Croton-Harmon Union Free School District

School Re-Opening Plan 2020-21

Carrie E. Tompkins Elementary School (CET)
Pierre Van Cortlandt Middle School (PVC)
Croton-Harmon High School (CHHS)

July 31, 2020
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1.0 Plan Management

1.01 Introduction

The Croton-Harmon Union Free School District’s Plan for school re-entry is the focus of this document. It represents the planning for each school in our district: Carrie E. Tompkins Elementary School (CET), Pierre Van Cortlandt Middle School (PVC) and Croton-Harmon High School (CHHS). Our planning framework was built on the following objectives:

- Keeping health and safety at the forefront of planning
- Maintaining continuity of instruction
- Ensuring access and equity for all students
- Communicating with stakeholders, such as staff, families, and partners

In May 2020, the District formed the Croton-Harmon Union Free School District School Re-Entry Task Force. This Task Force is composed of many stakeholders including students, parents, teachers, teacher aide, union leaders, clerical staff, buildings and grounds staff, BOCES Regional Safety, CHUFSD Health & Safety Committee members, and Altaris Security. Our planning includes consultations with the Westchester County Executive’s Office to provide pandemic updates and pertinent information, as well as the Westchester Department of Health. Our plan has been reviewed and discussed with Dr. Eric Mier, our district’s medical director. Our plan has been informed by documents from the Centers for Disease Control and Prevention, New York State Department of Health, local Department of Health and the New York State Education Department. The Task Force’s goal is to examine the school re-entry process and make recommendations on how to best open schools once we are permitted to do so. Health and safety of students and staff are always at the center of our discussions, recommendations and plans.

In developing our recommendations and plan, we recognize the reality that it may need to change as more guidance documents from the New York State Education Department, New York State Department of Health evolve. This plan has built in flexibility to adjust to changes through this pandemic.

It is important to note that the 2020-2021 school year will look different. Our classrooms will be set up to support social (physical) distancing with desks being separated. Students will be divided into smaller groups to meet the distancing requirements and will be required to wear face coverings with periodic “mask breaks.” Safety is our first priority.

It is also important to note that this upcoming school year will have its challenges. We may be required to move from in-person (hybrid) instruction to fully remote instruction based on the COVID-19 situation and staff availability/situations. Together, as a district and community we will
continue to move forward and engage students in learning. We also recognize that we need to do this as a community.

Croton-Harmon COVID-19 Code for Students & Staff

Croton-Harmon School District recognizes the commitment and responsibility we collectively have to ensure the safety of our staff and students safety.

In the spirit of mutual cooperation and the support necessary to make our reopening successful we are asking everyone to comply with the following:

- **WE WILL** follow all safety protocols
- **WE WILL** wear masks at all times and any PPE required (except when eating). Each school will build in “mask breaks” during the school day
- **WE WILL** promise to actively practice social (physical) distance as much as possible
- **WE WILL** review our health every day before school/work which includes monitoring our temperature and being aware of any signs/symptoms of COVID-19
- **WE WILL** stay home from school or work if we are sick
- **WE WILL** maintain our personal belongings, work space and school setting in an orderly way so cleaning and disinfection can be performed daily as required.
- **WE WILL** use our own supplies; sharing of supplies and food is not permitted at this time
- **WE WILL** maintain personal hygiene including frequently washing our hands
- **WE WILL** notify our school nurse, health care provider and Department of Health if we test positive for COVID-19
- **WE WILL** remain Croton-Harmon Strong.

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1.02 Phases of Mitigation & Scenarios of Learning

Our planning for Carrie E. Tompkins Elementary School, Pierre Van Cortlandt Middle School and Croton-Harmon High School, as well as the district, has included discussions surrounding the phases for reopening which are contained in the Center for Disease Control (CDC) Guidance for Schools.

The core objectives of this CDC guidance includes:

- Safety actions to implement Non-pharmaceutical Interventions (NPIs)
  - Promote healthy hygiene practices
  - Intensify cleaning, disinfection, and ventilation
  - Ensure social distancing
  - Limit sharing
  - Train all staff, students, and parents on NPIs and modified operational procedures

- Health monitoring and screening
  - Check for signs and symptoms
  - Plan for when a staff, child, or visitor becomes sick
  - Maintain healthy operations to monitor risk-reduction strategies are in use

As New York State continues to monitor the pandemic in our region, we are prepared to move between phases based on current health conditions.

Scenario 1 - Schools Closed due to Substantial Spread/Other Reason (Remote Instruction)

Should there be a need to close our schools, we would move to our remote learning plan. Students would engage in the learning electronically and would not report to the school building.

