

ONTEORA

Central School District

2020 - 2021

SUPERINTENDENT

Victoria McLaren

WEBSITE:

www.onteora.k12.ny.us

PHONE:

(845) 657-6383

Reopening Plan



Table of Contents

- Table of Contents2
- Introduction.....3
- Communication/Family and Community Engagement4
- Health and Safety5
- Facilities 19
- Child Nutrition 21
- Transportation..... 22
- Social-Emotional Well-Being 26
- School Schedules 28
- Attendance and Chronic Absenteeism..... 29
- Technology and Connectivity 30
- Teaching and Learning..... 31
- Career and Technical Education (CTE)..... 36
- Universal Pre-Kindergarten (UPK) 36
- Continuity of Learning Plan for UPK, Including In-Person and Remote Learning Models 38
- Special Education..... 39
- Bilingual Education and World Languages 43
- Athletics and Extracurricular Activities..... 44
- Staffing..... 45
- Key References 46
- Appendix A - Medically Vulnerable Populations 47

Introduction

At Onteora Central School District, our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our five schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent the myriad of considerations that the Onteora Central School District will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority and therefore we have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

- Phoenicia Elementary School: <https://phoenicia.onteora.k12.ny.us/>
- Woodstock Elementary School: <https://woodstock.onteora.k12.ny.us/>
- Bennett Elementary School: <https://bennett.onteora.k12.ny.us/>
- Onteora Middle School: <https://oms.onteora.k12.ny.us/>
- Onteora High School: <https://ohs.onteora.k12.ny.us/>

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Superintendent, Victoria McLaren will serve as the district's COVID-19 Coordinator. She will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Communication/Family and Community Engagement

To help inform our reopening plan, the Onteora Central School District has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, phone surveys, virtual forums/meetings, and one-on-one conversations. District administrators have provided the opportunity to meet with Parent Teacher representatives from each elementary building and building leaders have scheduled and met with their shared decision-making teams. The Onteora Central School District Website and Facebook page remain an integral point of information dissemination and are updated regularly.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at <https://www.onteora.k12.ny.us/>, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including the District Facebook, the District website, the Onteora App, Shout Point (email and call systems), as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

Onteora Central School District Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, as a practice when in a space with others, as well as when social distance cannot be maintained.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

Clear messaging will be prepared and consistently communicated throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.

- Protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Practice social distancing in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Health and Safety

The health and safety of our students, our staff and their families is extremely important to us. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator, Monica LaClair, at mclair@onteora.k12.ny.us or 845-657-8499. For more information about how health and safety protocols and training will be communicated to students, families and staff members, visit the *Communication/Family and Community Engagement section* of our reopening plan.

To ensure employees and students comply with communication requirements, the Onteora Central School District will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
 - Website
 - Email
 - Social media
 - Print copy mailings
 - Voice and/or video messaging
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school buildings, or district offices; excluding deliveries that are performed with appropriate PPE or through contactless means.

- If a worker or staff member tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Facility Entry

Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point of entry and single point egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in station.

A face covering must be worn by all individuals; students, staff, and visitors on Onteora Central School District property, especially when social distancing cannot be maintained. Proper face covering includes, but is not limited to, a surgical mask, cloth mask or bandana and must completely cover the individual's mouth and nose.

- A plastic face shield alone is not an acceptable face covering. All individuals may choose to utilize their own face covering; however, face coverings can and will be provided by the Onteora Central School District.

Daily Health Screening

- Prior to entering all Onteora Central School District locations, both staff and students must complete a medical screening questionnaire and submit it through the COVID-19 Screening App being utilized by the District.
- Paper copies of the questionnaire will also be available at check in stations at the entrance to each building for visitors.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone who develops symptoms during the day, must contact their supervisor immediately and await further instruction.
- Students and visitors will be screened for temperature at arrival.
 - Parents are encouraged to monitor for temperatures and symptoms prior to sending their student on a bus, however students who have not been pre-screened will be screened at arrival for temperatures.
 - Visitors will have their temperatures taken upon arrival.
- All staff must sign into each building with the check-in desk.
- Students will be signed in through daily attendance.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked locations on the floor, maintaining social distance until they can be signed in and screened.
- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line when entering a building and utilizing in-person screening.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the *Suspect or Confirmed COVID-19 Case* section for guidance.

Social Distancing

- All individuals on Onteora Central School District premises must maintain social distancing and have acceptable face covering when social distancing cannot be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. In common areas, such as breakrooms, hallways, or bathrooms, the face covering must be worn at all times.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be marked using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on campus.
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Personal Hygiene

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools will plan time in the school day schedule to allow for hand hygiene.

- Hand hygiene includes:
 - Signage encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by humming the 'happy birthday' song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Use of paper towels or touch-free paper towel dispensers where feasible;
 - Use of no-touch/foot pedal trash can where feasible;
 - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows (when reasonable):
 - Upon entering the building and classrooms;
 - After sharing objects or surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After helping a student with toileting;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available, students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted the sanitizers are flammable and students must be monitored and supervised when using these. Using hand sanitizers should include:

- Signage placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
- Placement of sanitizer dispensers should be located near entrances and throughout common areas.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except when necessary to ensure the safety and well-being of our students or staff members. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors

- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times, and especially when a six (6) foot social distance cannot be maintained.
- All visitors check in at the main entrance of the building for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING which will be provided. The visitors must sign in with their identification through the (Raptor) system for a visitor badge.
- All visitors must sign in and out at the main entrance of each building stating their destination in that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: selmendorf@onteorak12.ny.us. Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf**.

Vendor

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times, especially when six (6) foot social distance cannot be maintained.
- All vendors must report to the main entrance of the building first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING. The vendors must sign in with their identification through the (Raptor) system for a visitor badge.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via Google Meet when possible.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must scan the sign-in/out documents and send them individually to: selmendorf@onteorak12.ny.us. Each document must be named indicating the location and date, following this format: **LOCATIONMMDDYYYY.pdf**.

Training

Onteora Central School District will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and available in the appropriate language and literacy level for all workers.

Onteora Central School District will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, provide information on proper disinfection procedures between use. Examples of communal objects include, but are not limited to, other individuals' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide employees and students with up-to-date education and training on COVID-19.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Training for Screeners

Onteora Central School District will identify individuals in each building who will be trained as screeners. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering and should maintain social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of any individual being screened.

Training topics for all staff and substitutes will include:

- Proper hand washing, proper hand hygiene: Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use. <https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - [Hand washing video](#)
 - Proper cough and sneeze etiquette
 - Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (varies by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up

- Staff who are sick or suspected to be sick
<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting
<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-COVID-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - May be included in existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only
<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

Signs and Messages

[Signs](#) will be posted in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measures pdf icon](#) and describe how to [stop the spread of](#) germs (such as by [properly washing hands](#) and [properly wearing a cloth face cover](#)).

