfaces for use when soap and water are not available. 	NYSED	26
STRATEGY – RESPIRATORY HYGIENE	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> Students and staff will cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. 	NYSED	26
<ul style="list-style-type: none"> If no tissue is available, the inside of the elbow (or shirtsleeve) will be used to cover the mouth or nose instead of using the hands. 	NYSED	26
<ul style="list-style-type: none"> Students and staff will perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material. 	NYSED	26

Social Distancing Protocols & Decisions

STRATEGY	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> The district reopening plan has a written protocol to ensure all persons in school buildings keep a social distance of at least 6 feet whenever possible. Twelve feet in all directions will be maintained between individuals while participating in activities requires projecting the voice (<i>i.e. singing, playing instruments, speech language services, or aerobic activity</i>). 	NYSED ASSURANCE	18 (Checkbox 8), 28-30 HS, 11
<p>Morning Arrival---No students will be allowed in the building until 7:45. All students enter through trailer, then designated entrance or designated entrance.</p> <ul style="list-style-type: none"> <u>Walkers and those being dropped off:</u> <ul style="list-style-type: none"> Grades K-2: Enter through the main entrance, proceed to cafeteria and be seated at seats marked with an “X”. Remain there until 8:00 or until escorted together to classroom (stagger). Grades 3-6: Enter through the east entrance, proceed to gymnasium, and be seated in the gym at spots that will be marked for social distancing. Grades 7-9: Enter through main entrance, proceed to cafeteria, and be seated at seats marked with an “X”. Remain there until 8:00 or until announcement signals staggered reporting to homeroom/period 1. Grades 10-12: Enter through Sterling Auditorium entrance, proceed to Sterling Auditorium, and be seated in seats with markings. <u>Students riding the bus who are eating breakfast will be let off at 7:50.</u> <ul style="list-style-type: none"> Grades K-2: Enter through the main entrance, grab a “Breakfast to Go”, and proceed directly to their classroom where class aides will socially distance them. Grades 3-6: Enter through the east entrance, grab a “Breakfast to Go”, and be seated in the gym at a spots that will be marked for social distancing. Grades 7-9: Enter through main entrance, proceed to cafeteria, grab a “Breakfast to Go”, and be seated at seats marked with an “X”. Remain there until 8:00 or until announcement signals staggered reporting to homeroom/period 1. Grades 10-12: Enter through Sterling Auditorium entrance, grab a “Breakfast to Go”, and proceed to Sterling Auditorium, and be seated <i>on stage</i> in cafeteria table seats with markings. <u>Those riding the bus who are not eating breakfast will be let off the bus at 8:00.</u> <ul style="list-style-type: none"> Grades K-2: Dismissed by grade and teacher (<i>staggered</i>), enter through the main entrance, and look for teacher/aide to be escorted directly to classroom. Grades 3-6: Dismissed by grade and teacher (<i>staggered by furthest east classroom and floor</i>), enter through the east entrance, and report directly to classroom. 	NYSED	29, 30

<ul style="list-style-type: none"> ▪ Grades 7-9: Dismissed by grade, enter through main entrance, proceed to first period classroom/homeroom. ▪ Grades 10-12: Dismissed by grade, enter through main entrance, proceed to first period classroom/homeroom. 		
<ul style="list-style-type: none"> • JSHS students in grades 7-9 will transition between classes with a staggered schedule by the bell; students in grades 10-12 will follow. • Students in grades K-6 remain in classrooms, and only exit for recess or essential class. • Students in grades 7-12 move from class to class in staggered bell times. 	LOCAL	

