

Schodack Central School District

COVID-19 Reopening Plan
for the
2020-2021 School Year



BEDS code: 491501040000

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Superintendent
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Michael Tuttle
President
Board of Education

July 31, 2020

Dear Schodack Families,

The past few months have been anything but normal. Since our closure in March, we have all been working diligently to provide the best possible experience for our students under extraordinary circumstances. As the school year came to an end, we took the opportunity to gather information, reflect on our experiences, and started to prepare for a possible reopening this September. Whatever the circumstance may be, we know full well that it will be some time before we are able to return to our normal operation and routine.

Over the last month, the Schodack Central School District has engaged the community in a Reopening Task Force to listen to concerns, offer suggestions, and help guide decisions with the development of our reopening plan. It was essential that we listened and worked with over 250 participants representing students, faculty, staff, parents, and administrators to assist with the design of a plan that offers the safest possible solution to reopen our schools to students once again. I am extremely grateful for the thoughtful input, honest feedback, and the hours volunteered by so many members of our school community throughout this process.

Safety has been the top priority throughout the planning process and has guided each of our decisions. I hope that you will appreciate the detail to safety and the work that we will need to do together to make the most of the upcoming school year regardless of our instructional model. Now, more than ever, we need to leverage the strengths of our home-school partnership to ensure the best of the children of our community.

Due to restrictions caused by this global health crisis, we have been given a seemingly impossible task - to rethink program delivery and everyday operations to ensure the safety of all. We understand that anything less than a return to normal will continue to create hardships, challenges, and frustrations. Like all of you, we too look forward to the day when we can return to full-day instruction and regular activities for each and every

one of our students. We acknowledge and understand that in order to do this safely, experiences are missed and sacrifices are made. It is our hope that, as we begin a return in some capacity, we will once again call upon our talented faculty, staff and administrators to inspire creativity, innovation, and a love for learning.

Today we submitted our tentative plans for the reopening of schools to the New York State Education Department for approval. The full plan will be posted to our district website.

As always, do not hesitate to reach out to me or your child's principal with any questions or concerns. We will be holding virtual Community Town Hall Forums on August 10 and 17 at 6:00 p.m. to share information and answer questions. There is still much work to be done to prepare for September, but we look forward to the first day of school and to a possible return in the fall.

Be well,

Jason M. Chevrier
Superintendent

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Introduction

At Schodack 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 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 Schodack 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 is addressed within our plan.

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

- *Castleton Elementary School*
- *Maple Hill Jr./Sr. High School*
- *Schodack Central School District Office Building*
- *Schodack Central School District Bus Garage*

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 insure that students and employees feel comfortable and safe returning to the 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.

Jason Chevrier, Superintendent, will serve as the District's COVID-19 Coordinator. He 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.

As with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from NYS, the Health Department, CDC and the NYS Education Department 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.

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

- safeguarding the health and safety of students and staff;

- providing the opportunity for all students to access education in the fall;
- monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
- emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
- fostering strong two-way communication with partners, such as families, educators, and staff;
- factoring into decision making the challenges to the physical safety, social-emotional well-being, and the mental health needs of our students caused by school closure; and
- considering and supporting diversity in our schools and school districts as we provide education is essential.

Communication/Family and Community Engagement

To help inform our reopening plan, the Schodack 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, virtual forums/meetings and one-on-one conversations. Throughout the month of July, the Schodack Central School District formed four (4) Advisory Committees (Communications, Instruction, Operations, and Budget/Personnel) to discuss the challenges faced with reopening our schools. A total of 211 stakeholders participated in the Advisory Committees. In addition, a Steering Committee was formed to use the information provided by the Advisory Committees to help make decisions for the reopening plan. A total of 46 stakeholders participated on the Steering Committee.

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 www.schodack.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, education partners and vendors. The District will use its existing communication modes – including, but not limited to, the District website, eNews communications, our social media accounts (Facebook and Twitter), text alert system, phone calls, and written letters 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.

Schodack 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, when a 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, text messaging, social media and website postings; and

- to provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

Schodack Central School District will utilize communication methods used by the District to inform the school community. Information will be dispersed in a variety of platforms that include, but are not limited to:

- District website
- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by district
- Town Hall Meetings (Zoom, WebEx, Google Classroom, etc.)

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously 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.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement 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 our top priority. 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 at COVID@schodack.k12.ny.us or (518) 732-2297.