Eating in Classrooms

- Train teachers on food allergies, including symptoms of allergic reactions to food.
- Train all non-food service staff on any meal service-related activities they will be responsible for.
https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf

Space Design and Capacities

General Office Area

- All offices will be limited to 50% the rated occupancy for the space. Offices must normally maintain a minimum of 150 sq. ft. per individual.
- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, at least 6ft of separation will be maintained between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains may be utilized to create a physical separation without hindrance to egress or airflow.
- Face coverings should be worn in multiple use office settings.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.

Conference Rooms

- Will limit in-person meetings (refer to NYS guidance), if virtual meetings are not feasible
- If meetings are to occur in person, they will be conducted in an expeditious manner
- Social distancing among participants will be required
- Lingering and socializing before and after meetings will be discouraged

Break Rooms and Lunch Rooms

- Breakroom use is discontinued in those instances when 6 ft. separation cannot be maintained when consuming food or drink.
- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where a minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives where possible.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Hand sanitizer will be provided at copier stations.
- Staff are encouraged to sanitize their hands before and after use of copy equipment.

Restrooms

- When social distancing cannot be maintained, bathrooms will be limited to one person at a time.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Signage will be posted on entry indicating one person at a time.

- Automatic hand dryer use will be discontinued.
- Touchless water fixtures will be installed where applicable.

Hallways/Stairwells

- Where feasible hallway traffic may be limited to single flow direction.
- Where single flow is not applicable, bi-direction traffic will be permitted.
- Directional flow will be identified by indications on the floor/stairs.
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors/stair treads.
- All individuals must also allow for adequate space between when traveling in the same direction.

Classrooms

- Occupancy in each classroom will be determined based on the overall square footage of the space.
- Each student, teacher and support staff member will receive not less than 6 ft. of separation from others.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear proper face covering.
- Where possible special teachers and PPS staff will travel to the classroom to provide instruction.
- Any unnecessary furniture or items that are difficult to disinfect will be removed. These items include:
 - Area Rugs
 - Soft fabric chairs

Nurse Stations

- All students and staff are required to wear appropriate face coverings.
 - N95 Respirator use for nurses should be limited to situations of suspected COVID-19
 - Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
 - Maintain social distancing of no less than 6ft.
- Isolation Room/s
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.

Isolation Rooms

- Where applicable, separate, independent room/s with a door in close proximity to the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19.

Check-In Stations/Reception Areas

Check-In Stations will remain at all entrances of each building.

- Where a multi-entrance design is used, additional check in posts will be instituted.

- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been installed to protect all individuals.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

Computer Labs

- The use of shared space and equipment use will be limited where feasible.
- Blocks of computers will be sectioned off to ensure social distancing is maintained.
- Tables will be reconfigured so as to not face each other or a polycarbonate barrier will be installed to create a physical barrier.
- Cleaning and disinfection of computer labs and keyboard will be frequent
 - Keyboards should be wiped and disinfected before and after each use.
 - Keyboard covers may be utilized to aid in the cleaning and disinfection process.
- Students should be instructed to wash hands prior to and after touching the keyboards along with other frequently touched surfaces.

Library Spaces

- Remove all soft covered surfaces that cannot be properly cleaned and disinfected.
 - Bean bag chairs
 - Upholstered couches or chairs
 - Area rugs
- Reconfigure space to ensure social distancing.
 - Tables will be limited to one individual at a time where applicable
 - Polycarbonate barriers may be installed to create a physical barrier
 - Desks should be arranged so as to not face each other
 - Small reading nook use should be discontinued unless:
 - limited to one person at a time
 - Cleaned and disinfected routinely
- Borrowing of materials such as books may need to be discontinued if adequate disinfection cannot be achieved.
- Create directional traffic flow patterns between bookcases to ensure social distancing.

Engineering Controls

- Alcohol based hand sanitizer will be available in each entry, all corridors, and in each classroom.
- Bathroom protocols
 - Limited to one occupant at a time, when social distancing is not feasible.
 - Automatic hand dryer use will be discontinued.
 - Touchless soap dispensers will be utilized where available.

- Paper towel dispensers have been installed.
- Touchless faucets are currently in some bathroom spaces.
- Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle.
- Vestibules/Reception Areas
 - Polycarbonate barriers have been installed to provide protection for Onteora Central School District staff and individuals interacting with visitors.
 - Barriers have been purchased in accordance with New York State Fire Code
- Water Fountains
 - As required by New York State Code a potable water supply will be provided per 150 occupants, but not less than one source per floor.
 - To reduce cross contamination the bubbler/drink spout has been removed or disabled, where possible.
 - Automatic/touchless bottle filling equipment is available in all buildings.
 - Cups are available for those that do not have water bottles.
 - These appliances will be routinely cleaned and disinfected as described in the *Cleaning and Disinfection Section*.
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six (6) feet of separation between all individuals
 - All Corridor floors and stairway treading have been fitted with stripping to indicate directional traffic flow and social distancing.

Ventilation

The Onteora Central School District will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- When possible, modifications to the Building Management Systems will be made to allow more outside air to be introduced into the buildings for a longer duration of time.
- Air handling systems have been inspected for function.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
- Fan motor speeds will be increased where applicable.
- When possible, more frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- All staff will be required to remove any items located on or in front of the uni-vents that may be blocking air flow through air handling systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

The Onteora Central School District will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of

Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include:

- Classrooms
- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
 - *Desk and work area must be clear of all supplies and paperwork.*
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Maintenance offices and work areas
- Bus garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use alcohol-based hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

For more information about how cleaning and disinfection information will be communicated to students, families and staff members, visit the *Communication Section* of our reopening plan.

Disinfectants must be [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and be appropriate for the surface.

Suspect or Confirmed COVID Cases

- *Emergency Response* - Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient
- *Isolation* - Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 (six) feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students should be escorted from the isolation area to the parent/guardian, following the shortest route, and wearing a face mask while social distancing. The parent/guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center and will be instructed to provide documentation prior to their return to the school building;
- The return to school protocol after exhibiting symptoms of COVID-19 will follow CDC and Department of Health guidelines and is as follows:
 - After seeing a health care provider (physician, nurse practitioner, physician assistant), and not being given a diagnosis of COVID-19, the individual may return if they have no fever without use of fever reducing medicines and feel well for 24 hours. An individual may return with a physician's note documenting that they were seen by a medical professional. A copy of the physician's note must be sent to healthservices@onteorak12.ny.us and a response must be received before the individual returns to campus.
 - If diagnosed with another condition and provides a written note from the health care provider stating they are clear to return to school.
 - If diagnosed by health care provider with COVID-19 based on test or symptoms, must not return to school until:
 - It has been at least ten days since symptom onset
 - It has been at least 24 hours since the individual has had a fever (without the use of fever reducing medication), AND
 - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

Note: a person who tested positive who did not have any symptoms may return after 10 days from the date of their first positive RT-PCR test for SARS-CoV-2 RNA.

