



Carmel Central School District

Cultivating Opportunities

Return to Learn

Reopening Our Schools

NOTE: This document is based upon current guidelines and recommendations from the NYS Department of Health and the NYS Education Department. It is a living document and is subject to updates as more information becomes available.

Introduction

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

The areas outlined in this plan represent the myriad of considerations Carmel 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 the District has addressed this within our plan.

This plan includes procedures that will be followed in our schools:

School	Contact Person	Website
Carmel High School	Brian Piazza bpiazza@carmelschools.org	https://chs.carmelschools.org/home_page
George Fischer Middle School	John Piscitella jpiscite@carmelschools.org	https://gfms.carmelschools.org/home_page
Kent Elementary School	Kathryn White kwhite@carmelschools.org	https://kes.carmelschools.org/home_page
Kent Primary School	Dan Brown dbrown@carmelschools.org	https://kps.carmelschools.org/home_page
Matthew Paterson Elementary School	Mike Kirk Mkirk@carmelschools.org	https://mpes.carmelschools.org/home_page



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 school campuses. Our reopening plan is based upon guiding principles, current planning considerations, and assumptions (see Appendix A), and incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#), [Putnam County Department of Health](#), 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.

Joseph Simoni Assistant Superintendent for Pupil Personnel Services and Technology, 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. Contact information for Mr. Simoni and building coordinators will be posted on our website.

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

Guiding Principles

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

1. Safeguarding the health and safety of students and staff
2. Providing the opportunity for all students to access education in the fall
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption
5. Fostering strong two-way communication with partners, such as families, educators, and staff
6. 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



7. Considering and supporting diversity in our schools and school district as we provide education is essential

Background

In early June the District formed Re-Entry Teams for various areas. These teams were initially comprised of administrators and teachers. Parents and Board of Education members have been added. The teams began working to discuss questions and gather thoughts on the three possible scenarios. Team work will continue throughout the summer.

On Monday, July 13, Gov. Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region.

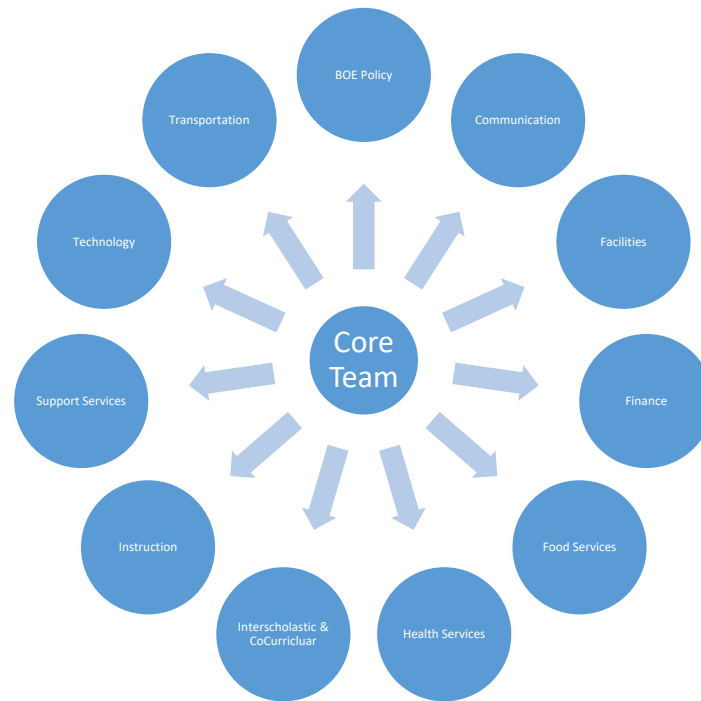
Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

Note that 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 our decision making as we move to open our schools.

Our Reopening Teams

- Board of Education Policy
- Communication
- Facilities
- Finance
- Food Services
- Health Services
- Interscholastic & Co-Curricular Activities
- Instruction
- Support Services
- Technology
- Transportation





Community Input

Clearly, there are many variables in the planning process. We recognize there may be students at every grade level that may not return. We also want to plan for staff members who are unable to work in person. To gauge the level of comfort we conducted two surveys in late June—one for parents and one for staff. We conducted the same parent survey again in early July. Parents were asked about each of the three scenarios. [Results of the parent surveys](#) were shared with the community. We plan to survey stakeholders once again in August after the Governor has made a final determination about schools re-opening.

Staff members were surveyed to gauge the comfort level of returning to school in either the full reopening or the hybrid models.

Putnam Northern Westchester BOCES conducted a [Thoughtexchange survey](#) to get feedback from parents from 12 districts in our local area including Carmel, Mahopac, and Brewster. The purpose of the survey is to gain an understanding of what is important about re-entry to those in our community and throughout the region. This information will allow the District an opportunity to align our plans with others in the region wherever it makes sense.



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Communication/Family and Community Engagement

To help inform our reopening plan, the District has sought feedback and input from stakeholders, including administrators, faculty, staff, parents/guardians of students, local health department officials and health care, community members. Engagement efforts included online surveys, virtual meetings and one-on-one conversations.

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.carmelschools.org (direct link: <https://bit.ly/2X7z9X3>) and will be updated throughout the school year, as necessary, to respond to local circumstances. The plan can also be translated into other languages, via the Google Translate feature available on the District website.

As part of its planning for the reopening of schools and the new academic year, the District has developed a plan for communicating all necessary information to District staff, students, parents/guardians, visitors and education partners and vendors.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. We will use existing communication channels – including the website, our robo calling system, our email newsletter, phone calls, mail, and our social media accounts – 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.

Carmel 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.
- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

Carmel Central School District developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the



District to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website
- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social media accounts used by District

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.

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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).

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 our decision making as we move to open our schools.

Joseph Simoni, Assistant Superintendent for Pupil Personnel Services and Technology, will serve as the District's COVID-19 Coordinator. Joseph Simoni 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. Contact information for Mr. Simoni and building coordinators will be posted on our website.

In addition, each building's safety team will designate one member of the team as the COVID-19 Liaison for the building. The role of this individual will be to work hand-in-hand with the District COVID-19 Officer, while ensuring that reports are submitted to the officer in a timely manner and that all protocols are in place and followed.

Healthy Hygiene Practices

Following the 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), our plan for hygiene practices will incorporate the following:

- Wear a face mask which covers the nose and mouth when not social distancing
- Use proper hand hygiene, including hand washing upon arrival to school, before eating, before putting on and taking off masks, after use of the bathroom, and periodically during the school day
- Use soap and water to wash the hands thoroughly for at least 20 seconds
- Use a District provided alcohol-based hand sanitizer with at least 60% alcohol if hand washing is not feasible
- Avoid touching face
- Practice good respiratory hygiene, including covering the face with tissue or elbow when coughing/sneezing



Social Distancing

Students will be grouped by cohort whenever feasible. The same group of students will stay within the classroom throughout the day with the same teacher, and will not mix with students from other classes. For RTI services, the instructor will push into the classroom as appropriate. For related services such as speech, OT, PT, etc. students within one class will travel to the therapy room, with no mixing of students from other classes. Push-in therapy will be utilized as appropriate. As feasible, special area classes will be held in classrooms, outdoors, or within designated spaces clearly marked with social distancing markers and protocols in place.