To ensure employees and students comply with communication requirements, the Schodack 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
 - Traditional media outlets
- 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, or area; 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 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 point at the main office of each school.
- A face covering must be worn by all individuals, students, staff, and visitors on Schodack Central School District property at all times.
- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, gaiter 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 Schodack Central School District daily.

Daily Health Screening

- Prior to entering all Schodack Central School District locations, individuals must complete a medical screening questionnaire. An electronic questionnaire will be made available to parents, faculty, and staff to use prior to reporting to school each day. At the time of submission, the district is currently evaluating several products that may be used. Once determined, we will communicate directions on how to access the screening questionnaire and expectations for use.
- Staff should complete this screening prior to arriving at work via the electronic submission form.

- Staff will be required to monitor their own temperatures prior to arrival on campus. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Although filing of the health survey is preferred to be done online, paper copies of the questionnaire for visitors will be available at the main office of each school building.
- Students are required to be screened at home each day prior to leaving for school or boarding district transportation. Screening results will be required to be reported using the District's online reporting form. At the time of submission, the district is currently evaluating several products that may be used. Once determined, directions for use will be communicated as well as how to access the screening questionnaire and expectations for use.
 - Parents are required to monitor for temperatures and symptoms prior to sending their student on a bus; however, students not reporting will be required to be screened upon arrival for temperatures prior to being allowed entry to any school building.
 - Essential visitors requiring access to the school will have their temperatures taken upon arrival.
- All staff must sign in and out of each building in the main office *each* time they enter and exit the building.
- Students without fever/symptoms will be signed in, accounted for, and will be able to attend school at which time attendance will be taken.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked-out locations, maintaining social distance, until they can be signed in and screened.
- Corridors will be created (outside, but preferably covered) where individuals can enter the facility when in-person screening is necessary.
 - Multiple lines and entrances will be coordinated, if needed to reduce crowding.
 - Markings (whether with tape or otherwise) will be placed to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- 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 the Schodack Central School District premises must maintain social distancing and use face covering at all times.
- Proper social distancing is defined as a six (6) foot separation between individuals.
- 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 using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., main office areas, health screening stations, and reception areas).

- 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. Our 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 singing or 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 (hand dryers are not recommended as they can aerolize germs);
 - use of no-touch/foot pedal trash can where feasible; and
 - extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows:
 - 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; and
 - 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;
 - Sanitizer dispensers placed near entrances, in common areas, and throughout the buildings.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses during school hours, except for the safety and well-being of students. Parents/guardians will report to the main 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.

Essential Visitors

- No visitor should enter a building unless necessary.
- All meetings should be held outside or via virtual meetings when possible.
- All essential visitors must be wearing proper face covering prior to entering any building and it must be worn at all times.
- All essential visitors check in at the main office of each building for temperature screening and to fill out and submit a proper COVID-19 CHECK-IN SCREENING form. The visitors must sign in with their identification through the Raptor system for a visitor badge when entering Castleton Elementary School or Maple Hill Jr./Sr. High School. This will indicate to all school personnel that the visitor has been screened.
- All essential visitors must sign in and out at the main office of each building stating their destination within that building for contact tracing. All visitors should be accompanied by a staff member.
- Should an essential 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 at each building must scan the sign-in/out documents for essential visitors, substitutes, traveling and part-time staff into a shared Google folder for contact tracing purposes.

Vendor

- All vendors must be wearing proper face covering when on district property and prior to entering any building and it must be worn at all times.
- All vendors must report to the main office of each building first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING form. The vendors must sign in with their identification through the Raptor system for a visitor badge when entering Castleton Elementary School or Maple Hill Jr./Sr. High School. This will indicate to all other Security locations that the vendor has been screened. All vendors should be accompanied by a staff member.
- No vendor should enter a building unless necessary for completion of their job.
- All meetings with vendors should be held outside or via Google Meet, Webex, or other virtual meeting application when possible.
- Should a vendor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.

Training

The Schodack 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 for all workers.

The Schodack 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 cover wearing, social distancing, and respiratory hygiene. Additional training will be provided on:

- 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 workers' phones, desks, offices, computers or other devices, other work tools and equipment;

- up-to-date education and training on COVID-19 provided to employees and students; and
- 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

The Schodack Central School District will identify individuals familiar with CDC, OSHA protocols, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a face covering, face shield, and social distancing. If social distancing or barrier/partition controls cannot be implemented during screening, PPE should be used when within six (6) feet of a student.