 - The NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Contact Tracing

Public Health Officials assume the task of contact tracing, once notified.

To ensure the school district and its employees comply with contact tracing and disinfection requirements, the Onteora Central School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting the building if someone is sick.
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

The Onteora Central School District has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation.
2. Negative COVID-19 diagnostic test result.
3. Symptom resolution, or if COVID-19 positive, release from isolation.

The district will refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the Ulster County Department of Health.

Closure Considerations

When a person has been identified (confirmed) to be COVID-19 positive the process utilized by the Onteora Central School District could include:

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the Ulster DOH.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed, short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
 - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the Ulster DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the Ulster DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).
- Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available.

Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

Onteora Central School District plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Upon reopening, the district plans to increase ventilation, to the greatest extent possible.

The following actions will be taken as needed:

- Work with engineers to establish sufficient fresh air exchange.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Maintain at least the minimum number of toilet fixtures that must be available for use in a building as established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, it will be submitted to the NYSED Office of Facilities Planning for review and approval.
- Seek guidance from Ulster BOCES Environmental Compliance Coordinator and Supervisor of Risk Management, Dr. Michael O’Rourke.

Emergency Response Protocols & Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

- Shelter-In-Place
- Hold-In-Place
- Evacuation/Fire Drill
- Lockout
- Lockdown

Shelter-In-Place

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 (six) feet of space between students and staff during the Shelter-In-Place

- Use of face coverings throughout the event may be considered
- If 6 (six) feet between staff and students cannot be achieved, face coverings should always be worn during the event
- Plan to have extra face coverings on hand if a person does not have one
- Listen for updates and respond accordingly

Hold-In-Place

Hold-In-Place protocols will incorporate the following changes:

- Provide 6 (six) feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event may be considered
- If 6 (six) feet between people cannot be achieved, face coverings should always be worn
- Plan to have extra face coverings on hand if a person does not have one
- Listen for updates and respond accordingly

Evacuate/Fire Drill

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 (six) feet of separation of students and staff. Verify that students and staff will not impede emergency responders.
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building.
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable, and hand sanitizer.
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.

Lockout

Lockout protocols will be the same, maintaining six (6) feet between students and staff in the area.

Lockdown

During a Lockdown, there **will** be a violation of the six (6) foot recommendation between people. In order to protect life and safety, lockdown protocols will be mostly the same as conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight.
- Face coverings should be worn during the event at all times.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.

Child Nutrition

All schools in the Onteora Central School District will follow School Food Authority (SFA) policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency will be available at a cost based on free and reduced eligibility. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

Onteora Central School District has identified Christine Downs, School Lunch Manager, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the application is available from our School Lunch Manager.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

For information about how meal information will be communicated, visit the *Communication/Family and Community Engagement* section of our reopening plan.

Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

The District will continue to adhere to all of the requirements of the school nutrition program. The District School Lunch Manager, Christine Downs, will ensure this compliance. Onteora Central School District is a nut aware District and does not serve any nut products. Dietary prescriptions are filled out yearly and communicated to appropriate school lunch staff.

All students will also be eligible for a Grab and Go Breakfast each morning.

Students in Grades K through 6 will submit lunch orders during the prior school day. They will either enter the Cafeteria by class at separate times, collect their food and return to their classes to eat, or meals will be delivered to their classrooms. School lunch personnel will enter their purchase and if money is

collected, change will not be given. If a balance remains, the funds will be added to the student's account. All registers will have a shield in front of them to help prevent the potential spread of germs.

Students in Grades 7 through 12 will social distance in the Cafeteria each day for lunch. Students will use a barcode on their badges to avoid touching equipment when purchasing their food utilizing their account. If money is collected, no change will be given. If a balance remains, the funds will be added to the student's account. All registers will have a shield in front of them to help prevent the potential spread of germs.

Teachers in Grades K through 6 will be responsible for promoting hand washing and/or hand sanitizing before and after meals in addition to discouraging the sharing of food. In Grades 7 through 12, signs will be displayed in the cafeteria promoting hand washing before and after eating as well as discouraging the sharing of food. In addition, monitors and cafeteria staff will encourage hand washing and discourage the sharing of food.

For all grades, in between each line served, food service staff will wipe down all high touch surfaces in the school lunch area.

Meals offsite/remote

Students that are in attendance in a hybrid model, will be provided with meals for the days when they are learning remotely and while they are physically in school. For those students who are learning remotely full time, the District will provide an opportunity for parents to request meals. The meals will be prepared at the Middle High School campus and will be available for pick up. A schedule for pick up will be established and communicated to those families.

In the event of a closure, a meal delivery system will be implemented similar to the system that was established during the spring of 2020.

Transportation

The Ontario Central School District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must always wear acceptable face coverings on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering but must be appropriately socially distanced. Members of the same household may be seated together. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned/disinfected once a day. High contact areas will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors, and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 (six) feet. Whether school is in session remotely or otherwise, pupil transportation will be provided to students in nonpublic, parochial, private, or out-of-district placements whose schools are open for in-person sessions.

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

Cleaning and Disinfecting

Refer to the cleaning standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day, the entire bus will be cleaned and disinfected.
- *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- *High Touch Surfaces*
 - Bus seats and seat backs
 - Door handles, handrails
 - Driver operator area
- Cleaning and disinfecting products approved by the EPA will be used according to instructions.
- Eating and drinking will be prohibited on the bus.
- Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses.
- All cleanings/inspections will be documented via trackable log

Students on Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child(ren) are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students should maintain social distancing. Those students unable to wear a mask must social distance six (6) feet of separation on the bus;
- If a student does not have a mask, they will not be denied transportation but instead will be provided a mask by the District.;

- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Training (Office Personnel, Drivers, Mechanics, Aides)

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

Required Personal Protective Equipment (PPE)

- Disposable gloves (for those transportation employees with direct physical contact with students)
- Face Covering/Mask
- Face Shield (if applicable)

Transportation Communication

- The Ontario Central School District will emphasize to parents and students prior to reopening schools that the District has thoroughly disinfected all buses and student transportation vehicles.
- The Ontario Central School District will communicate with parents and students that student transportation vehicles are included in the district's COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing District transportation services.
- The Ontario Central School District will advise parents not to send their children to school or board the bus if the child is sick or has an elevated temperature.
- The Ontario Central School District will survey parents regarding transportation including an "opt-out" option.
- The Ontario Central School District will remind students/parents/guardians that social distancing requirements extend to the bus stop.
- The Ontario Central School District will communicate with administration multiple routing scenarios for different instructional scheduling options.