- All individuals must maintain at least six feet of social distance to the extent possible
- Visual cues from signage, floor decals and colored tape indicating social distancing parameters and traffic flow through building entrances, exits and other common use areas must be followed. Mitigation efforts will be used in place when six feet is not feasible
- Clear physical barriers will be installed in reception areas, school front offices and workspaces where face-to-face interaction with the public occurs
- Desks, tables, chairs, and other furniture will be social distanced by at least 6 feet apart in all areas where adults and children are
- Meetings will continue virtually, avoiding unnecessary entry of adults into the building
- Capacity within classrooms and learning spaces will be at 50%, or as close as possible
- Visitation will be limited to only approved visitors:
 - Contractors (accompanied by escort)
 - Vendors (accompanied by escort)
 - Parent visitation to main office (limited by reason for visit, at the discretion of the Principal and accompanied by escort)
 - All visitors will sign in, have a temperature check, and complete a health screening questionnaire prior to entry.

Face Masks and Other Face Coverings

Respiratory droplets are the primary way that COVID-19 is transmitted. Wearing masks will be mandatory to reduce risk reduction. Employees, students, visitors and contractors are required to wear a face mask or other approved face covering that covers their mouth and nose while on District grounds, with limited exception approved prior by District administration.



- Adults and students should report to school with their mask/face covering of choice, insuring that it covers both the mouth and nose. If face shields are worn, they must be accompanied by a face mask. The District will have an additional allotment of masks, which will only be provided on an as needed basis.
- Acceptable masks include disposable surgical masks, cloth masks purchased or made from household items, and gaiters. Clothing and household items (like scarfs, t-shirts, sweatshirts, or towels) are not acceptable in original form for use as masks on District grounds.
- “Mask breaks” will be instituted throughout the school day. Students may also remove their masks during mealtimes, when outdoors, and when six feet apart from other people. Mask breaks will be 10 minutes maximum.

Daily Health Screenings

All employees will be required to complete daily self-reporting by completing an online Pre-Entry Screening Form to verify if they are symptom-free and have not had recent exposure to someone with COVID-19. Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19.

The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. To date these include:

- Fever or chills (100°F or greater);
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

It is strongly recommended that all staff are educated to observe students or other staff members for signs of any type of illness such as:

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

Parents and Guardians will be required to conduct a daily screening of their children at home, before their children leave for school. This includes temperature taking and



monitoring for COVID-19 symptoms. In addition, acknowledging and recent exposure to someone diagnosed with COVID-19, and recent travel from states designated as “hot spots” as determined by the CDC. If any statements on the screening checklist are true, the family must keep the student at home and contact the student’s healthcare provider. At the start of the school year, parents and guardians will be required to sign the COVID-19 School Health & Safety Agreement, which outlines their responsibility to keeping their children home when sick and to seeking appropriate medical care.

Responding to Students/Employees who are Symptomatic

Emergency Response -- A school nurse (Registered Professional Nurse, RN) will be 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.

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 when separating by at least 6 feet is possible. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student. The parent or guardian will be instructed to call their health care provider, and to pick up their child immediately.

In addition:

- Closing off areas used by the person suspected of having COVID-19, 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 is appropriately cleaned and disinfected, it will be reopened for use;
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection;
- For individuals with close contact to the students suspected of COVID-19, parents will be notified and students will be sent home. Parents will be told to notify their health care providers. Students will be expected to quarantine for 14 days, unless cleared otherwise by their health care provider;
- 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 District and its employees comply with contact tracing and disinfection requirements, the Carmel Central School District will do the following:

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting 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 until deep cleaning and disinfection can occur for after at least 24 hours.
- Open outside doors and windows to increase air circulation in the area.
- 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 vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

The Carmel 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
- 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 District could include:

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



Facilities

In order to prevent the spread of COVID-19 infection in the District, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The Carmel 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:

- Consultation with engineers to establish sufficient fresh air exchange.
- As needed, 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.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.

Facility Entry

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within Carmel Central School District facilities will practice social distancing expectations:

- 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 security station.



- A face covering, must be worn by all individuals, students, staff, and visitors on Carmel Central School District property when social distancing cannot be maintained.
Acceptable masks include disposable surgical masks, cloth masks purchased or made from household items, and gaiters. Clothing and household items (like scarfs, t-shirts, sweatshirts, or towels) are not acceptable in original form for use as masks on District grounds.
- A plastic face shield alone is not an acceptable face covering.
- All individuals may choose to utilize their own face covering, however additional face coverings can and will be provided by the District as needed.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on school campuses, except for in the case of emergency or school drop off/pick up. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times when a six (6) foot social distance cannot be maintained.
- All visitors check in at Security for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING. The visitors must sign in and out with the monitor on duty.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must submit the sign-in/out documents to building administration.

Vendors

- All vendors must be wearing proper face covering prior to entering any building and it must be worn at all times when six (6) foot social distance cannot be maintained.
- All vendors must report to the front door greeter desk first for temperature screening and to fill out the COVID-19 CHECK-IN SCREENING. The vendors must sign in and out with the monitor in duty. No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via ZOOM when possible.



- All vendors must sign in and out at the main entrance of each building stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist/designee must submit the documents to: building administration.

Signs and Messages

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

Space Design and Capacities

General Office Area

- All offices will practice social distancing as feasible.
- Individuals entering the main office will wear a mask or face covering. Individuals seated 6 feet apart will be able to remove his/her mask.
- Where applicable, all offices and small spaces will be limited to one (1) individual at a time.
- In an office with multiple occupants, individuals will maintain at least 6ft of separation between individuals.
- Additional protective barriers such as polycarbonate screens or strip curtains will 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 will be worn in these multiple use office settings when not maintaining social distancing of 6 feet apart.
- 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, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.

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

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink. Social distancing markers and signage will be provided as necessary.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be cleaned frequently throughout the day.
- 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.
- 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.
- Personnel must wear acceptable face coverings when in common use areas.
- Elevators will be frequently disinfected.

Restrooms

- Every other urinal/stall/sink will be utilized with frequent cleaning throughout the day, and deeper cleaning at the end of the day.
- Individuals must knock before entering a bathroom to ensure there is no other occupant present.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Entry doors to gang bathrooms will be left open where applicable to reduce the need to handle

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 limited to 50 % capacity, or as close as possible. Each Student, teacher and support staff will remain not less than 6 ft. 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.
- 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 as feasible.
 - 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
 - Nurses must receive proper training and fitment of N95 Respirators prior to use.
- Where applicable, nurse stations have been reconfigured to:
 - Maintain social distancing of no less than 6ft.
 - 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 barriers
 - Retractable dividing curtain walls.
- Isolation Room/s
 - Individuals presenting with symptoms representative of COVID-19 should be immediately isolated to reduce risk of transmission.
 - A separate room will be utilized where applicable.
 - *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 6ft of separation.
- These rooms have been identified in each building
 - Kent Primary School - Room # 142
 - Kent Elementary School - Room #121
 - Matthew Patterson Elementary School - Room #166
 - George Fischer Middle School- Room #118
 - Carmel High School- Room #303

Security Vestibule/Reception areas

Security Stations will remain at all entrances of each building.

- Where a multi- entrance design is used, additional security posts will be instituted as needed.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.
- Barriers exist between monitors and those individuals who sign in.
- Floor demarcations will be installed to indicate where visitors shall stand to maintain social distanced.
- Reception areas will have seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines will be removed.

Computer Labs

- These areas will be closed off to staff and students during the time-period of social distancing. Devices will not be shared. When devices are used in classrooms they will be cleaned immediately after.