Training topics for all staff and substitutes

- Proper hand washing and 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
 - Hard controls include walls, barriers, doors and plastic shields
 - Soft controls to include signs, floor markings, movable barriers, training and PPE
 - 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)
 - Inclusive into our existing 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](#) and describe how to [stop the spread](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face cover](#)).

When Students Eat in Classrooms

- Educate teachers and staff on food allergies, including symptoms of allergic reactions to food.
 - Educate 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, maintaining at least six (6) feet of separation between individuals.
- Additional protective barriers may be utilized to create a physical separation without hindrance to egress or airflow.
- Workstations will be reconfigured so that employees do not face each other, or establish partitions if facing each other cannot be avoided.
- Face coverings should be worn in these multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.

- Potentially shift/stagger start and end times (while still ensuring safe operations), to eliminate employees from congregating during the shift change-over, and from overcrowding at entrances and exits. Determination will be made once school schedules are finalized.
- Will reduce tasks requiring large amounts of people to be in one area.
- Employees will be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.
- If in-person meetings are essential, follow local, state, and federal guidelines regarding capacity.

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 a quick manner.
- Social distancing among participants will be required.
- Lingering and socializing before and after meetings should be discouraged.

Break Rooms and Lunch Rooms

- Break rooms must maintain a minimum of six (6) foot separation when consuming food or drinks. Maximum occupancy will be posted in each location.
- Staff are advised to take their lunch and breaks in their classrooms; in their vehicles or outside at the picnic table throughout the grounds.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do so in a large space or outside, where at minimum a six (6) feet of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and vending machines will be replaced with alternatives where possible or will not be utilized.
- 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.
- Faculty and staff are encouraged to utilize Central Copying whenever possible.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

Elevators

- One person in an elevator at a time, unless medically necessary.
- Personnel must wear acceptable face coverings when in elevators as it is a common use area.
- Elevators will be frequently disinfected.

Restrooms

- All bathrooms regardless of size will be limited to one person at a time.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable PPE 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 and replaced with touchless paper towel dispensers.
- 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 specific and determined based off of the overall square footage of the space.
- Each Student, teacher and support staff will receive not less than six (6) feet of separation from others.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Overall class sizes will be reduced to accommodate all safety parameters.
- Students, teachers and support staff will be required to wear a proper face covering at all times.
- Where possible, special teachers and PPS staff will travel to the classroom to provide instruction.
- Restrict items in the classroom to that of obvious use.
 - Remove any unnecessary furniture.
 - Remove any soft surfaces that are difficult to disinfect such as:
 - 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 or other appropriate PPE as defined by the New York State Department of Health.
 - 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 six (6) feet.
 - Create “sick” and “well” zones.
 - Students that receive daily medication should be treated separately from students presenting with symptoms of illness.
 - Nebulizer treatments should be conducted in a separate isolated space with adequate fresh air circulation.
 - Physical separation will be achieved by utilizing:
 - Individual exam rooms;
 - Polycarbonate or other approved barriers; and/or

- Retractable dividing curtain walls.

- Isolation Rooms
 - 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.
 - Reference the Isolation Room/s section for additional information.

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.
- Where excess space is not available, nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum six (6) feet of separation.
- These rooms have been identified in each building:
 - Castleton Elementary School - Room # 154
 - Maple Hill Jr./Sr. High School - Room # 125
 - District Office Building - Room # 103
 - Bus Garage - Break Room

Security Vestibule/Reception areas

Security Stations will remain at the main entrance of each building.

- Where a multi-entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Barriers have been installed to protect all individuals.
- Floor demarcations will be 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 six (6) feet of separation.
- Frequently touched materials such as magazines have been removed.

Shared Computers and Devices

- The use of shared space and equipment use will be limited where feasible.
- Tables of computers 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 shared devices will be frequent. Keyboards should be wiped and disinfected before and after each use.
- 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 or other approved 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; and
 - 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 each classroom.
- Bathrooms
 - Limited to one occupant at a time.
 - Automatic hand dryer use will be discontinued.
 - Touchless soap dispensers are in place at each sink.
 - Touchless paper towels dispensers have been installed.
 - Touchless faucets are currently in most bathroom spaces.
 - In areas where old style fixtures exist, they will be replaced as applicable.
 - Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle.
- Vestibules/Reception Areas
 - Barriers have been installed to provide protection for Schodack Central School District staff and visitors to the buildings.
 - Barriers have been designed 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 installed in place of the drink spout where applicable.
 - Additional bottle filler stations will be installed where necessary.
 - 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.
- Corridor doors will all be affixed open using electromagnetic hold-open devices to minimize the need to touch doors.
- Temperature Screening Equipment
- Exterior Tenting and Corridors

Ventilation

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

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air;
- Air handling systems have been inspected for function with higher MERV rated filters;
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors;
 - Options for replacement and modification to existing systems will be explored;
- Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum;
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems; and
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

The Schodack 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 but are not limited to:

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer carts
- Science labs
- Classrooms
- 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 warm 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; and
- Accommodations for students who cannot use 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.