Density Reduction, Social Distancing, Bus Capacity

- CDC guidelines suggest creating distance between children on the school bus when possible.
- As a density reduction strategy, a strategy is to seat one student per row, all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
 - This results in approximately 22 students on a 66-passenger bus
- It is recommended to allow siblings or those that live in the same household to sit together in one seat.

- Place floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles
- If possible, sneeze guards will be provided to protect the driver
- If possible, no students will be seated directly behind the driver
- The Ontario Central School District or transportation contractor will provide hand sanitizer of at least 60% ethanol or 70% isopropyl alcohol for use in areas such as bus garage break rooms and offices.
- Students shall wear face masks (if required) while in transit when social distancing is not possible.

Routing

- The Ontario Central School District has developed multiple routing scenarios for administration to analyze different instructional scheduling options.
 - Hybrid schedules – in person learning at school buildings, virtual remote learning.
 - The Ontario Central School District has utilized computerized routing programs to provide different routing scenarios and analyze cost/feasibility.
- The Ontario Central School District will limit rotation of substitute drivers and aides if possible.
- The Ontario Central School District will limit student movement between bus routes.
 - Discontinue allowing students to ride different buses on different days of the week
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school
- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Adjustments will be made by buildings:
 - For unloading and entry, and loading and departure
 - Route timing which will be affected by delayed loading/unloading processes
 - Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses
- Students will have one drop off location. Bus passes for alternate drop offs can not be accommodated at this time.

Transporting to BOCES

- The Ontario Central School District will be transporting to BOCES and will follow similar protocols as previously described.
- The Ontario Central School District will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation.

Social-Emotional Well-Being

In planning for our re-entry in September, the District has continued to partner with the Morningside Center for Teaching Social Responsibility while paying close attention to the guidance provided by the Department of Health and NYSED. Our work is grounded in our beliefs that the most equitable opportunities for educational success relies upon the comprehensive support provided in our schools for students and families. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. The Onteora Central School District has a team of professionals prepared to support the Social-Emotional Learning well-being of our students that includes certified teachers, certified school counselors, licensed mental health professionals, community members and school administrators.

Throughout the 2019-2020 school year all teachers and building staff were provided introductory professional development on social emotional learning and restorative circles. In addition, over half of our teachers were trained in the use of restorative circles and the implementation of a research based Social Emotional curriculum framework. Experts from the Morningside Center for Teaching and Learning will be working with the district and directly with the teachers prior to the opening of school to plan for the use of supports, circles, and the curriculum to support students in re-entry. In addition, all elementary staff that were not trained over the course of last year will be trained throughout this school year with both professional development and coaching. Two new cadres of teachers will be trained in our Middle School and High School to further support this initiative. Finally, professional development for teachers and students will be offered over the summer and throughout the course of the year to support not only students but staff in the concept of self-care and social emotional well-being.

The district will actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a hybrid learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic. Teachers will be provided with training and resources to run circles remotely should that be necessary to continue our efforts to support the emotional well-being of all students. Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance, and adapt to new learning experiences. Counselors, school-based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors and school-based health programs will be invaluable supports to our students.

Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists and/or school social workers) will meet to review our already existing

foundational assets within school districts and community-based organizations and build upon them. In addition, it will be critical to determine students who might be at risk for needing mental health support. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens. We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. School personnel will provide non-academic focused check-ins with high risk students and our School Resource Officer (SRO) will be utilized for wellness checks as necessary. We will continue to provide all supports already in place to support students' social-emotional well-being. Additionally, all Onteora Central School District employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made available to the Onteora Central School District community through our district website.

We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry and will offer parent/caregiver virtual training sessions through our partnership with the Morningside Center for Teaching Social Responsibility.

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. The Onteora Central School District will support all transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. These transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning:

Emotional reactions to coming out of quarantine may include:

- Mixed emotions, including relief after quarantine,
- Fear and worry about your own health and the health of your loved ones,
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19,
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious,
- Guilt about not being able to perform normal work or parenting duties during quarantine,
- Other emotional or mental health changes.

Addressing Social-Emotional Health

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families,
- Continued use of Restorative Practices (use of healing/restorative circles for both staff and students),
- Continued professional development for staff/faculty as requested to assist them in understanding:

- Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making,
- The warning signs for quarantine related mental health needs,
- How to access crisis support and other mental health services.

What Mental Health Professionals can do in schools:

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance.
- Promote social emotional learning competency and build resilience.
- Help ensure a positive, safe, school environment.
- Teach and reinforce positive behaviors and decision-making.
- Encourage good physical health.
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports.

School Schedules

Parent Choice/Commitment: Hybrid Model				
Option A: K-12 Remote				
Monday	Tuesday	Wednesday	Thursday	Friday
Remote Learning	Remote Learning	Remote Learning	Remote Learning	Remote Learning
Option B: K-6 In-Person				
Monday	Tuesday	Wednesday	Thursday	Friday
In-Person*	In-Person*	In-Person*	In-Person*	In-Person*
<i>*Remote Learning in the event of a closure due to COVID</i>				
Option B: 7-12 Hybrid				
Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1 In-Person*	Cohort 1 Remote Learning	**All Students Remote Learning	Cohort 1 Remote Learning	Cohort 1 Remote Learning
Cohort 2 Remote Learning	Cohort 2 In-Person*	**All Students Remote Learning	Cohort 2 Remote Learning	Cohort 2 Remote Learning
Cohort 3 Remote Learning	Cohort 3 Remote Learning	**All Students Remote Learning	Cohort 3 In-Person*	Cohort 3 Remote Learning
Cohort 4 Remote Learning	Cohort 4 Remote Learning	**All Students Remote Learning	Cohort 4 Remote Learning	Cohort 4 In-Person*
<i>*Remote Learning in the event of a closure due to COVID</i>				
<i>**BOCES CTE Students to attend CTE Every Wednesday</i>				

For information about how school schedule information will be communicated to students, families and staff members, visit the *Communication* section of our reopening plan.