STRATEGY	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> Enrollments in grades K-6 will be monitored and adjusted to remain in cohorts with no more than 12 students and two adults. 	LOCAL	
<ul style="list-style-type: none"> Enrollments in grades 7-12 classes will be monitored and adjusted over the summer to accommodate no more than 12 students in a class, as a rule. 	LOCAL	
<ul style="list-style-type: none"> Where more students in a cohort are possible (i.e. large science classrooms, PE, outdoor instruction or recess), the number of students in a cohort may exceed 12. The cohort size may dictate the room/size of room that should be used to accommodate social distancing. 		
<ul style="list-style-type: none"> <u>Lunch</u> <ul style="list-style-type: none"> Grades K-6: Lunch will be served in classrooms. Grades 7-12: Lunches will be served from the kitchen, and students will eat lunch, socially distanced, at cafeteria tables or out-of-doors when possible. The maximum number of students having lunch at one time will be reduced to 70. 	NYSED	29
<ul style="list-style-type: none"> <u>Recess</u> <ul style="list-style-type: none"> In grades K-6, recess will be at the direction of the principal and classroom teacher, and will be scheduled to maximize opportunities for students to socially distance and take face covering breaks. 	LOCAL	
<ul style="list-style-type: none"> Each classroom, common area, office space, elevator, and bathroom will have the maximum occupancy posted on the door to accommodate 6ft social distancing. 	LOCAL	
<ul style="list-style-type: none"> Students shall not congregate at classroom doors prior to a class change. 	LOCAL	
<ul style="list-style-type: none"> Students transitioning between classes shall, to the extent practicable, remain socially distanced. 	LOCAL	
<ul style="list-style-type: none"> <u>Music Class</u> <ul style="list-style-type: none"> Social distancing will be required at a spacing of 12 feet unless face coverings are worn. As a rule, face masks shall be worn whenever practicable. Ensembles may be organized in smaller groups, and taught by the teachers. This may include, but is not limited to: <ul style="list-style-type: none"> ✓ Lesson groups of like voice parts ✓ Lesson groups of like instrumental family type ✓ By grade level Teachers are encouraged to use large classrooms to hold classes. 	DOHIG NYSED	10, Bullet 9 30, Bullet 4
<ul style="list-style-type: none"> <u>Physical Education Classes</u> 	DOHIG NYSED	10, Bullet 9 30, Bullet 4

- | | | |
|---|--|--|
| <ul style="list-style-type: none">▪ Social distancing will be required at a spacing of 12 feet if there are aerobic activities or lessons that teachers create that allows for social distancing. Outdoor instruction is encouraged as much as possible, even on colder days. | | |
|---|--|--|

STRATEGY	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> • All large gathering events are cancelled until at least January, 2021. This includes, but is not limited to, the following: <ul style="list-style-type: none"> ▪ Community Gatherings ▪ Open Houses ▪ Halloween Parade ▪ Classroom parties ▪ Musical Concerts ▪ Musical ▪ Athletic Tournament ▪ In-Person Faculty Meetings 	NYSED	30, Bullet 5
<ul style="list-style-type: none"> • All field trips are suspended until at least January, 2021. 	NYSED	30, Bullet 5
<ul style="list-style-type: none"> • <u>Afterschool Programming</u> <ul style="list-style-type: none"> ▪ “Open gym” is cancelled until at least January, 2021 ▪ No district transportation shall be provided to the Clark Sports Center ▪ Extracurricular clubs for elementary and secondary students may meet if <ul style="list-style-type: none"> ✓ they are recommendation to the Board of Education by administration for promise of rigor, relevance, and beneficial engagement through relationships ✓ they can maintain social distancing guidelines ✓ they allow effective, regular, and remote digital meetings ✓ advisers are appointed ✓ transportation can be provided 	NYSED	30
<p><u>Athletics</u></p> <ul style="list-style-type: none"> ▪ Decisions regarding athletic practices and games will be in alignment with the NY State Public High School Athletic Association (NYSPHSAA) guidance unless local conditions require more aggressive measures to be taken. ▪ Any contests that may be held through at least January, 2021, will be held without spectators. 	LOCAL	

Vulnerable/High-Risk Group Protocol

STRATEGY	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> • The district reopening plan has written protocol detailing how the district will provide accommodations to all students and staff who are at high risk or live with a person at high risk. <i>(Each student and employee can choose to work or learn remotely – AWAITING GUIDANCE)</i> <p><u>High-risk groups include</u></p> <ul style="list-style-type: none"> ▪ Individuals 65 or older; ▪ Pregnant individuals ▪ Individuals with underlying health conditions including, but not limited to: <ul style="list-style-type: none"> ✓ 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 or 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. 	NYSED ASSURANCE	18 (Checkbox 9), 30-31 HS, 12