Library Spaces-

- These spaces will be closed to students during social distancing. Only the Librarian, or the adult assigned to the Library will have access. Library classes will be pushed into the classroom.

Engineering Controls

- Portable hand wash stations will be installed in the cafeterias.
- Alcohol based hand sanitizer will be available in each entry, all corridors, and each classroom.

Vestibules/Reception Areas

- Where a multi- entrance design is used, additional security posts will be instituted as needed.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.



- Barriers exist between monitors and those individuals who sign in.
- Floor demarcations will be installed to indicate where visitors shall stand to maintain social distanced.
- Reception areas will have seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines will be removed.

Water Fountains

As required by New York State, a potable water supply will be provided per 150 occupants but not less than one source per floor. Water fountains will be cleaned frequently throughout the school day. Water Fountain use in elementary school will be discouraged. Cups will be provided to classrooms with sinks in elementary schools. In secondary schools, cup dispensers will be available near water fountains for use.

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.

Ventilation

Carmel 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.
- 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.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

The Carmel 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



- 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
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- 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.
- 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 will be cleaned and disinfected more often depending on frequency of use.

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

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



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, 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 for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place as feasible.
- Use of face coverings throughout the event- teachers and staff will ensure students have face coverings on when exiting the classroom or other area.
- Extra face coverings on hand in the event that a person does not have one

Hold-In-Place

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

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event
- Extra face coverings on hand in the event that a person does not have one

Evacuate

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

- Areas outside of the building will be identified in advance that will allow 6 feet of separation of students and staff. The area will be located so that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings will be worn at all times
- Extra face coverings on hand in the event that a person does not have one
- The person holding the door to get out of the building will be identified in advance, therefore reducing the amount of people touching the door hardware when leaving the building.
- As written in the pre-established protocols, bring all necessary items needed and the following items will be added: extra face coverings, in the event a face covering becomes unusable and hand sanitizer



Lockout

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

Lockdown

Lockdown drills will be announced during the time-period of mandatory social distancing. Teachers and staff will ensure students are wearing masks.

- 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

NOTE: This document is based upon current guidelines and recommendations from the NYS Department of Health and the NYS Education Department. It is a living document and is subject to updates as more information becomes available.



Child Nutrition

School meals will continue to be available to all students, including those attending school in-person and those learning remotely. The meal service program will be in compliance with the NYSED Child Nutrition Program requirements, USDA, and the Putnam County Health Department.

The Food Service Department will communicate to all families in the District in languages spoken by families by way of email, robo calls, mail, newsletter, social media and through the [Food Service website](#). Information to be communicated will include meal distribution pick up day and times for families that currently receive meal benefits or are eligible to receive free and/or reduced breakfast and lunch services.

Multiple opportunities will be available for families to complete meal benefit applications. Meal applications are available on the school website, at the front office for all schools, the school calendar, and via email, fax, or mail, including the name and phone number of the Food Service Director for in-person support. The Food Service Director's contact information will be included in all written materials provided to families. School staff will receive and respond to communications from families. [The Food Service Department website](#) will include links and communications for families to directly access documents, along with answers to frequently asked questions.

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 by providing guides such as tape on floors, signage, increased table spacing and/or physical barriers between tables. If not feasible, meals may be served in alternate areas (e.g., classrooms, gyms, outdoors, etc.) 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.

Other considerations and protocols that will be in place include:

- Safety shields will be installed in existing cafeteria serving lines and cashier stations
- Safety posters to aid in meal service
- Separate allergy-free seating accommodations
- Train teachers on food allergies, including symptoms of allergic reactions to food.



- Train all non-food service staff on any meal service-related activities they will be responsible for.
https://www.cdc.gov/healthyschools/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf
- Provide handwashing stations and encourage proper hand washing before and after eating meals
- Prepackaged Grab-and-Go options to expedite service
- Prepackaged utensils and condiments will be provided
- Implement touchless ID system for Point of Sale system

Meals offsite/remote

Grab-and Go offsite meals will be provided in the event schools are on remote learning model or on a hybrid model. Bulk meals for multiple days will be available for pick up in an area where families can easily receive food in the trunk of their vehicle. Alternate delivery arrangements can be accommodated to assist families with students who are unable to access the Grab-and-Go distribution.

Safety and Sanitation

To ensure safety and sanitation of cafeterias and other spaces utilized for school meals the following considerations and protocols will be in place:

- Follow all health and safety guidelines from NYSED, DOH and Putnam County Department of Health
- Provide Health Protocol & Safety training for all staff prior to opening. This includes training to enforce proper social distancing and prohibiting the sharing of food and beverages
- Update operating procedures with COVID-19 protocols for sanitation of school kitchens, cafeterias, and food storage areas
- Consideration of special feeding safety needs of students with disabilities
- Identify additional equipment and supply needs in food service areas. This may include barriers at point of sale and point of meal pick up; facemasks, soap, hand sanitizer, tissues, additional portable handwashing stations
- Single use gloves and disposable aprons to be used by staff when handling and delivering all foods
- Allow only program staff, custodial staff, and approved volunteers to enter program area
- Establish sanitation procedures for custodial staff to clean and sanitize tables, chairs, and other surfaces between each meal service

Food Service Staff

Food Service staffing levels will be evaluated and adjustments will be made where necessary. All Food Service staff members will complete required training on the District's policies and protocols regarding health and safety. In the event of classroom



meal consumption, all teachers will be trained on health and safety protocols. Food Services staff will train, review and/or retrain on standard Food Service operating procedures. Staff will also cross-train so that essential activities can take place in the event of key absences or emergency situations.

Vendors and Suppliers

The District recognizes and will take into account that unexpected closures may impact food supply chains or availability. The Food Service Department will work with food service vendors to determine the safest ways to handle food and supply deliveries. The Department will also have supplies on hand for in-person and Grab-and-Go meal service.

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Transportation

Carmel 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 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

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

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

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

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

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

Cleaning and Disinfecting

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

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- *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 on District owned and contracted buses
- All cleanings/inspections will be documented (via trackable log)

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

Mr. Pat Payne will be notified, the District will then notify building administration and a plan will be implemented to contact parents of students on that bus.

The bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID-19. Bus will be disinfected following CDC guidelines.

Students on Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/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 their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students must social distance (six (6) feet separation) on the bus;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the District;
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Training (Office Personnel, Drivers, Mechanics, Aides)

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood-borne Pathogen (BBP)
- Daily entrance screening and contact tracing will be done following Carmel CSD guidelines.



- 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

- Carmel 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 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
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an "opt-out" option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)

Density Reduction, Social Distancing, Bus Capacity

- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six (6) foot distances in aisles
- Sneeze guards to protect the driver (If approved by D.O.T.)
- Do not seat students directly behind the driver
- Students shall wear face masks while in transit when social distancing is not possible
- If applicable, have an aide take student attendance/screening on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing.
- Use of Bus Pass System will also track contact tracing.