Attendance and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the Onteora Central School District will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in Infinite Campus, our student management system, based on the required daily scheduled student contact and engagement. Reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, the Onteora Central School District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The Onteora Central School District addresses chronic absenteeism as follows:

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardies, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Onteora Central School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. The Onteora Central School District gathered data from teachers and families to identify their level of access to devices and high-speed broadband from their residence. Through consistent communications, we identified less than 26 families that they did not have consistent internet access. We also identified that approximate 300 families required additional devices for their children to successfully interact with remote instructional content. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event that students and/or teachers do not have access, the district will take the necessary steps to meet their needs when plausible. This may be accomplished through building access and wifi hotspots in school buildings parking lots.
2. The Onteora Central School District will conduct and/or maintain an inventory of equipment and other assets. The district will identify which students, families, and staff have district assets in their possession. Chromebooks (or other instructional technology devices) will be made available as necessary.
3. The Onteora Central School District will procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement. The primary instructional platform for both in-person and remote learning will be Google Classroom. A host of instructional resources will be available to support high quality instruction.
4. Technology Integration Specialists will be available 2 days per week to support teachers and administrators with the effective integration of technology to meet all teachers professional learning needs. This will provide continued support for the development of skills and pedagogy in a virtual learning environment. Additionally, Ulster BOCES professional development opportunities will be available to support any learning needs that are not met through internal offerings.
5. The Onteora Central School District has created a “Helpdesk” system for parents/students/teachers to report technical issues that might be experienced during remote learning. A link on the Onteora Central School District Website www.onteora.k12.ny.us provides protocols to our stakeholders to inform them of how to gain assistance in such cases.

The Onteora Central School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or hybrid models using both synchronous (i.e. Google Meet or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom or other LMS). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, mail, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning, a continuity of learning plan has been developed for the 2020-21 school year. This plan addresses teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).

The Ontario Central School District has a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the essential learning standards, key understandings, and skills necessary for students' success in future study. Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website at <https://www.ulsterboces.org/>.

Parent Choice

Parents will be required to select a learning model for their children through an online registration form. (Paper versions of the form will be available for those families without access.) This form will ask parents/guardians to read and accept the requirements for either Remote Instruction, or an In-person (K-6) / Hybrid (7-12) model. When making a selection, parents will note that they are making a commitment for their child for a full instructional quarter. Parents will be given the option to change instructional models periodically throughout the school year. A two week notice prior to the start of the new quarter will be required in order for the Onteora Central School District to plan for placement, supervision, and instruction appropriately.

In-Person Instructional Model

100% In-Person Model			
Plan	K-6	7-12	Notes
Fully in person (no remote option)	Student Return 5 days per week	Student Return 5 days per week	Only available with vaccine and once DOH removes all social distancing requirements

Upon reopening, the number of students in each of our classrooms will adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into elementary classrooms.

Current staffing levels may be insufficient to accommodate the expanded number of classrooms needed to ensure social distancing. Within the buildings, modified schedules and use of technology will facilitate teaching across multiple classrooms as necessary. The district will provide adequate supervision of all classrooms through the use of certified teaching assistants and certified teachers. Even within the school, Google classroom will be utilized to house instructional assignments, videos, and interactive independent lessons. All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., Art, Music, Physical Education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

For information on school schedules, visit the *School Schedules* section of our reopening plan.

It is important to note that at the secondary level fully in-person instruction cannot commence until a vaccine is released and all social distancing requirements are eliminated.

In-person instruction will follow a normal school schedule, with students having direct interaction with their teachers daily. Students will be provided with the opportunity to seek feedback and support from their teachers during classroom instructional time as scheduled. Communication with families will continue through robocalls, the district App, email, letters home, the district website, and Facebook.

Remote/Hybrid Instruction

Hybrid Model			
Plan	K-6	7-12	Notes
*OPTION A 100% Remote	Fully Remote All classes online, following schedule w/daily attendance Graded Google classroom	Fully Remote All classes online, following schedule w/daily attendance Graded Google classroom	Must register and complete affirmation by Friday, August 7, 2020 Selection Change will be available quarterly and require 2-week notice
*OPTION B In-Person/Hybrid	5 days/week – socially distanced Large classes split into 2 classrooms Eat meals in classroom Students stay w/class 'cohort' Assignments in Google classroom to be used if temporary closure for remote learning Graded w/daily attendance	Rotating schedule 25% per day Cohort A (Monday) Cohort B (Tuesday) Cohort C (Thursday) Cohort D (Friday) 4 days/week remote learning Google classroom Graded w/daily attendance Possible Resource Center for ELL/SpEd/504	Masks required with 'mask breaks' Social distancing Selection Change will be available quarterly and require 2-week notice Instruction will shift to remote learning as required due to identified/potential COVID cases and as directed by the Ulster County Department of Health

The Onteora Central School District must begin reopening in a remote/hybrid model in order to best accommodate all families and students within the district. In addition, given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that includes a fluid transition to a fully remote environment.

Instruction will include elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

The Ontario Remote/Hybrid Model is reflected in the following grid. Using data provided through parent surveys and questionnaires, it is clear that a number of families do not plan to send their children in-person in September 2020. As such, our plan offers parent choice for the option of 100% remote instruction. Parents will be asked to commit to their choice of remote instruction with periodic opportunities for re-entry throughout the school year to adequately allow the Ontario Central School District the opportunity to plan for, schedule, and staff all students safely.

Elementary (Grades K–6) Hybrid Instructional Model

At the elementary level, in-person instruction will happen five (5) days per week for students in grades K-6 for families that did not elect the remote option. Students will engage in direct classroom instruction and remain in their cohorts as much as possible throughout the school day. In instances where student numbers are in excess of one socially distanced classroom, classrooms will be split with an average of 10-12 desks set 6 (six) feet apart. Certified Teaching Assistants and Teachers will provide supervision while classroom teachers are not in the room. Instruction will be provided using multiple modes of instruction including streaming, video, interactive independent work, and assignment completion in the Google Classroom Environment. In-person students will receive substantive interaction with their classroom teacher and be provided ample opportunities to seek feedback and support. In-person instruction will fluidly shift to remote learning should any classroom, building, and/or the district be closed due to COVID. Students will have a Chromebook or other device that they will bring home daily to ensure that they have access to their Google Classrooms in the event of closure.

Elementary students that are remote will engage in a regular class schedule taught by their classroom teachers. Google Classroom and Google Meets will be utilized as the primary instructional delivery model. Students will have substantive interaction with their classroom teachers and be provided the opportunity to seek feedback or support regularly. Instruction will be provided using multiple modes of instruction including streaming, video, interactive independent work, and assignment completion in the Google Classroom environment.

All elementary students will be provided with the opportunity to engage with their teachers in reading groups in a regularly scheduled fashion in order to continue to promote literacy at the appropriate level. Pre-recorded virtual mini lessons aligned to our curriculum have been purchased to provide students with access to high quality instruction whether in-person or remote. In addition, all K-3 teachers will be provided with face masks that have a clear panel so that they can adequately provide literacy instruction to our youngest students effectively. This will also provide the opportunity to work with our youngest students on understanding and noting social cues.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Secondary (Grades 7–12) Hybrid Instructional Model

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students’ mastery of course content.