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 six (6) 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. The parent or 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; other considerations include:
 - closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - opening outside doors and windows to increase air circulation in the area;
 - waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas;

- once the area has been appropriately cleaned and disinfected it can be reopened for use; and
- individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- *Notification* - 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 Schodack Central School District will do the following:

- have a plan for cleaning, disinfection, and notifying the Rensselaer County Health Department, 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 your building or facility 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. Use a vacuum equipped with a high-efficiency particulate air (HEPA) filter, if available;
- 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; and
- workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

The Schodack 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:

- documentation from a health care provider following evaluation;
- negative COVID-19 diagnostic test result; and
- symptom resolution, or if COVID-19 positive, release from isolation.

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 local health department.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process in the Schodack Central School District could include:

- having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions;
- establishing a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the Rensselaer County Department of Health;
- developing a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue;
- implementing, 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; and
 - Communicating as soon as possible with staff, parents, and students.
- using the Department of Health guidance/procedures for when someone tests positive.
 - In consultation with the Rensselaer County Department of Health, 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 Rensselaer County Department of Health.
 - 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); and
- 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.

The Schodack 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. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed:

- alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review;
- for offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission;
- tents, both temporary and permanent are regulated by code and must be submitted for a building permit;
- minimum number of toilet fixtures that must be available for use in a building is established in the building code;
- maintain adequate, Code required ventilation (natural or mechanical) as designed; and
- if other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

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
- 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 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 six (6) feet of space between students and staff during the Shelter-In-Place.
- The use of face coverings will be required to the fullest extent possible.
- Social distancing of six (6) feet between staff and students should strive to be achieved and face coverings should be worn at all times during the event.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Listen for updates and respond accordingly.

Hold-In-Place

Hold-In-Place protocols will be the same with the following changes:

- Provide six (6) feet of space between students and staff during the Hold-In-Place and a face covering should be worn at all times during the event.
- Plan to have extra face coverings on hand in the event that a person does not have one.
- Listen for updates and respond accordingly.

Evacuate

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

- Identify areas outside of the building in advance that will allow six (6) feet of separation of students and staff. Verify that students and staff will not impede emergency responders.
- In an 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.
- If necessary, 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, besides maintaining six (6) feet of space 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 safety, lockdown protocols will be mostly the same process as they have been 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 Schodack Central School District will follow 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 no cost to all children. 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.

The Schodack Central School District has identified Brian Carey, Business Administrator, 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 Lisa Bryda in the Business Office.

Business Office Phone: (518) 732-2124

Brian Carey - bcarey@schodack.k12.ny.us

Lisa Bryda - lbryda@schodack.k12.ny.us

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

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, gym) 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.

Breakfast and lunch will be served in the classrooms at Castleton Elementary School. At Maple Hill Jr./Sr. High School food will be served in the cafeteria, gym, and/or auditorium. Breakfast will be provided via grab-n-go for both locations. Lunches will be pre-ordered and packaged for all students in the buildings. Food Service employees will wear masks and gloves while preparing food. Any employee responsible for delivering food will be required to wear appropriate PPE (e.g. gloves, face coverings, etc) at all times.

Students with food allergies will be closely monitored in each building. Working with the school nurse and building administration, separated areas will be identified and designated for students with severe food allergies.

Hand hygiene will be promoted through training of students and staff. In addition, proper signage will be placed throughout the buildings to serve as reminders and to communicate expectations. Rules regarding the sharing of food/beverages will be discouraged through training, prompts, and reminders by staff during meal time. Per guidelines, six (6) feet of social distancing will be maintained while students are eating. All Child Nutrition requirements will be met through the food service operation.

Meals Offsite

Meals will be available to all students regardless of whether students are learning in person or remotely. For students at home, families will have the ability to pick up breakfast and lunch in person. For students who are home and cannot pick up breakfast and lunch, a delivery option may be available by making arrangements with the district. If this is needed, please contact Brian Carey, Business Administrator, at bcarey@schodack.k12.ny.us or (518) 732-2297.