STRATEGY - STUDENTS	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> • All families will be communicated with between August 8 and August 22 to determine if their student(s) must plan on attending in-person for the month of September and/or beyond according to: <ul style="list-style-type: none"> ▪ Special education ▪ AIS ▪ Kindergarten ▪ Screening/benchmarking ▪ Remote instruction limitations related to connectivity issues 	LOCAL	
<ul style="list-style-type: none"> • If in-person instruction is necessary for one or more of the above reasons, parent/caregiver will be asked if there are any health diagnoses that will prevent their child(ren) from wearing a face covering. 	LOCAL	
<ul style="list-style-type: none"> • The district will re-canvass all families prior to the end of the first 10 weeks of school to inquire about the family’s intentions for the next marking period. Re-canvassing will continue at the end of each marking period as long as necessary. TBD 	LOCAL	
<ul style="list-style-type: none"> • A parent can decide at any time to have their child(ren) begin remote or in-person learning. TBD <ul style="list-style-type: none"> ▪ <u>Changing to In-Person Learning</u>: The district requests a notice of at least 24 hours if a child is returning to in-person learning so that schedules can be prepared and staff can be alerted. ▪ <u>Changing to Remote Learning</u>: The parent shall inform the main office or registrar (<i>Mrs. Lyons @ JSHS</i>) that they will keep their child(ren) at home for remote instruction so that materials and services can be arranged. 	LOCAL	
<ul style="list-style-type: none"> • The assumption shall be that all staff members will report to work each and every day school is in session and conduct daily morning meetings with either their classroom (in-person and remote simultaneously). Regular contractual paid leave time will be honored. 	LOCAL	
<ul style="list-style-type: none"> • A staff member may have an underlying health concern that may prevent them from: <ul style="list-style-type: none"> ▪ working directly with students ▪ wearing a face covering ▪ supervising students • Human Resource questions shall be discussed between the employee, union representation, and administration 	LOCAL	

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Decisions around concerns related to working directly with students during September (9/20), wearing a face covering, or supervising students will be made through mutual understanding and collaboration between employee and administration. Beginning 10/20 the same communication will be afforded both the employee and the district. | | |
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Face Covering Protocol

STRATEGY	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> The district reopening plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face coverings as a rule, and always whenever social distancing cannot be maintained. 	NYSED ASSURANCE	18 (Checkbox 10), 36 HS, 13
<ul style="list-style-type: none"> The district will only accept medical exemptions from qualified health professionals who have indicated the contraindication prohibiting the use of a face covering. The exemption request will be reviewed by the school's medical director. 	LOCAL	
STRATEGY - STUDENTS	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> All students shall wear cloth face coverings at all times with the following exceptions: <ul style="list-style-type: none"> If they have a written, medical exemption on file with the school. Under the direction of a staff member who has determined that appropriate social distancing can be maintained. When they are seated to have lunch in a seat/desk that is appropriately social distanced. 	NYSED	36
<ul style="list-style-type: none"> Parents will provide two (2), face coverings, daily, for their child with their name on it. 	LOCAL	
<ul style="list-style-type: none"> When a child does not have a face covering to board a bus or when they arrive at school by self-transport or walking, a non-surgical face mask will be given to them (<i>unless they have a medical exemption</i>). 	LOCAL	
<ul style="list-style-type: none"> The district will provide "Health & Safety Kits" to any student or family upon their request. The kit includes two cloth face masks. 	LOCAL	
<ul style="list-style-type: none"> Staff members will schedule breaks for students throughout the day so that they can remove their face coverings when it is safe to do so, but if and only if social distancing can be maintained. 	NYSED	36

STRATEGY – STAFF AND VISITORS	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> • All staff and visitors shall wear cloth face coverings at all times: <ul style="list-style-type: none"> ▪ Whenever they are within 6 feet of someone; ▪ In hallways; ▪ In restrooms; and ▪ In other congregate settings, including break rooms (<i>except when seated for lunch</i>). 	NYSED	36
<ul style="list-style-type: none"> • Staff are required to wear their face coverings at all times in a manner that showcases them as a role model for our students. 	LOCAL	
<ul style="list-style-type: none"> • The district will provide cloth face coverings for staff upon their request. 	NYSED	36
<ul style="list-style-type: none"> • If a staff member or visitor does not have a face covering when they arrive at school, a non-surgical face mask will be given to them (<i>unless they have a medical exemption</i>). 	LOCAL	
STRATEGY – SCHOOL NURSE	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> • The district will provide enhanced PPE for the school nurse including face shields, N95 masks, goggles, and disposable gowns. 	NYSED	32