Routing

- The Carmel Central School District had developed 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 remote learning
- Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- Limit rotation of substitute drivers and aides if possible
- 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, last student off sits in the back when going home from school
- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Adjustments will be made by buildings:
 - For unloading and entry, and loading and departure
 - Route timing which will be affected by delayed loading/unloading processes
 - Arrival and departure activities shall be supervised to ensure social distancing
- Will add or modify bus routes to reduce load levels on buses

Transporting to BOCES

- Carmel Central School District will be transporting to BOCES and will follow similar protocols as previously described
- Carmel 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 Learning & Supporting Mental Health

The school closures due to the pandemic have had a significant impact on the social emotional needs of students. Students were removed from the day-to-day structure of the classroom in a very swift manner, with little warning. Students were separated from their teachers, friends, and activities, which provided them with social interaction. In addition, many students have had to deal with family members who contracted Covid-19, loss of income within the family unit, and other strains related to the closure and quarantine we have experienced the last few months. Now, more than ever, we must be ready to address these needs and ensure the well-being of our students.

The first step in addressing the social and emotional needs of students will be a pre-screening. The screener was developed by the Student Supports sub-team. This pre-screener will be administered to all parents prior to the beginning of school. The results will then be analyzed by building administration. A student specific screening will then be administered to those students whom parents have identified as in need of more support. Support will be provided in numerous ways. Access to social groups, individual counseling sessions, check in/out with adults, and individual charts/plans for students are just some of the ways needs will be addressed.

In addition, the District will be implementing approaches for the entire student body. Each school will implement a “mindful moment” program. A mindful moment includes a one to three minute break within the school day where students can “unplug”, or remove themselves from any work related task to re-center and re-focus themselves. Ongoing work will continue with the collection of District-wide lessons & activities for Social Emotional Learning, which all teachers and providers have access to. Positive Behavioral Intervention Supports (PBIS) will be reviewed by each school to establish norms within the various learning models. The District will also work in partnership with Putnam County agencies to provide families with the necessary referrals and contact information for home support.



School Schedules

For information about school schedules, please see the Teaching and Learning Section.

NOTE: This document is based upon current guidelines and recommendations from the NYS Department of Health and the NYS Education Department. It is a living document and is subject to updates as more information becomes available.



Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the Carmel Central School District will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form building level parent letters/newsletter, robo calls, emails, text messaging, and social media.

Teachers will record daily attendance in (ESchoolPlus) our student management system based on the required daily scheduled student contact and engagement. 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, Carmel 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 Carmel Central School District addresses chronic absenteeism as follows.

1. Nurture a culture of attendance:
 - Communicate clearly to families and students what the attendance procedures are, and expectations for participating based on the model of instruction
 - Explain the importance of attendance to the entire school community at curriculum nights, via on-going Principal communication and teacher communication.
 - Track daily attendance, late arrivals, and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.
2. Early Identification and Intervention
 - Each school regularly monitors attendance data and communicates with parents about issues as they arise.
 - Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
 - Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.



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

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Technology

Access to technology is essential for the successful roll-out of this plan. The Carmel 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.

- Last spring, CCSD gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residents. At that time, respondents indicated that 31% of families experienced some level of reduced capacity with online learning. The District will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the District will take the necessary steps to meet their needs where plausible.
- An inventory of equipment and other assets has been conducted.
 - 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 remote instruction and student engagement.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in a remote 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.

Carmel Central School District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the District will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous and asynchronous technologies. 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, 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

Continuity of Learning, NYS Standards, Equity, Interaction & Feedback

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-2021 school year. The Carmel Central School District plan assures that instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

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

CCSD's Reopening Plan includes a communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.

We acknowledge that in-person, in-building instruction in our classrooms is the best way to facilitate learning. During this COVID emergency, it may become necessary at various times through the 2020-2021 school year, for school to utilize a hybrid or full remote plan. In these cases, teachers will use the District curriculum and NYS Learning Standards to guide their planning and instruction, as they would during an in person regular school year.

In order to maintain high-quality continuity of learning for all students, the District will use one of the three approaches based on the current pandemic phase as indicated by the State, including In-person, Remote and a Hybrid model:

In planning for these approaches and models we will consider

- Certain students may be prioritized to return to in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), given requirements for equity, capacity, social distancing, PPE, feasibility, and learning considerations.
- Students who are identified as medically high-risk (see [Persons at High Risk](#)) may, upon approval of the school principal, be permitted to attend all classes remotely



- Students with disabilities, English-language learners, and/or students who don't have reliable access to online learning may be provided the option to be in schools every day

In-Person Learning

The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

- 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 feet apart.
- Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (i.e. art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction. We will adhere to 12 feet between students when engaging in physical activity.
- To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

Remote or Hybrid Learning

Remote learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore, cannot meet in a traditional physical classroom setting. A hybrid model would entail some students attending in-person and others attending remotely.

- 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.
- 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.
- The hybrid model accommodates both synchronous and asynchronous learning
- 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.



- 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.
- Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will use a five-scale grading rubric based on levels of competency/mastery, which can then be aligned to numeric bands (for GPA purposes).

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

School Schedules

To the extent possible, students will remain in cohorts. Cohorts will be determined by the student's last name:

- Cohort A: Students with last names beginning with A-L
- Cohort B: Students with last names beginning with M-Z

In-Person Instruction Model with all students in the building

Equity is at the forefront of our instructional models. We recognize the importance of students receiving in-person instruction. However based on our resources and building capacity we are prepared to implement a phased-in or hybrid model combining in person instruction and remote learning at various times throughout the year. Under recently released NYS Guidelines it would be difficult to bring all students back and meet the necessary safety requirements. Should there be a change, most specifically with the social distancing mandate, we would resume as normal with PPE considerations.

Hybrid Learning Model

Half the students will attend in-person classes in school buildings for two days per week, while the other half will work remotely either independently or virtually.

Other Considerations for K-12 (or certain grade levels)



- One day a week, all students will participate in remote learning while teachers use that time for lesson planning or professional development courses or to meet with small groups of students (Elementary and Middle School will follow a different model for Wednesday) The District will use this day as a deep cleaning opportunity between cohorts of students
- All students attending, based on building and class sizes and on modified school schedule

Options under consideration by the Carmel Central School District include:

Option 1

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A	Remote Learning Day	Cohort B	Cohort B
A-L in school	A-L in school		M-Z in school	M-Z in school
M-Z Remote	M-Z Remote		A-L Remote	A-L Remote

- Cohort A
 - Attends in-person on Monday & Tuesday
 - Attends remotely on Thursday & Friday
- Cohort B
 - Attends remotely on Monday & Tuesday
 - Attends in-person on Thursday & Friday
- All students attend remotely on Wednesday

Option 2

Cohorts rotate every other Monday on a 5-day schedule.

- Cohort A
 - Attends in-person on Monday & Tuesday (week 1, 3, 5, 7, etc.)
 - Attends remotely on Thursday & Friday (week 1,3,5,7, etc.)
 - Attends remotely on Monday & Tuesday (week 2, 4, 6, 8, etc.)
 - Attends in-person on Thursday & Friday (week 2,4,6,8, etc.)
- Cohort B
 - Attends remotely on Monday & Tuesday (week 1, 3, 5, 7, etc.)
 - Attends in-person on Thursday & Friday (week 1, 3, 5, 7, etc.)
 - Attends in-person on Monday & Tuesday (week 2,4,6,8, etc.)
 - Attends remotely on Thursday & Friday (week 2,4,6,8, etc.)
- All students attend remotely on Wednesday



NOTE: Our Core Reopening teams are working based on these possible schedules. The teams are currently narrowing these down in order to select the best schedules for reopening our schools.