Transportation

The Schodack 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 wear acceptable face coverings at all times 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 within six (6) feet of each other and will be required to sit together. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All high-touch areas on buses will be cleaned/disinfected upon completion of each individual bus run to each school building. As buses finish each run in the morning and again in the afternoon, they will be cleaned/disinfected.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the 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 six (6) feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out-of-district whose schools are meeting 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.

Proper behavior on buses will be essential in order to maintain the health and safety of all passengers. Students will be expected to comply with all bus safety rules and regulations.

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 morning and afternoon runs cleaning and disinfecting of the entire bus will occur.
- *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- *High Touch Surfaces*
 - Bus seats and seat backs
 - Seat belts
 - 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.
- All cleanings/inspections will be documented (via trackable log).

Bus protocols for a reported case of Covid-19 on a school bus

- Rhonda Greenway, Transportation Supervisor, will be notified, the district will then notify building administration and a plan will be implemented to contact parents of students on that bus.
- After a report of COVID-19, the bus will be taken out of service for 24 hours before it can be used again.
 - The bus will be disinfected following CDC guidelines.

Students Utilizing District Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding district transportation.
- Students must wear a face covering 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. This will require a note from a health care provider.
- Students must social distance on the bus to the fullest extent possible.

- Students who do not have a face covering can NOT be denied transportation.
- Students who do not have face coverings must be provided one by the district.
- Students with a disability which would prevent them from wearing a face covering 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
- Face Covering/Mask
- Face Shield (if applicable)

Transportation Communication

- The Schodack 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 Schodack 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.
- In an effort to increase ventilations, buses will operate with windows and roof hatch open when applicable.
- The Schodack Central School District will advise parents not to send their children to school or board the bus if sick or with an elevated temperature.
- Parents will be surveyed regarding transportation including an “opt-out” option.
- Students/parents/guardians will be reminded that social distancing requirements extend to the bus stop.
- Multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option) will be communicated with Administration.

Density Reduction, Social Distancing, Bus Capacity

- As a density reduction strategy, the District will:
 - require one student per seat with all students wearing masks;
 - This results in approximately 22 students on a 66-passenger bus.
 - allow siblings or those that live in the same household to sit together;
 - This results in approximately 33 students on a 66-passenger bus.
 - place floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles; and

- not seat students directly behind the driver

Routing

- The Schodack Central School District will develop multiple routing scenarios for administration to analyze different instructional scheduling options.
 - Split sessions
 - Alternating days
 - Hybrid schedules – some grade levels in-person learning at school buildings, other grade levels virtual remote learning
 - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- The District will limit rotation of substitute drivers and aides if possible.
- The District will limit student movement between bus routes.
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - 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, the last student off the bus 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, they shall be supervised to ensure social distancing.
- Will add or modify bus routes to reduce load levels on buses.

Transporting to BOCES

- The Schodack Central School District will be transporting to BOCES and will follow similar protocols as previously described.
- The Schodack 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 formed Reopening Task Force teams to examine the guidance provided by the Department of Health and NYSED for our possible return in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. 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.

In support of this belief, a Social-Emotional Learning Advisory Team will be created consisting of certified teachers, certified school counselors, licensed mental health professionals, community members and school administrators. This team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and 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 blended 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.

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 supports to help them re-engage and re-enter work and school. As a district, our commitment is to create and maintain emotionally and physically safe, supportive and engaging learning environments that promote 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 and school based health programs will play an extremely important role in the adjustment period when buildings reopen and access to school counselors will be invaluable support 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 create an asset map of already existing foundational assets within school districts and community-based organizations, and build upon them. In addition, it will be critical to identify students who might be at risk for needing mental health supports. 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. Supports will include resources primarily from *The Collaborative Classroom - Caring School Community* curriculum which is currently used at Castleton Elementary School daily. At Maple Hill Jr./Sr. High School, the *Whole School, Whole Community, Whole Child* framework was implemented last year and we will continue to build off of its strengths. In addition, we will build upon and continue the regular use of restorative practices and mindfulness strategies and activities K-12, which are already being implemented in the Schodack Central School District .

Additionally, all Schodack 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 widely available to the Schodack Central School District community on our 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.

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. Districts should support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. 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 for Students and Faculty/Staff

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
Building and district wide mental health committees will meet frequently to communicate about the social-emotional health and wellness of all stakeholders. This committee will make recommendations and support the ongoing implementation of this plan.
- Continue the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist in adequate training 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 and resources.