Return to School After COVID-19 POSITIVE (+) Protocol

STRATEGY	GUIDANCE	PAGE(S)
Before returning to school, the individual must have documentation from a health care provider evaluation, negative COVID19 testing, and symptom resolution, or if COVID19 positive, release from isolation.	DOHIG	20, Bullet 5 from top
Return to school will be coordinated between the local health department, school nurse, and the appropriate administrator/director/supervisor.	NYSED ASSURANCE	19 (Checkbox 2), 40-41 HS, 16
<p>MORE DETAILED INFORMATION FOR THIS PROTOCOL AND PROCEDURE TO INCLUDE:</p> <p>What to do when a student or staff member is positive for COVID-19?</p> <ul style="list-style-type: none"> ○ First call is to the Otsego County Department of Health for consultation, case by case ○ Subsequent decisions will be communicated with the appropriate CCS community (privacy shall be assured) 		

Cleaning and Disinfecting Protocol

STRATEGY	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> • The district reopening plan has a written protocol to clean and disinfect schools following CDC guidance. 	NYSED ASSURANCE	19 (Checkbox 3), 42-44 HS, 17
<ul style="list-style-type: none"> • <u>School Buses</u> <ul style="list-style-type: none"> ▪ Bus drivers will clean high-touch surfaces on the bus after each run with disinfectant wipes and/or cloths and detergents provided by the district. ▪ The bus mechanic will disinfect each bus at least daily, but after each bus run, using the electrostatic disinfectant sprayer. 	LOCAL	

<ul style="list-style-type: none"> • <u>Classrooms</u> <ul style="list-style-type: none"> ▪ A schedule will be developed for custodial staff to clean chairs, desks, and other high-touch surfaces throughout the day when classrooms do not have students in them. ▪ Teachers will be provided Disinfectant wipes that they can use at their discretion to clean surfaces within their classroom during class periods when custodial staff cannot get to their rooms. ▪ The electrostatic disinfectant sprayer will be used each evening in each classroom. 	LOCAL DOHIG LOCAL	“Cleaning & Disinfection”, Bullet 3
<ul style="list-style-type: none"> • <u>Offices</u> • All offices will be cleaned once a day by the custodial staff. • Staff will be provided Disinfectant wipes that they can use at their discretion to clean surfaces. • The electrostatic disinfectant sprayer will be used each evening in each office. 	LOCAL	

STRATEGY	GUIDANCE	PAGE(S)
<p><u>Bathrooms</u></p> <ul style="list-style-type: none"> ▪ 7-12 Common Area Bathrooms <ul style="list-style-type: none"> ✓ The common area bathrooms will have all high-touch surfaces cleaned after each period. ▪ K-6 Shared Classroom Bathrooms <ul style="list-style-type: none"> ✓ These bathrooms will be for the use of only those students in the shared classrooms. ✓ The bathrooms will be scheduled to be cleaned during the class lunch period and then at the end of the day. <p><u>Shared Staff Bathrooms:</u></p> <p>These bathrooms will be cleaned once a day, and disinfectant spray/wipes will be made available in each.</p>	LOCAL	
<p><u>Cafeteria (7-12)</u></p> <ul style="list-style-type: none"> ▪ Tables <p>The cafeteria staff and/or cleaners will clean all tables and desks in between lunch periods with a detergent and cloths. The tables and desks will be disinfected with the electrostatic sprayer at the end of each day.</p> ▪ Keypad <p>The keypad for registering counts of meals will be operated by assigned cafeteria staff to track student meals.</p> ▪ Trays & Utensils <p>The cafeteria staff will continue to follow all Department of Health guidelines for maintaining clean trays and utensils.</p> 	LOCAL	