Elementary Hybrid Schedule Option

Monday & Tuesday	Monday & Tuesday	Wednesday	Thursday & Friday	Thursday & Friday
A/A	B/B	C (A & B)	A/A	B/B
In Person	Remote <ul style="list-style-type: none"> • Attendance/SEL • Core Subject • Special Area • RTI Teachers 	Remote <ul style="list-style-type: none"> • Classroom teacher • Optional Special Area Office Hours • Special Area Staff 	Remote <ul style="list-style-type: none"> • Attendance/SEL • Core Subject • Special Area • RTI Teachers In Person 	In Person



Middle School Hybrid Schedule Options

Grade 5

5-Day Week	Start	End	Monday Group A	Tuesday Group A	Wednesday Cleaning Day (DL)	Thursday Group B	Friday Group B
Homeroom	8:00	8:23	Core Teacher 1	Core Teacher 2	Distance	Core Teacher 1	Core Teacher 2
Period 1	8:23	9:00	Core Teacher 1	Core Teacher 2	Learning	Core Teacher 1	Core Teacher 2
Period 2	9:03	9:40	Core Teacher 1	Core Teacher 2	Day	Core Teacher 1	Core Teacher 2
Period 3	9:43	10:20	Core Teacher 1	Core Teacher 2	*Core Teachers have a 30-min Teams w each class	Core Teacher 1	Core Teacher 2
Period 4	10:23	11:00	Lunch	Lunch	*Rotations Teachers have a 15-min check in at start time w each class	Lunch	Lunch
Period 5	11:03	11:40	Rotations	Rotations	*RTI Teachers do a 10- min check in w/ each class at start time	Rotations	Rotations
Period 6	11:43	12:20	Core Teacher 1	Core Teacher 2	*BOC Teachers have a 10-min check in at start time w each class	Core Teacher 1	Core Teacher 2
Period 7	12:23	1:00	Core Teacher 1	Core Teacher 2		Core Teacher 1	Core Teacher 2
Period 8	1:03	1:40	Rotations	Rotations		Rotations	Rotations
Period 9	1:43	2:20	BOC/RTI	BOC/RTI		BOC/RTI	BOC/RTI



Grade 6

5-Day Week	Start	End	Monday Group A	Tuesday Group A	Wednesday Cleaning Day (DL)	Thursday Group B	Friday Group B
Homeroom	8:00	8:23	Core Teacher 1	Core Teacher 2	Distance	Core Teacher 1	Core Teacher 2
Period 1	8:23	9:00	Core Teacher 1	Core Teacher 2	Learning	Core Teacher 1	Core Teacher 2
Period 2	9:03	9:40	Core Teacher 1	Core Teacher 2	Day	Core Teacher 1	Core Teacher 2
Period 3	9:43	10:20	Core Teacher 1	Core Teacher 2	*Core Teachers have a 30-min Teams w each class	Core Teacher 1	Core Teacher 2
Period 4	10:23	11:00	BOC/RTI	BOC/RTI	*Rotations Teachers have a 15-min check in at start time w each class	BOC/RTI	BOC/RTI
Period 5	11:03	11:40	Lunch	Lunch	* RTI Teachers do a 10- min check in w/ each class at start time	Lunch	Lunch
Period 6	11:43	12:20	Rotations	Rotations	*BOC Teachers have a 10-min check in at start time w each class	Rotations	Rotations
Period 7	12:23	1:00	Core Teacher 1	Core Teacher 2		Core Teacher 1	Core Teacher 2
Period 8	1:03	1:40	Core Teacher 1	Core Teacher 2		Core Teacher 1	Core Teacher 2
Period 9	1:43	2:20	Rotations	Rotations		Rotations	Rotations



Grades 7 & 8

5-Day Week	Start	End	Monday Group A	Tuesday Group A	Wednesday Cleaning Day (DL)	Thursday Group B	Friday Group B
Homeroom	8:00	8:23	Homeroom	Homeroom	Distance	Homeroom	Homeroom
Period 1	8:23	9:00	Period 1	Period 1	Learning	Period 1	Period 1
Period 2	9:03	9:40	Period 2	Period 2	Day	Period 2	Period 2
Period 3	9:43	10:20	Period 3	Period 3	*Core Teachers have a 15-min Teams w each class at the start time	Period 3	Period 3
Period 4	10:23	11:00	Period 4	Period 4	*Rotations Teachers have a 15-min check in at start time w each class	Period 4	Period 4
Period 5	11:03	11:40	Period 5	Period 5	* RTI Teachers do a 10- min check in w/ each class at start time	Period 5	Period 5
Period 6	11:43	12:20	Period 6	Period 6	*BOC Teachers have a 10-min check in at start time w each class	Period 6	Period 6
Period 7	12:23	1:00	Period 7	Period 7		Period 7	Period 7
Period 8	1:03	1:40	Period 8	Period 8		Period 8	Period 8
Period 9	1:43	2:20	Period 9	Period 9		Period 9	Period 9



High School Hybrid Schedule Options

1. 9-period Schedule

9 PERIOD "REGULAR" SCHEDULE

9 Period Schedule	Day 1	Day 2	Day 3	Day 4	Day 5
7:09 to 7:50	Period 1	Period 1		Period 1	Period 1
7:54 to 8:36	Period 2	Period 2	Deep	Period 2	Period 2
8:40 to 9:21	Period 3	Period 3	Clean	Period 3	Period 3
9:25 to 10:06	Period 4	Period 4	Wednesday	Period 4	Period 4
10:10 to 10:51	Period 5	Period 5		Period 5	Period 5
10:55 to 11:36	Period 6	Period 6	Deep	Period 6	Period 6
11:40 to 12:21	Period 7	Period 7	Clean	Period 7	Period 7
12:25 to 1:06	Period 8	Period 8	Wednesday	Period 8	Period 8
1:10 to 1:50	Period 9	Period 9		Period 9	Period 9
	A-L	A-L		M-Z	M-Z

NOTE: Our Core Reopening teams are working based on these possible schedules. The teams are currently narrowing these down in order to select the best schedules for reopening our schools.



2. Block Schedule

BLOCK SCHEDULE

Block Day	Day 1	Day 2	Deep	Day 3	Day 4
7:09 to 8:19	Period 1	Period 3	Clean	Period 1	Period 3
8:27 to 9:37	Period 2	Period 4	Wednesday	Period 2	Period 4
09:44 to 10:27	Wellness Block 1	Wellness Block 1	Deep	Wellness Block 1	Wellness Block 1
10:32 to 11:15	Wellness Block 2	Wellness Block 2		Wellness Block 2	Wellness Block 2
11:22 to 12:32	Period 8	Period 6	Clean	Period 8	Period 6
12:40 to 1:50	Period 9	Period 7	Wednesday	Period 9	Period 7
	Day 1	Day 2	Deep Clean	Day 3	Day 4
	Last Name	Last Name	No Students	Last Name	Last Name
	A-L	A-L		M-Z	M-Z

3. 6-period Schedule

Schedule	Day 1	Day 2	Day 3	Day 4	Day 5
7:09 AM to 8:04 AM	Period 1	Period 1	Deep	Period 1	Period 1
8:10 AM to 9:05 AM	Period 2	Period 2	Clean	Period 2	Period 2
9:11 AM to 10:06 AM	Period 3	Period 3	Wednesday	Period 3	Period 3
10:06 AM to 10:47 AM	Wellness Period	Wellness Period	Deep	Wellness Period	Wellness Period
10:53 AM to 11:48 AM	Period 4	Period 4	Clean	Period 4	Period 4
11:54 AM to 12:49 PM	Period 5	Period 5	Wednesday	Period 5	Period 5
12:55 PM to 1:50 PM	Period 6	Period 6	Deep	Period 6	Period 6
55 Minute Periods	Day 1	Day 2	Day 3	Day 4	Day 5
	Last Name	Last Name	No Students	Last Name	Last Name
	A-L	A-L		M-Z	M-Z