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

It is important to note that the school schedule and model of instruction will be dictated by the Governor during the first week of August. If schools in the capital region are allowed to open in the fall of 2020, the Schodack Central School District will implement a full in-person (K-3) and hybrid model (4-12) to maximize in-person learning for all students and meet all health regulations and guidance.

More detailed information about each model of instruction can be found below in the *Teaching and Learning* section of this document.

The primary goals when developing the three instructional models and school schedules included:

- **Safety** for all students and staff is at the forefront of all decisions. When evaluating facilities, capacity was determined based on six (6) foot social distancing between individuals and keeping small cohorts together.
- **Equity** in accessibility to instruction, support services, accommodations and modifications for students with IEP and 504 plans, English language learners, and students at risk in areas such as academics, social-emotional development, etc.
- **Consistency** in communication and scheduling for students, families and staff.
- **Programming** that aims to maintain our high-quality instructional program and offerings as safely and effectively as possible throughout all learning models (in-person, hybrid, remote).

Grades K-3	<p>In-person Instructional Model</p> <ul style="list-style-type: none"> ● Report to school daily ● Classes grouped into small cohorts ● Lessons taught by teachers and supported by a teaching assistant. ● Special area class offered daily
Grades 4-12	<p>Hybrid Instructional Model</p> <ul style="list-style-type: none"> ● In-person: two days a week on assigned day(s): Monday/Thursday OR Tuesday/Friday ● Wednesdays: Additional in-person day for students with special needs, English language learners, at-risk students ● Remote instruction days: two or three days when not assigned to be in school.

OPTIONAL FULL REMOTE INSTRUCTION

For parents and families not comfortable having their child/children return to in-person instruction, the Schodack Central School District will allow parents the opportunity to self-select a remote learning option. If this option is selected, instruction will not replicate the in-person, hybrid model of instruction. While classes will be taught by certified teachers, fully remote students may not be instructed by the same teacher(s) of the in-person or hybrid models. The component districts in the Questar III BOCES are exploring options to pool resources and assign certified teachers from across our BOCES to assist families who may elect this option. This means that your child could be assigned to work with a teacher from Schodack or be assigned to work with a certified teacher from one of the other component districts.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the Schodack 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 occur through building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance and engagement in eSchool Data, our student management system. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily 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 Schodack 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 Schodack Central School District addresses chronic absenteeism as follows.

- 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.
- 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.
- Create a more positive school culture and a focus on engaging instruction
 - Evaluate and address 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 our 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 Schodack 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.

- The Schodack Central School District recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. In the event, students and/or teachers do not have access, the District will take the necessary steps to meet their needs where plausible.
- Conduct and/or maintain an inventory of equipment and other assets. Identify which students, families, and staff have district assets in their possession.
- Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a virtual learning environment.
- Arrange a helpdesk system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The Schodack 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 the New York State Learning Standards in remote or blended models through the use of 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, drop off materials to students' homes, use of parking lots for internet access after hours, 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, this continuity of learning instructional plan has been developed for the 2020-21 school year. This plan considers and outlines teaching and learning through the three models of instruction: in-person, remote, and a hybrid approach. Our plan assures that in all models, the instruction is equitable, accessible, engaging and aligned with the New York State Learning Standards. For all learners, equity is at the heart of all school instructional decisions. All instruction will be designed so that in the event of a school closure, there is a clear, comprehensive, and accessible continuity of instruction for all students.

Our teaching and learning plan emphasizes routines, communication, and maintains a high quality, standards-based instructional program that includes core classes, academic intervention, electives, and modified physical education, music and art opportunities that meet safety guidelines. Our

academic programming will include regular and engaging instruction with an appropriately certified teacher, regardless of the delivery method (e.g., in-person, remote or hybrid).

A clear communication plan for how students and their families/caregivers can contact the school and teachers with questions will be shared. Support regarding instruction and/or technology will be accessible to all, available in multiple languages as needed, widely disseminated, and include various ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

The Schodack Central School District will survey parents and request that they make clear their intention for the upcoming school year. The survey will require families to indicate whether they will voluntarily select the optional remote instruction model for their child(ren) or if the intention is to fully participate in the model of instruction the school is providing.

Professional Development:

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 faculty and staff in the areas of social-emotional health, best practices in remote teaching, and technology integration.

As we enter the new school year, teachers will spend time building relationships, supporting students with the transition back to school, and teaching social distancing and safety etiquette at developmentally appropriate levels. Additional lessons will be incorporated into the K-12 SEL curriculum that focus on mental health, safety, empathy and new routines.