STRATEGY	GUIDANCE	PAGE(S)
<p><u>High Touch Surfaces</u></p> <ul style="list-style-type: none"> ▪ Lockers The outsides of lockers will be cleaned when visibly soiled. The electrostatic sprayer will be used each evening on all lockers including those in the locker rooms. ▪ Classroom Door Handles To the extent practicable classroom doors will be kept ajar throughout the school day to minimize the number of surfaces touched. Cleaner staff will clean these surfaces throughout the day when doors are closed. ▪ Entrance Doors The entrance doors will be held open by staff to allow students to enter the building upon arrival without having to touch the surfaces. The custodial staff will clean the handles at 8:10 AM each day and then throughout the day. <p><u>Drinking Fountains</u></p> <p>The district is in the process of converting all drinking fountains to bottle-filling stations. Students are encouraged to bring water bottles to fill. The custodial staff will clean the push buttons after every period.</p> <p><u>Elevator Buttons</u></p> <p>The elevator buttons will be cleaned after every period.</p>	<p>LOCAL</p>	

Safety Drill Modification Protocol

STRATEGY	GUIDANCE	PAGE(S)
<ul style="list-style-type: none"> The district reopening plan has a written protocol to conduct required school safety drills with modifications ensuring social distancing between persons. 	NYSED ASSURANCE	19 (Checkbox 4), 45-47 HS, 18
<ul style="list-style-type: none"> Students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority. 	NYSED	45
<u>Evacuations “Fire Drills”</u> <ul style="list-style-type: none"> The principal will be responsible for scheduling fire drills and ensuring that all students participate over the course of one day. Modifications to the standard operation procedures may include, but are not limited to: <ul style="list-style-type: none"> ✓ Conducting drills on a staggered schedule ✓ Conducting drills by wing of the building. ✓ Conducting drills by grade levels. 	NYSED	45
<u>Lockdown Drills</u> <ul style="list-style-type: none"> The principal will be responsible for scheduling lockdown drills. Lockdowns will be conducted without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom. 	NYSED	46

Cooperstown Central School District **COVID-19 Testing Plan/Contact Tracing Plan**

COVID-19 Testing

Cooperstown Central School District complies with CDC guidance, and we do not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health.

If you need a COVID-19 test, please contact your health care provider. You may also visit <https://coronavirus.health.ny.gov/find-test-site-near-you> to find out more about COVID-19 testing in our area.

Contact Tracing

Cooperstown Central School District cooperates with state and local health department contact tracing. We assist the Otsego public health departments in knowing who may have had contact at school with a confirmed case by:

- Keeping accurate attendance records of students and staff members;
- Ensuring student schedules are up to date;
- To every extent possible, limiting visitors to each building's screening trailer. When visitors must enter the building, they will be required to complete a log which includes
 - date, time, and where in the school they visited; and
 - assisting the DOH in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.
- Maintaining confidentiality as required by federal and state laws and regulations.

Note: *School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.*

The CCSD 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.

The Cooperstown Central School District collaborates with our local health department to determine the parameters, conditions, or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

The Cooperstown Central School District administrators will consider closing school if absentee

rates impact the ability of the school to operate safely. Cooperstown Central School District may choose to modify operations prior to closing to help mitigate a rise in cases. Cooperstown Central School District will consult our medical director and/or the local department of health when making such decisions.

Return to School after Illness

The Cooperstown Central School District will follow the most current CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.

Please see COVID-19 Protocols (*please see page reference in the Cooperstown Central School District Reopening Plan – August 18 Update*)

• COVID-19 Signs of Illness	41
• Screening Protocol for Visitors	42
• Health Screening Questionnaire for Visitors	43
• Screening Protocol for Staff	44
• Health Screening Questionnaire for Staff	45
• Screening Protocol for Students	46
• Health Screening Questionnaire for Visitors	47
• COVID-19 Symptom Confirmation Protocol for Visitors	48
• COVID-19 Symptom Confirmation Protocol for Staff	49
• COVID-19 Symptom Confirmation Protocol for Students	50
• Vulnerable/High Risk Group Protocol	60