Grade Level Considerations for Hybrid Model

- Grades K-4
 - Synchronous and asynchronous learning
 - AA/BB Schedule 4 days with one day remote
 - Remote days will have student/teacher communication through students work, teams, feedback on assignments projects etc
 - Cohort by last names keeping families together
 - TBD (minutes) “in real time” instruction/communication lesson with teacher



- Grading procedures and family communication consistent to prior protocols.
- Grades 5-6
 - Synchronous and asynchronous learning
 - AA/BB Schedule 4 days with one day remote
 - Remote days will have student/teacher communication in real time
 - Cohort by last names keeping families together
 - TBD (minutes) “in real time” instruction/communication with teacher
 - Grading procedures and family communication consistent to prior protocols.
 - Follow nine-period day
 - Core w/ one teacher (switch next day)
 - No Mixing for Special Areas (Art/PE, etc.)
 - DL Assignments would include Project-Based, Fluency Practice, and following teacher lessons via Screen-Share
- Grades 7-8
 - (AA/BB Model) 2x week Students
 - Remote learning days will work on assignments that reinforce or continue curriculum for respective classes
 - Students check in everyday
 - Grading procedures and family communication consistent to prior Follow nine-period day
 - Bell stagger and locker-use restrictions
 - Math, ELA, and Science levels (Earth Science, Algebra, Math Support, etc.) make Core scheduling impossible
 - DL Assignments would include Project-Based, Fluency Practice, and following teacher lessons via Screen-Share
- Additional Considerations for Grades 5-8
 - Operates on a 50% capacity A-L (A) and M-Z (B)
 - Extended Entry and Exit times for students
 - Longer Homeroom = Shorter Periods
 - 2-3 Days in person / 3-2 days Distance Learning
- Grades 9-12
 - (AA/BB Model) 2x week Students
 - Remote learning days will work on assignments that reinforce or continue curriculum for respective classes
 - Students check in everyday
 - Grading procedures and family communication consistent to prior protocols.



- In addition to live interaction, teacher created videos, voice over PowerPoints and other District created materials, teachers can also utilize District approved online platforms as supplemental materials in their teaching.

Options/Considerations to be discussed:

- Teachers will have the ability to share their screen with both remote and classroom learners (e.g., smart board) simultaneously
- Scheduling specials and electives

NOTE: Our Core Reopening teams are working based on these possible schedules. The teams are currently narrowing these down in order to select the best schedules for reopening our schools.

Remote Learning Model

Elementary Remote Schedule Option

Monday & Tuesday	Monday & Tuesday	Wednesday	Thursday & Friday	Thursday & Friday
A/A	B/B	C (A & B)	A/A	B/B
<ul style="list-style-type: none"> • SEL • Content areas • Remote Learning • Support Services/small group • RTI • Special Area 	<ul style="list-style-type: none"> • SEL • Special Area • RTI • Remote Learning • Distance Learning • Specials • Teacher/Student Check in 	<ul style="list-style-type: none"> • SEL • Attendance/SEL • Classroom Teacher • Remote Learning • Support Services/small group 	9:20 to 10:00 <ul style="list-style-type: none"> • SEL • Special Area • RTI Teachers • Teacher/Student Check in 	9:20 to 10:20 <ul style="list-style-type: none"> • SEL • Classroom Teacher • Support Services/Small Group • RTI • Special Area



Middle School Remote Schedule Options

Grade 5

5-Day Week	Start	End	Monday Group A	Tuesday Group A	Wednesday Cleaning Day (DL)	Thursday Group B	Friday Group B
ATTD & SEL	8:15	8:30	Core Teacher 1	Core Teacher 2	Distance	Core Teacher 1	Core Teacher 2
Core Work Rollout	8:30	9:15	Core Teacher 1	Core Teacher 2	Learning	Core Teacher 1	Core Teacher 2
Ind. Work	9:15	10:00	Core Teacher 1	Core Teacher 2	Day	Core Teacher 1	Core Teacher 2
Break	10:00	10:20	Core Teacher 1	Core Teacher 2	*Core Teachers have a 30-min Teams w each class	Core Teacher 1	Core Teacher 2
Period 4	10:23	11:00	Lunch	Lunch	*Rotations Teachers have a 15-min check in at start time w each class	Lunch	Lunch
Period 5	11:03	11:40	Rotations	Rotations	* RTI Teachers do a 10- min check in w/ each class at start time	Rotations	Rotations
Period 6	11:43	12:20	Core Teacher 1	Core Teacher 2	*BOC Teachers have a 10-min check in at start time w each class	Core Teacher 1	Core Teacher 2
Period 7	12:23	1:00	Core Teacher 1	Core Teacher 2		Core Teacher 1	Core Teacher 2
Period 8	1:03	1:40	Rotations	Rotations		Rotations	Rotations
Period 9	1:43	2:20	BOC/RTI	BOC/RTI		BOC/RTI	BOC/RTI



Grade 6

5-Day Week	Start	End	Monday Group A	Tuesday Group A	Wednesday Cleaning Day (DL)	Thursday Group B	Friday Group B
ATTD & SEL	8:15	8:30	Core Teacher 1	Core Teacher 2	Distance	Core Teacher 1	Core Teacher 2
Core Work Rollout	8:30	9:15	Core Teacher 1	Core Teacher 2	Learning	Core Teacher 1	Core Teacher 2
Ind. Work	9:15	10:00	Core Teacher 1	Core Teacher 2	Day	Core Teacher 1	Core Teacher 2
Break	10:00	10:20	Core Teacher 1	Core Teacher 2	*Core Teachers have a 30-min Teams w each class	Core Teacher 1	Core Teacher 2
Period 4	10:23	11:00	BOC/RTI	BOC/RTI	*Rotations Teachers have a 15-min check in at start time w each class	BOC/RTI	BOC/RTI
Period 5	11:03	11:40	Lunch	Lunch	* RTI Teachers do a 10- min check in w/ each class at start time	Lunch	Lunch
Period 6	11:43	12:20	Rotations	Rotations	*BOC Teachers have a 10-min check in at start time w each class	Rotations	Rotations
Period 7	12:23	1:00	Core Teacher 1	Core Teacher 2		Core Teacher 1	Core Teacher 2
Period 8	1:03	1:40	Core Teacher 1	Core Teacher 2		Core Teacher 1	Core Teacher 2
Period 9	1:43	2:20	Rotations	Rotations		Rotations	Rotations



Grades 7 & 8

5-Day Week	Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
ATTD & SEL	8:10	8:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1	8:23	9:00	Period 1	Period 1	Period 1	Period 1	Period 1
Period 2	9:03	9:40	Period 2	Period 2	Period 2	Period 2	Period 2
Period 3	9:43	10:20	Period 3	Period 3	Period 3	Period 3	Period 3
Period 4	10:23	11:00	Period 4	Period 4	Period 4	Period 4	Period 4
Period 5	11:03	11:40	Period 5	Period 5	Period 5	Period 5	Period 5
Period 6	11:43	12:20	Period 6	Period 6	Period 6	Period 6	Period 6
Period 7	12:23	1:00	Period 7	Period 7	Period 7	Period 7	Period 7
Period 8	1:03	1:40	Period 8	Period 8	Period 8	Period 8	Period 8
Period 9	1:43	2:20	Period 9	Period 9	Period 9	Period 9	Period 9

High School Remote Schedule Options are the same as in the Hybrid Model.