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, some students identified for intervention services, as well as students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Pre-assessments before a unit of instruction to assess student understanding of pre-requisite skills will be common practice. In addition, formative and summative assessments will be designed and implemented in all learning models. 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 prioritized NYS Learning Standards, key understandings, and skills necessary for students' success in future study.

Assessment and Grading

Assessment and grading will follow the traditional grading systems with an emphasis on encouraging and assessing student engagement, participation, and evidence of learning throughout all learning models. Flexibility in grading may be necessary. At K-3, a standards-based framework is utilized to provide direct feedback regarding students' progress and mastery of NYS Learning Standards. In grades 4-12, a percentage-based grading system is used. Feedback will be given on student work and access to grades will be posted for student and parent access through a common learning management system. Final grades will be reported on quarterly report cards, or available through the eSchoolData Parent Portal.

In-person Instructional Model

Castleton Elementary School and Maple Hill Jr./Sr. HS

The ultimate goal returning to school would allow for all of our students to return back to a normal schedule with little to no restrictions. With current guidelines in place recommending social distancing at all times, building capacity constraints, and limited resources for staffing, in-person instruction for all students each day is **not possible to do safely**. In the event restrictions lessen, the following will apply to all students, K-12:

Upon reopening, the number of students in each of our classrooms will be reduced to 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 (6) feet apart.

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. To reduce the amount of transition:

- Teachers will move to classrooms to provide instruction and supervision, when possible.
- K-6 students will eat lunch in their classroom instead of the cafeteria.
- 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. Students and staff will adhere to twelve (12) feet between students when engaging in physical exercise, chorus and band, and singing activities.

Remote Instruction:

Castleton Elementary School and Maple Hill Jr./Sr. HS

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 can continue as is in a fully remote environment (explained below).

Instruction will not only focus on "core" subject areas to the exclusion of 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.

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. Attendance will be taken in all learning models.

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 still 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.

- Grades K-12 will utilize a learning management system that allows for students, teachers and parents to access and organize online learning resources, content and work, receive feedback, grades and communicate between students, teachers and families.
- Students will follow a provided schedule and routine that will closely align to the minutes of instruction required in school.
- Classes will be scheduled throughout their day to allow for structure and consistency.
- Students will be required to participate in all remote learning activities and classes and will be required to complete assignments. Student expectations will be determined by the teacher within parameters established by the District.
- Google meets will be utilized for full group instruction, small group instruction and one-to-one support.
- Attendance will be taken on all virtual learning days.
- Student work, participation and effort will be graded.

Hybrid Instructional Model:

(This model will be utilized if the Governor authorizes students to return to school in the Fall for all students)

Castleton Elementary School-Grades K-6

In-Person Grades K-3:

- Students will attend in-person 5 days per week.
- Students may be split into smaller cohorts (10-14 students in regular classroom spaces, while large spaces may accommodate 18-23 students safely), as needed, to maintain social distancing guidelines (minimum of six (6) feet between student work spaces).
- Students will learn primarily from their classroom teachers but may be supervised by other school personnel during times of independent work or remote/live streamed instruction within the building.
- Breakfast and lunch will be provided in the classrooms. Students will eat at their desks, which will be at least six (6) feet apart.
- Movement in the hallways will be limited. Students and adults will walk on the right side of the hallway. Hallways will be marked with directional signs and social distancing spacing will be labeled on the floor in places where waiting may be necessary.
- Special area classes will push into the classroom or utilize a large or outdoor space that allows for social distancing. Activities will be designed to ensure the health and safety of students and adults.
- Recess will consist of opportunities for movement and free time where social distancing is possible.
- In the event of a school closure, instruction will switch to virtual-only learning.

GRADES 4-6:

- A hybrid model consists of a partial in-person and partial virtual instruction.
- Half of students will attend school in-person on Mondays and Thursdays, the other half of the students will attend school in-person on Tuesdays and Fridays.
- Students will receive 2-3 days of in-person and virtual instruction each week based on need.