Should the administration of the Onteora School District deem at any time that the number of in-person students pose a risk to the health and safety of our students, faculty, or staff, the district reserves the right to modify the part-time in person schedule accordingly. Additionally, should our secondary building be able to accommodate more students safely, the plan may increase the number of in-person days per week that a cohort is in-person session.

For information on school schedules, visit the *School Schedules* section of our reopening plan.

For information about how remote/hybrid instruction information will be communicated to students and families, visit the *Communication/Family and Community Engagement* section of our reopening plan.

Fully Remote Instructional Model

Should the district close due to COVID, all instruction will fluidly shift to a Fully Remote Learning model. As noted above, scheduled instruction will continue using the Google Classroom platform, and utilizing Google Meets (or additional virtual platforms). Attendance will be taken daily, and students will still be graded. Should a student not be able to attend, they will be expected to make-up missed work and assignments.

Fully Remote Model			
Plan	K-6	7-12	Notes
Fully Remote	Fully Remote All classes online, following schedule w/daily attendance Graded Google classroom	Fully Remote All classes online, following schedule w/daily attendance Graded Google classroom	All instruction will be delivered remotely five days per week with scheduled courses

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Onteora Central School District has collaborated with Ulster BOCES to ensure high school instructional plans are aligned. Ulster BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing. Upon opening in September Onteora CTE students will attend Ulster BOCES in-person one (1) day per week.

Universal Pre-Kindergarten (UPK)

First Steps Early Learning Center and Woodland Playhouse are the Community Based Organizations (CBOs) that the Onteora Central School District partners with to provide a New York State funded UPK program. Through our CBOs, the District facilitates full and partial day UPK programs that operate five (5) days per week.

UPK Health and Safety Guidelines for Reopening

Staff, children/students and special educators and related service providers will be allowed in the preschools. Parents and visitors will not be allowed in buildings. All staff and students will wear face masks and/or shields throughout the day, and a supply of child-size masks will be on site should a child require a mask at any time during the day.

Entering/Daily Screening:

Children and staff must be COVID-19 symptom free, fever and sickness symptom free for 24 hours prior to the school day, and not have a typical cold (sneezing and coughing).

Staff must sign in, complete their daily COVID-19 check and document their temperature. Staff with a temperature of 100 degrees or higher may not enter the building.

At the time of drop off, parents will attest to symptom free, with no medication given prior to arrival at CBO. Upon first drop off, parents will sign COVID form: OCFS-6040. Thereafter, a COVID check will be completed with the required daily health check by staff receiving the child and marked on the attendance sheet. The above child health care check will be done outside the building, at the main entrance. Parents are required to wear a mask, take their child out of the car and bring the child to UPK staff. Staff will ask the above questions, take the child's temperature with a no-touch thermometer, document the temperature on the attendance log, and if the child doesn't have a fever of 100 degrees, the staff will bring them into the building. During this process, parents will wait in their vehicles until prompted by staff to bring their child to the door. Staggered drop off times for separate classrooms will be observed. All staff and children will wash hands upon arrival.

Children with a temperature over 100 degrees, will not be permitted into the building, and must stay at home until fever-free for 24 hours.

If a child, member of a child's family, or a staff member is diagnosed with COVID-19, the Center will close for at least three (3) days-- to deep clean and get advice from the CDC and Ulster County Department of Health. A longer closure may be required. Affected staff, children, family members, etc., will be required to quarantine for 14 days. Deep cleaning will take place after the initial 24-hour closure.

COVID Symptoms: Please keep your child home if you or they are experiencing any of these symptoms, which may appear 2-14 days after exposure to the virus:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

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

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

Physical Distancing:

Staff will maintain a distance of at least six feet from other staff unless safety or the core activity requires a shorter distance. Recognizing that maintaining social distancing is not possible when caring for young children, responsible staff will implement precautionary measures for the care of children including:

- Frequent and thorough hand hygiene for both staff and children.
- Staff may consider wearing over-large shirts/smocks that can be easily removed should they become soiled.
- All children should have two changes of clothes on hand in the event clothes are soiled.
- Class groupings will be reduced per OCFS, NYSDOH and NYSED guidance.
- Children's table/chairs are reduced by one/half. (Table of six will now have only three chairs).
- Toys and manipulatives will be reduced and cycled throughout the week. They will be cleaned after every use, and all plush and fabric toys will be removed.

Hygiene, Cleaning and Disinfection:

CBO's will adhere to the cleaning and disinfection requirements issued by the CDC and NYSDOH and will maintain the Cleaning/Disinfecting log form: OCFS-6041 throughout the day. Staff and children will perform hand hygiene immediately upon entering building including:

- Handwashing: soap, running warm water and disposable paper towels are required.
- Hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing is not available or practical.

Cleaning and disinfecting will be done throughout the day—and frequently in high risk areas (door handles, handrails, toys, art supplies, table tops, sinks, counters.) Cleaning and disinfection will be ongoing and will occur after each shift, daily, or more frequently as needed. Equipment and toys will be cleaned after each session using registered disinfectants. Toys from home will not be allowed in the classroom. Sensory tables, dress up clothes and any toys with cloth will be removed from the classroom. Play-Doh and slime will be used individually by the children and then disposed of after each child is finished playing with it. All washable surfaces in the Center will be sanitized thoroughly after each use, and all playground plastic surfaces will be sanitized after each session.

Continuity of Learning Plan for UPK, Including In-Person and Remote Learning Models

UPK In-Person Model: Instruction will be provided in loving and nurturing classrooms that include a full-day model and a half-day model. Both programs implement the Creative Curriculum, which is approved by the NYSED Office of Early Learning, and is in compliance with the NY State Early Learning Guidelines and the NY State Prekindergarten Foundations for Common Core. Students in both programs will participate daily in dramatic play, free play, choice time, a variety of games, listening activities, math activities, playground and outdoor activities, science and nature activities, sharing, show and tell, movement and mindfulness and story time. They will participate in weekly special area instruction in art, music and physical education. Full day programs will operate from 8:50 a.m. to 3:30 daily, and half day classes will operate from 8:50 a.m. to 11:30 a.m. Both schedules will allow for many opportunities for hand washing and cleansing. In the event of a COVID-related school closure, we will move to a remote teaching model. Following the health and safety guidance above, all itinerant staff, including special education and related services staff, will follow the screening, cleansing and masking protocols as CBO staff and students.

UPK Remote Instructional Model: Students will have access to UPK staff each school day. Remote education through virtual meetings and the extension activities provided by the CBOs to the UPK students will address all the same content areas as an in-person education, including dramatic play, free play, choice time, a variety of games, listening activities, math activities, playground and outdoor activities, science and nature activities, sharing, show and tell, movement and mindfulness and story time. Special area lessons will be provided to the greatest extent possible. Special education itinerant teachers and related services supports will be provided virtually to the greatest extent possible.