▪ **Employee/Student Has Tested Positive for COVID-19**

Employee/Student is to remain quarantined and may return to work/school **if:**

- 10 days have passed since employee/student exhibited symptoms or since they tested positive if they are asymptomatic; **and**
- at least 24 hours have passed since employee/student had a fever ($\geq 100.0^{\circ}\text{F}$) without the use of fever reducing medications; **and**
- at least 72 hour period where employee’s/student’s symptoms have improved

▪ **Employee/Student is Symptomatic and Has Had Close or Proximate Contact with Someone Who Has Tested Positive For COVID-19**

If employee/student is symptomatic, the employee/student is to remain quarantined and may return to work/school **if:**

- 10 days have passed since employee/student exhibited symptoms; **and**
- at least 24 hours have passed since employee/student had a fever ($\geq 100.0^{\circ}\text{F}$) without the use of fever reducing medications; **and**
- at least 72 hours have passed where the employee’s/student’s symptoms have improved

▪ **Employee/Student is Symptomatic but Has Not Had Close or Proximate Contact with Person Who Has Tested Positive**

If employee/student is symptomatic, the employee/student is to remain quarantined and may return to work/school **if:**

- 14 days of quarantine have been completed **or**

- 10 days have passed since employee/student exhibited symptoms; **and**
 - at least 24 hours have passed since employee/student had a fever ($\geq 100.0^{\circ}\text{F}$) without the use of fever reducing medications; **and**
 - at least 72 hours have passed where the employee's/student's symptoms have improved **or**
 - the employee/student has been diagnosed with another condition and has a note from their healthcare provider indicating they are clear to return to work/school **or**
 - the employee/student has a negative test result
- **Employee/Student is Symptomatic and Has Had Close or Proximate Contact with Someone Awaiting Test Results**
If employee/student is symptomatic, the employee/student is to remain quarantined and may return to work/school **if**:
 - the test result for the other person comes back negative **or**
 - the employee/student has a negative test result; **or**
 - 10 days have passed since employee/student exhibited symptoms; **and**
 - at least 24 hours have passed since employee/student had a fever ($\geq 100.0^{\circ}\text{F}$) without the use of fever reducing medications; **and**
 - at least 72 hours have passed where the employee's/student's symptoms have improved **or**
 - the employee/student has been diagnosed with another condition and has a note from their healthcare provider indicating they are clear to return to work/school
 - **Employee/Student Is Not Symptomatic But Did Have Close Or Proximate Contact With Person Who Has Tested Positive**
If the employee/student is not symptomatic, the employee/student is to remain quarantined and may return to work/school:
 - after completing 14 days of self-quarantine; **or**
 - the employee/student has had a negative test result after having had close or proximate contact with a person who has tested positive

Employees Only:

However, if the employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by the District Superintendent in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:

- Regular monitoring. While at work the employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 2 hours and symptoms consistent with COVID-19 under the supervision of the School Nurse; **and**
- Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after last exposure; **and**
- Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.

- Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
- Maintain quarantine. The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.

▪ **Employee/Student is Not Symptomatic and Has Had Close or Proximate Contact with Someone Symptomatic and Awaiting Test Results**

If the employee/student is not symptomatic, the employee/student is to remain quarantined and may return to work/school:

- after completing 14 days of self-quarantine; **or**
- the employee/student has a negative test result; **or**
- the person whom the employee/student had close or proximate contact with has a negative test result

Employees only:

However, if the employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by the District Superintendent in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:

- Regular monitoring: While at work the employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 2 hours and symptoms consistent with COVID-19 under the supervision of the Health and Safety Coordinator; **and**
- Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after last exposure; and
- Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.
- Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
- Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.

▪ **Employee/Student Has Traveled To A State Designated As Having Significant Community Spread**

Employees/students who travel to a designated state with significant community spread must

- notify their supervisor/principal of their travel plans including the state being traveled to, along with the departure and return date.

Notes: *If an employee/ student has traveled from within one of the designated states with significant community spread, he/she must quarantine upon re-entering New York for 14 days from the last*

travel within such designated state.

The requirements of the travel advisory do not apply to any individual passing through designated states for a limited duration (i.e., less than 24 hours) through the course of travel.

Examples of such brief passage include but are not limited to: stopping at rest stops for vehicles, buses, and/or trains; or lay-overs for air travel, bus travel, or train travel. Employees/students may return to work/school after completing 14 days of quarantine.