Grade Level Considerations for Remote Model

- Grades K-4
 - Synchronous and asynchronous learning



- Live (virtually/in real time) instruction with teacher every day minimum 2x a day (Morning and afternoon)
 - Additional afternoon virtual meetings with individual or smaller groups of students as determined appropriate
 - Teacher is available to students every day in real time
 - Grading procedures and family communication consistent to prior protocols.
- Grade 5-6
 - Synchronous and asynchronous learning
 - Live (virtually/in real time) instruction with teacher every day minimum 2x a day (Morning and afternoon)
 - Additional virtual meetings with individual or smaller groups of students as determined appropriate
 - Teacher is available to students every day in real time
 - Grading procedures and family communication consistent to prior protocols.
 - Core Blocks follow Hybrid Schedule and teachers can utilize highlighted time as needed.
 - Special Areas will rollout w/ groups at period start times (20-30 minutes each)
 - DL Assignments would include Project-Based, Fluency Practice, and following teacher lessons via Screen-Share”
 - Teams sessions: 30 minutes at the approximate time of day the class meets
- Grades 7-8
 - (AA/BB Model) 4x week
 - Live (virtually/in real time) instruction with teacher
 - Teacher is available to students every day in real time
 - Lesson are divided into mini lesson and time for student work with feedback from teacher and check in opportunities
 - Daily lesson will have a check- in procedures (attendance)
 - Grading procedures and family communication consistent to prior protocols.
 - Rollouts occur at period start times
 - 15 minutes of video instruction
 - 15-20 minutes of independent practice
 - DL Assignments would include Project-Based, Fluency Practice
- Additional Considerations for Grades 5-8
 - Operates on a 0% in-school capacity
 - Teachers in classrooms for resources
 - Attendance taken once per day (Homeroom/Per 1)



- 8-10 Teams sessions per week for each teacher
- Grades 9-12 (AA/BB Model) 4x week
 - Live (virtually/in real time) instruction with teacher, pre-recorded lessons and other instructional resources
 - Teacher is available to students every day in real time
 - Lesson are divided into mini lesson and time for student work with feedback from teacher and check in opportunities
 - Daily lesson will have a check- in procedures (attendance)
 - Grading procedures and family communication consistent to prior protocols.

Considerations /Options to be discussed:

- Format of Instruction/teacher communication on the “remote day”
- Considering altering schedule based on instructional/scheduling needs

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, Carmel Central School District has collaborated with Putnam Northern Westchester BOCES (PNW BOCES) to ensure high school instructional plans are aligned. PNW 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.



Interscholastic and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID19 pandemic, The New York State Public High School Athletic Association has 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
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

If the Fall sports season is interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative.

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

Extracurricular Activities

Club Advisors will submit a re-entry plan for their individual club/activity:



- Plans are to include a hybrid of in-person meetings and live video meetings.
- A calendar will be created for all clubs to book larger rooms in order to ensure social distancing.
- Clubs which consist of student cohorts entering other schools will not be permitted.
- During remote learning, clubs/activities are to meet via live video.

NOTE: This document is based upon current guidelines and recommendations from the NYS Department of Health and the NYS Education Department. It is a living document and is subject to updates as more information becomes available.



Student Support Services (Special Education & ELL)

Special Education Instructional Delivery & Related Services

As it relates to special education planning, the school district Re-opening Plan must address the continued provision of a free and appropriate public education to its students with educational disabilities regardless of whether services are provided in-person, remotely, or through a hybrid model. Special Education Services will continue to be offered consistent with the federal, state and local guidelines that are intended to protect the health and safety of both students and service providers.

Instruction will be designed in conjunction with the Learning Plan for all students, which enables transitioning between in-person, remote, and hybrid learning environments with changing health and safety conditions. Modifications to PPE and instruction may be necessary in different instructional settings. For example, in therapy rooms, dividers will be used for small group therapy. Masks which include windowpanes over the area of the mouth will be used for students who require speech/language therapy, and/or assistance with reading visual cues, emotions, etc. All efforts will be made to provide students with severe disabilities in-person instruction consistent with the equitable delivery of instruction for all students, and dependent on the current health and safety needs.

While school districts must ensure that, to the greatest extent possible, each student with an educational disability is provided with the special education and related services identified in his/her IEP, school districts will continue to have the same flexibility for delivery of IEP services until schools return to normal operating conditions. Every effort will be made to provide services in the most equitable and safest way possible.

The Individualized Education Plan

The Individualized Education Plan, (IEP), will document the programs and services offered and provided to students with educational disabilities, as well as incorporate methods for ongoing communication with parents in the preferred language. The Committee on Special Education and the Committee on Preschool Special Education (CSE/CPSE) will make determinations regarding students with disabilities' access to the Least Restrictive Environment, which will be documented in the student's IEP. Collaboration between CSEs/CPSEs and program providers will be on-going, to ensure that there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources. The CSE/CPSE Chairpersons will ensure that students have appropriate student access to the necessary accommodations, modifications, supplementary aids and services and technology. IDEA permits parents



and school districts to agree to use alternative means of meeting participation requirements, such as video conferences and telephone conferences. The use of video conference platforms to conduct CSE meetings has been one of the great successes during the COVID-19 building closure period, as it has enabled CSEs to meet regularly and effectively to conduct educational planning for students with educational disabilities in a safe and appropriate manner. The District will continue to use these methods to hold CSE/CPSE meetings while the pandemic is a factor.

Initial Evaluations/Re-evaluations

School districts have a continuing obligation under IDEA to identify, locate, and evaluate all students who are in need of special education and related services. The District will make every effort to conduct evaluations in-person, within the mandatory time constraints, as the health and safety of students and staff permits. School districts must keep in mind the impact that school building closures may have had on all students. Students should not be identified as having an educational disability merely because they have lost skills due to building closures, changes in the educational delivery model used by the District, or other factors unrelated to whether the student has an educational disability. However, if the parent or District believes that the student may have an educational disability, the student should be referred to the CSE and the process set forth in Section 200.4(a) of the Commissioner's Regulations should be followed.

Compensatory Education

At a time when all IEP services could not be delivered consistent with state, federal and local guidance designed to protect health and safety, some students may have experienced a loss of skills related to the changes in the manner that IEP services were provided. In these cases, CPSEs/CSEs must make an individualized determination as to whether, what and how compensatory services are to be provided once schools reopen. In making these determinations, it is important that schools be able to consider accurate information as to how the student's IEP was implemented, any factors that impeded the District's ability to implement the IEP consistent with its continuity of instruction plan, and the extent to which the student benefitted from such services. Relevant data will include service logs, report cards, progress reports on IEP goals, assessments and other data reflecting the student's functioning levels. Consideration should also be given to how compensatory services will continue in the event that school closes again following reopening.

Multi-Tiered Systems of Support (MTSS)

MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk



(secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). Universal interventions designed to support instructional needs, and social emotional well-being will be crucial to our collective success as students and adults return to instruction and the school environment with increased needs. The District will continue to implement the adopted MTSS framework in each school. Services identified under MTSS will be delivered in conjunction with the District Learning Plan model being implemented based on in-person or school closure.