- Teachers will provide face-to-face virtual activities Monday - Friday.
- Online interaction times will be limited to 20-30 minutes to remain developmentally appropriate.

- Activities will be hands-on and interactive.
- Virtual classes will vary in design and size. Whole group, small group, and/or one-on-one interactions may be utilized.
- Opportunities for virtual peer-to-peer engagement will be prioritized.

Student's education will be supported through a variety of activities, literature, and manipulatives provided to the families by the CBO's in addition to their regularly scheduled virtual meetings.

- Some examples may include but are not limited to:
 - Developmentally appropriate worksheets and other consumable materials
 - Sensory materials
 - Sets of interactive items or manipulatives (i.e. bear counters, puzzles)
 - Curriculum specific materials (Handwriting Without Tears, Creative Curriculum)
- Transparency and clear communication of the goals and objectives of teacher's activities will be provided to families upon request.

Teachers will provide office hours to families as times they are available to answer questions and provide support.

- Teachers will be available to families/parents for "office hours" for a minimum of three hours per week at varying times of day via phone and/or email.
- Teachers/staff will regularly maintain communication with enrolled families.
- Newsletters/curriculum updates will be provided monthly.

CBO's will maintain accurate and specific records of virtual classroom time, office hours, and extension activities.

- Teachers will document attendance at each virtual meeting with students.
- Directors will submit attendance records to the district.
- Clear adjustments to curriculum for distance learning will be documented.
- CBOs will maintain a record of non-consumable items loaned to families for additional support.

Special Education

The Onteora Central School District reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the Onteora Central School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote).

The Onteora Central School District is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child to meet the requirements of the IDEA. Further, we will maintain regular communication with the

parents/guardians and other family members to ensure that they are engaged in their children's education during the reopening process.

The Ontario Central School District will plan and support collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The Ontario Central School District will provide special education services via either in-person, modified schedule/hybrid model, or fully remote learning to all classified students in general education, integrated co-teaching, in-district special class or out-of-district special class placements in compliance with New York State Education Department (NYSED), the United States Department of Education (USDE), as well as information contained in New York State Executive Orders and New York State Department of Health guidance.

Special Education In-Person Instruction

Grades K-6

Instruction will be provided to classified students in the classroom, and to the greatest extent possible, will be provided daily for all students in grades K-6 in-district as well as all students who are attending out-of-district special education programs. Students attending in-person programs in out-of-district placements will follow the in-person instructional plan offered by the program. Ontario Central School District PPS staff will assist parents with accessing the plans and will support you in any way possible. Special education services will be provided per students' Individualized Education Programs (IEP) in related services sessions, integrated co-taught classrooms, in-district special classes and/or out-of-district special classes. Classes may be split to allow for appropriate social distancing, and students whose IEP require Integrated Co-Teaching services will be split in a way that still provides for integration with their typically developing peers. Students whose IEPs recommend the support of a teaching assistant or a full-day 1:1 or partial-day shared aide, will receive this support on a daily basis per the specifications of their IEP. The provision of a combination of special class with integrated co-teaching for students in grades K-6 will not be possible during the 2020-21 school year while adhering to health and safety guidance, which requires students to remain in cohorts for the duration of their school day. Resource Room will not be provided for students in grades K-6 for the same reason; students must remain in their classroom cohort to maintain health and safety guidelines.

Daily schedules for in-person special education instruction will follow the schedules developed for all students at a given grade level, however, until schools return to normal operating conditions, flexibility with respect to IEP implementation may be unavoidable. We may not be able to provide all services in the same mode and/or manner they are typically provided; so group sizes, specific individual or group sessions for related services, frequency, duration, and/or special class size ratio may change in order to comply with health and safety guidelines. Related Services such as Speech-Language Therapy, Psychological Counseling, Occupational Therapy, Physical Therapy, and/or Teacher of the Deaf and Hard of Hearing will be provided to the greatest extent possible, either in the classroom or in a separate

location, and such services will follow all health and safety guidelines for implementation and may be modified as discussed above.

Special education teachers and related service providers will continue to collect data and use these data to monitor each student's progress toward their annual goals and to evaluate the effectiveness of your child's special education services. Written formal IEP progress monitoring will be provided to parents and guardians quarterly and will be received at home around the same time as quarterly report cards. Parents and guardians may request instructional team meetings or Committee on Special Education (CSE) meetings to discuss any concerns they may have about a student's social, emotional, and/or academic progress at any time throughout the school year. Whenever possible, these meetings will be scheduled virtually during regular school hours, and at all times will be provided in the parents' preferred language.

We are reopening schools in September fully aware that there may be a COVID-19 outbreak in a classroom or building at any time and are fully prepared to switch from an in-person instructional model to a remote model on very short notice.

Special Education Remote Learning Model

Grades K-12

Remote learning will occur for all students affected by a short- or long-term closure due to an outbreak of COVID-19, or for students whose parents have opted for a remote learning model. In this model, in-district classified students in grades K-12 will receive daily instruction per a schedule similar to that followed in our in-person instructional model. The remote instruction model will include instruction in all content areas and will provide for remote related service sessions to the greatest extent possible. While students will interact with their teachers daily in Google Meets or in video recorded lessons, assignments will also be posted to be completed by students with the support required by their IEPs. Students requiring related services only, may see their related service providers in interactive Google Meets (teletherapy sessions) and may access videos and additional activities in Google Classrooms. Related service providers will create Google Classrooms and websites of their own, which may include meeting spaces for small group and individual remote sessions as well as optional activities parents can supervise at their leisure. Students requiring small group instruction from a special education teacher or teaching assistant will attend heterogeneous or homogeneous groups based upon individual need and the IEP goals that are being addressed to the greatest extent possible. Special class teachers will provide both whole group and small group sessions as required by students IEPs.'

Students who have 1:1 aides will see their aides on a consistent basis, and special class teaching assistants will meet with the whole class and/or with individuals or small groups to support instruction as needed.

Daily schedules for remote special education instruction will follow the schedules developed for all students at a given grade level, however, flexibility with respect to IEP implementation through a remote model will be unavoidable. Remote learning presents challenges to the implementation of programs and services typically provided in-person; so group sizes, specific individual or group sessions for related services, frequency, duration, and/or special class size ratio may change in order to comply with health

and safety guidelines. Related Services such as Speech-Language Therapy, Psychological Counseling, Occupational Therapy, Physical Therapy, and/or Teacher of the Deaf and Hard of Hearing will be provided remotely to the greatest extent possible.