- Wednesdays will be used to provide support services to students who have individual education plans through the Committee on Special Education or 504 Committee, English Language Learners, and students who are at risk for failing. All other students will take part in virtual instruction on Wednesdays.
- On virtual learning days, students will be required to participate in all remote learning activities. Students will be required to complete assignments. Student expectations will be determined by the teacher within parameters established by the District.
- Attendance will be taken for both in-person and virtual learning days.
- Students work, participation and effort will be graded.
- Grades K-12 will utilize a learning management system that allows for students, teachers and parents to access and organize online learning resources, content and work, receive feedback, grades and communicate between students, teachers and families.
- Movement in the hallways will be limited. Hallways will be designed to be one way when possible and marked with social distancing markers.
- Movement in the hallways will be limited. Students and adults will walk on the right side of the hallway. Hallways will be marked with directional signs and social distancing spacing will be labeled on the floor in places where waiting may be necessary.
- On in-person days, special area teachers will push into the classroom or utilize a large or outdoor space that allows for social distancing. Activities will be designed to ensure the health and safety of students and adults.
- Recess will be offered daily unless we are unable to meet the health and safety requirements set forth in this plan.
- In the event of a school closure, instruction will switch to a virtual-only learning.

Maple Hill Jr./Sr. High School - Grades 7-12

PHASE 1:

- Half of the students will attend on Mondays and Thursdays, the other half of students will attend on Tuesdays and Fridays.
- Wednesdays will be used to provide support to students under the Committee on Special Education (CSE), English Language Learners (ELL) and for students who are at risk for failing.
- Students must maintain the minimum of 5 classes plus Physical Education within their schedule (within any model of learning), unless otherwise determined by administration and guidance counselors.
- Maintain smaller cohorts of students that follow the same core rotation of classes. Student cohorts will be determined first by their core programs (when possible with staffing and cohorts) of ELA, Math, Social Studies, Science and Foreign Language. If students have fulfilled those requirements, we will look to schedule electives that are similar within the cohorts.
 - Students will be grouped in as small of cohorts as possible while maintaining class selections and options (Some cohorts may be smaller than others depending on class selections).
- On remote days, students will be scheduled into classes as well.
- Students will be placed into electives where attendance and engagement are required. In addition to this time, students will need to be engaged in an additional hour of learning in their core classes that have met in-person for two hours throughout the week (this can be independent practice, group work or meeting with teachers).

PHASE 2 (When it is determined that it is safe for students to be in larger cohorts):

- Half of the students will attend on Mondays and Thursdays, the other half of students will attend on Tuesdays and Fridays.
- Wednesdays will be used to provide support to students under the Committee on Special Education (CSE), English Language Learners (ELL) and for students who are at risk for failing.
- Students will attend in-person two days a week, and follow a schedule that allows them to see all teachers (Core and electives).
- On opposite days, students will complete instruction in a remote environment.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Schodack Central School District has collaborated with Questar III BOCES to ensure high school instructional plans are aligned. Questar III 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.

Athletics and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID-19 pandemic, 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 & contests; and
- offer off-season conditioning workout options, if permitted by State officials.

If the Fall sports season is interrupted or impacted by COVID-19 (i.e. State official guidance, school closings, cancelation of high-risk sports, etc.), then a condensed season's 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), indoor track & field (girls & boys), and wrestling (because of the high risk nature of wrestling, it 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: cross country (girls & boys), soccer (girls & boys), , and volleyball (girls) . *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 (boys), tennis (girls & boys), outdoor track & field (girls & boys).

Extracurricular Activities

- As interscholastic sports and extracurricular activities are an important aspect of student life and the school community, it is our priority to maintain as many offerings as we can.
- At the start of the year, extracurricular activities will be conducted virtually by advisors.
- Opportunities for in-person extracurricular activities will be reviewed quarterly.

Special Education

The Schodack 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 Schodack 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 (in-person, hybrid, or remote). The Schodack Central School District will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (eg. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The Schodack 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 his/her 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 Schodack 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 Schodack Central School District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to in-person, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

Bilingual Education and World Languages

Schodack Central School District provides world language instruction in Mandarin Chinese IV (only) and Spanish and English as a New Language (ENL) instruction for English Language Learners (ELLs) K-12. We utilize Questar III BOCES Regional Bilingual Education Resource Network (RBERN) technical assistance for PreK-12 for ENL instruction. This assistance will be provided in all formats (in-person, hybrid, or remote).

Support of English Language Learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person or hybrid instruction 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.

Schodack 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 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. If necessary, we will utilize Questar III BOCES regional translation service to assist with translation services.

Schodack 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 Questar III 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 Chinese IV (only) and Spanish in the live in-person, hybrid, or remote format upon reopening. With the support of Questar III 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 Chinese IV (only) and Spanish to help address learning gaps caused by the COVID-19 school closures.

Staffing

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan. Schodack Central School District will consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. 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 Schodack 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](#)