English as a New Language (ELL)

Students who are English as a New Language Learners must be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction. While many ELLs may have benefitted from learning through remote learning platforms, it is important to consider their unique needs and to strengthen the home language and supports necessary for English language development. The ELL identification process will take place within the first 30 days of schools re-opening for students who may not have been identified in 2019-2020, as well as students entering into the new school year. Instruction will be consistent with the District Learning Plan, and provide for equitable access in any of the three models of instruction. Instructional supports will be provided based on the student's most recently measured proficiency level. Ongoing communication with families in their preferred language will continue throughout this period of time.

NOTE: This document is based upon current guidelines and recommendations from the NYS Department of Health and the NYS Education Department. It is a living document and is subject to updates as more information becomes available.



Staff (Professional Development & Training)

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the District's approved APPR plan. Carmel 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 Carmel 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.

Training

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

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

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

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



Training for Screeners

Carmel 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, temperature screenings 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: 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 (various by building)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pick up
 - Staff who are sick or suspected to be sick<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Proper cleaning techniques
 - Cleaning and disinfecting<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf
- Hazard Communication – Right-To-Know
 - Proper use of chemicals and Safety Data sheets
 - <https://www.osha.gov/dsg/hazcom/>
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
 - List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Exposure Control Plan – with a focus on Pandemic/COVID-19



- Personal Protective Equipment - PPE
 - Update Hazard Assessment and PPE Selection Worksheet for all identified employees
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

- Use of face coverings (donning/doffing) (cloth vs. surgical)
 - [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
- Respirator Protection (N95 - required for identified employees per NYS)
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only
 - Training provided for identified personnel only

<https://oshareview.com/2020/04/osha-requirements-for-occupational-use-of-n95-respirators-in-healthcare/>

NOTE: This document is based upon current guidelines and recommendations from the NYS Department of Health and the NYS Education Department. It is a living document and is subject to updates as more information becomes available.



Board of Education Policy & Finances

Board of Education Policy

The District will review existing Board of Education policies as they relate to current conditions. Recommendations will be made to the Board of Education for existing policies that may need to be modified and/or for new policies that may need to be added.

Policies we will address include (but are not limited to):

- **Extracurricular Activities:** Policies regarding extracurricular programs and which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. The District will refer to DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming
- **Before and Aftercare:** Policies regarding before and aftercare programs, considering social distancing, PPE usage, and cleaning and disinfection requirements, as well as risk of COVID-19 transmission. Policies should consider how to maintain cohorts, if applicable, or group members of the same household
- **Vulnerable Populations:** Policies regarding vulnerable populations, including students, faculty and staff who are at increased risk for severe COVID-19 illness, and individuals who may not feel comfortable returning to an in-person educational environment, to allow them to safely participate in educational activities and, where appropriate, accommodate their specific circumstances. These accommodations may include but are not limited to remote learning or telework, modified educational or work settings, or providing additional PPE to individuals with underlying health conditions. The District must also identify and describe any modifications to social distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible;
- **Transportation:** Consistent with State-issued public transit guidance, protocols and procedures, which include that individuals must wear acceptable face coverings at all times on school buses.



Finances

During the COVID-19 crisis, all existing state aid reporting requirements and deadlines must be maintained.

Implications of the economic impact created by the COVID-19 crisis on school district finances are unclear. The 2020-2021 budget, however, may be affected for a number of reasons that include:

- New York State aid for 2020-2021 was flat from 2019-2020
- Potential for mid-year cuts to New York State aid
- Additional costs for PPE, transportation, food service and other mitigation needs

NOTE: This document is based upon current guidelines and recommendations from the NYS Department of Health and the NYS Education Department. It is a living document and is subject to updates as more information becomes available.



Appendix A:

COVID-19 PLANNING ASSUMPTIONS

Public Health Assumptions:

1. The virus that causes COVID-19 will remain in circulation, and people will be susceptible to the virus until an effective vaccine is developed and widely used.
2. A vaccine is not likely to be in broad use for the next 12 to 18 months.
3. During this time, improvements in understanding of the virus and in testing will allow public health officials to act with greater precision when taking steps to slow the rate of infection. Broad stay-at-home orders and long-term school closures are less likely to be needed in the future.
4. Children and staff with significant health conditions will continue to be especially vulnerable during this time.
5. Teaching and reinforcing prevention behaviors (social distancing, face coverings, handwashing and cough/ sneeze etiquette) and promoting flu vaccinations will continue to be important strategies in slowing the spread of this and other infectious diseases.
6. Frequent cleaning and disinfection of high-touch surfaces will also be needed throughout this period.

School Operation Assumptions:

1. Conditions are not likely to improve quickly enough to allow schools to resume normal (pre-pandemic) operations for the 2020-21 school year.
2. If schools are permitted to re-open, it is likely that operations will need to be modified until schools resume normal operations. Should viral transmission flare up, schools will need to be prepared to respond quickly and be flexible to adjust to reclosing and reopening of campuses as needed.
3. It is unlikely it will be safe for schools to fully return to normal operations until the following have occurred:
 - a. The directive to physically distance has been removed
 - b. Restrictions on group gatherings have been lifted

Economic Impact Assumptions

The economic impacts of the pandemic will have significant and lasting impacts on schools.

1. **Funding:**
 - State tax revenues have fallen well below those of previous years and reductions in school funding are likely. Leaders will need to advocate for regulatory flexibility, including state and federal waivers to address unprecedented financial challenges.
2. **Need for increased services:**



- School nutrition programs will be needed by more students and will become a more significant portion of their access to food. Accommodations to provide continued access to meals for children who are ill or required to self-isolate may be necessary until COVID-19 is controlled.
- The District will need to respond to increased student and family mental health and wellness needs.
- The number of children and families experiencing homelessness and eligible for the support services and protections required under the federal McKinney-Vento Act will likely increase.
- Structural changes (staggered schedules and/or blended learning configurations), the need for enhanced cleaning, and protective equipment to implement social distancing will need to be addressed.

3. Potential COVID-19 Effect on Attendance:

- Schools have the responsibility to serve all students and will need to continue offering remote learning to ensure student access to learning.
- Students and staff with COVID-19, and those who are directly exposed, will probably need to stay out of school for two or more weeks. In larger households, children may be required to stay out of school for an extended period if the virus affects other members of their family. These quarantine protocols underscore the need to maintain high quality, flexible, remote learning options throughout the school year.

Social-Emotional Assumptions:

The social-emotional impacts of the pandemic will continue to affect many students and staff.

1. Fear, loss, and isolation will result in the need for increased and continuing mental health supports.
2. The impact of ongoing social distancing restrictions may overwhelm the coping skills of many.
3. Coping for people with pre-existing mental health concerns will be very difficult.
4. Social distancing requirements may impede schools' ability to engage students through athletics, the performing arts, and other extracurricular programs that involve close contact or large gatherings

Community Assumptions

1. **Public Response:** There will continue to be a broad spectrum of opinions in the community regarding government and school responses (from schools are overreacting to under reacting) to COVID-19.
2. **Local Decisions:** The challenges posed by COVID-19, and the duration of this threat, will make it more difficult for school districts to make unified regional decisions. Differences in



resources, negotiations, community concerns, and direction from county public health services in response to local conditions will impact decision-making.

Adapted from COVID-19 Planning Assumptions



Appendix B

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](#)