Special education teachers and related service providers will continue to collect data and use this data to monitor each student's progress toward their annual goals and to evaluate the effectiveness of the child's special education services. Written formal IEP progress monitoring will be provided to parents and guardians quarterly and will be received at home around the same time as quarterly report cards. Parents and guardians may request instructional team meetings or Committee on Special Education (CSE) meetings to discuss any concerns they may have about a student's social, emotional, and/or academic progress at any time throughout the school year. Whenever possible, these meetings will be scheduled virtually during regular school hours, and always be provided in the parents' preferred language.

Special Education Hybrid Learning Model

Grades 7-12

Instruction will be provided to all classified students attending the Middle and High Schools through a hybrid learning model. All students, grades 7-12, will attend school for in-person instruction one day per week, and will receive remote instruction four days per week. Special education services will be provided per students' Individualized Education Programs (IEP) in related services sessions, integrated co-taught classrooms, Resource Rooms, in-district special classes and/or out-of-district special programs. Classes may be split to allow for appropriate social distancing, and students whose IEP require Integrated Co-Teaching services will be split in a way that still provides for integration with their typically developing peers, though splitting classes may not be required in this hybrid model, because only 25% of the student population will attend in-person instruction per day. Students whose IEPs recommend the support of a teaching assistant will receive this support daily per the specifications of their IEP, whether they are in school or learning remotely at home.

Daily schedules for special education students in grades 7-12 accessing the hybrid model will follow the schedules developed for all students at their grade level, however, flexibility with respect to IEP implementation through a hybrid model will be unavoidable. The implementation of special education programs and services typically provided in-person will be split between in-person and remote methods; so group sizes, specific individual or group sessions for related services, frequency, duration, and/or special class size ratio may change to comply with health and safety guidelines. Related Services such as Speech-Language Therapy, Psychological Counseling, Occupational Therapy, Physical Therapy, and/or Teacher of the Deaf and Hard of Hearing will be provided remotely to the greatest extent possible.

Special education teachers and related service providers will continue to collect data and use this data to monitor each student's progress toward their annual goals and to evaluate the effectiveness of the child's special education services. Written formal IEP progress monitoring will be provided to parents and guardians quarterly and will be received at home around the same time as quarterly report cards. Parents and guardians may request instructional team meetings or Committee on Special Education (CSE) meetings to discuss any concerns they may have about a student's social, emotional, and/or academic progress at any time throughout the school year. Whenever possible, these meetings will be scheduled virtually during regular school hours, and always be provided in the parents' preferred language.

Students Attending Out-of-District Programs

Onteora Central School District students ages 3 through age 21 who attend out-of-district programs will follow the programming models planned by their special education program or BOCES. Individual private programs and BOCES are planning for in-person, hybrid, and/or remote learning models. Onteora Central School District CPSE and CSE staff will assist parents with accessing program plans and will support you in any way possible.

Referrals to the Committee on Special Education

Before referring a student to the CSE, schools should take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the school suspects a student of having a disability, it must refer the student for initial evaluation and obtain written parental consent. All school and parent referrals to the CSE must be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Evaluations

Special education evaluations must be conducted whether in-person or remotely within required timelines. At the onset of the school year, a plan will be developed to address any backlog of evaluations resulting from the COVID-19 school closure in March 2020.

Committee on Special Education Meetings

Committees on Special Education will meet as required for any meeting type throughout the school year, and will do so virtually through video conference or teleconference until we return to normal operating conditions.

Bilingual Education and World Languages

The Onteora Central School District provide world language instruction in Spanish and French 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs K-12. We utilize OU BOCES technical assistance for World Language Instruction 7-12 and PreK-12 for ENL instruction. This assistance will be provided in all formats (live-person, hybrid, or remote).

Support of English language learners (ELLs) will be comprehensive, high-quality, and culturally responsive. We will reopen using in-person, hybrid and remote instruction and we will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The Onteora Central School District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students; we will provide the required instructional Units of Study to all

ELLs based on their most recently measured English language proficiency level during in-person, remote or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. We utilize District staff as well as Frontline Translation Direct translation service to assist with translation services. The Ontario Central School District will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The district also has access to the Ulster BOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based

In order to assure that students have opportunities to study world languages we are prepared to teach Spanish and French in the live in-person, hybrid, or remote format upon reopening. With the support of Ulster BOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, Students With Disabilities, and general education students who are studying world languages such as Spanish or French to help address learning gaps caused by the COVID-19 school closures.

Our district will support our students as they work towards earning the New York States Seal of Biliteracy. We will collaborate with Ulster BOCES to provide Seal of Biliteracy professional learning. As well, Ulster BOCES will support assessment options and provide translators for NYS Seal of Biliteracy presentations.

Through using our district and BOCES resources, we are well prepared to reopen our schools and serve ELLs, MLLs, and students learning world languages as they expand their skills, knowledge, and facilities with languages.

Athletics and Extracurricular Activities

Interscholastic Athletics

Districts have delayed the Fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games and contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by COVID-19 crisis, then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

- **Season I** (Winter Sports)
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
 - *Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high-risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.
- **Season II** (Fall Sports)
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - *Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.
- **Season III** (Spring Sports)
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
 - *Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Extracurricular Activities

Extracurricular activities that students can participate in remotely will continue to be supported by the District. We believe that these opportunities for connection and engagement are important to students, but we cannot offer in-person activities before or after school during this time.

Staffing

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. The Ontario Central School District will consider whether their currently approved APPR plans may need to be revised to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. School leaders will continue to attend annually required Lead Evaluator training.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the Ontario Central School District. Student teachers will follow all of the social distancing, mask wearing, health status reporting, and other COVID-19 procedures that the teachers follow. Student teachers will serve under the supervision of our full-time certified teachers only. At no time will a student teacher be used as a teacher of record.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#)
- (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#)
- (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#)
- (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [*New York State Department of Health Novel Coronavirus \(COVID-19\)*](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)

Appendix A - Medically Vulnerable Populations

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely.

High risk groups include:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Staff Accommodations: If a staff member will be seeking an accommodation, due to being in a high risk group, or living with a person in a high risk group, they must notify the superintendent, in writing, that they intend on requesting an accommodation.

Any staff member who is requesting an accommodation will be required to submit medical documentation to the District 504 Coordinator setting forth the basis for the request as well as the accommodations being sought. The 504 Coordinator will evaluate such requests and may request additional medical documentation or request that the employee submits a HIPAA authorization for the disclosure of records related to the request being made. The District reserves the right to send an employee for a 913 medical exam or request that the employee signs HIPAA authorization allowing the District to speak with the employees treating physician or the physician of the high risk individual with whom the employee resides.

Student Accommodations: If a student, or someone residing in their household, is part of the above high risk categories, the parent/guardian should consult with their healthcare provider regarding prevention and provisions for best meeting the needs of their child/children in school, while protecting their health and safety, and to receive advisement on participating in in-person instruction. The District will work with the families to determine appropriate accommodations, which may include receiving remote instruction.