In Scenario 1, the district will:

- Implement distance/remote learning and provide essential meal services (see Food Service)
- Restrict only essential staff to report in-person to carry out functions that are deemed essential by the Superintendent
- Leverage virtual tools and platforms wherever possible to conduct essential business functions and keep in-person reporting to an absolute minimum
- Coordinate with local and state Department of Health officials
- Participate in contact tracing efforts as directed by local health officials (to the extent feasible)
- Close off affected areas of the school building and if possible, wait 24 hours before cleaning and disinfecting
Scenario 2 - Schools Open with Enhanced Distancing due to Minimal/Moderate Spread (Hybrid Scheduling)

In Scenario 2, the district will:

- Remain open with enhanced social distancing measures
- Reduce building density to allow for adequate social distancing. When planning for the in-person part of a hybrid plan, we considered building density, social distancing needs, and personal protective equipment (PPE) needs, and transportation needs
- Use a Hybrid instruction Model (See Instruction)
- Cancel extracurricular activities until further notice (e.g., sports, assemblies, dances, etc.)
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See Contact Tracing)
- Isolate and disinfect impacted classrooms and spaces (See Cleaning and Disinfecting)

Scenario 3 - Schools Fully Open due to Low/No Spread

In Scenario 3, the district will:

- Utilize normal class sizes but limit the interaction of classes with other groups (cohorts)
- Limit gatherings in shifts - recess, cafeteria, and hallway passing
- Assess group gatherings and events on an ongoing basis to consider if any events might put students, staff, or their families in close proximity to others and should be canceled. The district will consult with local health officials to help determine the best approach
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See Contact Tracing)

1.03 CDC Guidelines & NYS Department of Health

Our district re-entry plan was created using documents from the CDC and NYS Department of Health (NYSDOH) and the local health department to ensure compliance with safety guidelines, as well as the New York State Department of Education. The following websites were referenced:

Center for Disease Control and Prevention
New York State Department of Health
Westchester County Department of Health
New York State Department of Education

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1.04 District COVID-19 Coordinator & Site Safety Monitors

The district has established a District COVID-19 Coordinator that will oversee continuous compliance with all aspects of this plan. We have also designated a Site Safety Monitor who will ensure compliance with this plan at Carrie E. Tompkins Elementary School (CET), Pierre Van Cortlandt Middle School (PVC), and Croton-Harmon High School. Each school reports directly to the District-wide Safety Manager. We have also identified a site monitor for departments in the district.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Site Monitor Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>District COVID-19 Coordinator</td>
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</tr>
</tbody>
</table>

1.05 Human Resources

Develop a plan for the identified vulnerable population

The district will implement the following actions:

- COVID-19 federal leave information will be posted in all the buildings.
  - (See the U.S. Department of Labor’s Employee Rights poster)
- Share information with staff with regard to Persons at High Risk
- Provide information to employees from the Employees Assistance Program
- Communicate a return to work plan
- Communicate daily screening practices

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2.0 Health and Safety

In this section, we will be addressing protocols to:

- Instruct staff/students/parents to observe for signs of illness in students and staff
- Instruct staff to send any symptomatic person directly to the nurse’s office
- Instruct staff and students/parents on the daily temperature check and screening protocols
- Instruct staff and students/parents that ill students will be assessed by the school nurse and will then be sent home for follow up with a healthcare provider
- Instruct staff that anyone with a temperature will be sent to an isolation area prior to being picked up or sent home
- Address visitors to school and follow the protocols for screening
- Engage in proper hand and respiratory hygiene, as well as social distancing

2.01 Persons at High Risk

According to the Centers for Disease Control and Prevention, “People of any age with certain underlying medical conditions are at increased risk for severe illness from COVID-19.” The Croton-Harmon School District will identify persons at high risk utilizing the following procedure:

- A communication will be sent to all students/families asking for identification of students who are high risk. This information will be returned to the specific building:
  - Carrie E. Tompkins Elementary School - Nurse Christine Martins
  - Pierre Van Cortlandt Middle School - Nurse Laurie Payne
  - Croton-Harmon High School - Nurse Phyllis Cobb
- A communication will be sent to all employees asking for identification of high risk employees. This information will be returned to Mr. John Griffiths, Assistant Superintendent and shared with each building nurse.
2.02 Screening and Monitoring

If feasible, conduct daily health checks of staff and students safely, respectfully, as well as in accordance with any applicable privacy laws or regulations.

Screening

Students, employees, and all other building occupants are to be screened for COVID-19 daily, prior to their arrival at school. Screening will be performed remotely, as per NYSDOH recommendation. Screening will consist of temperature checks, assessment of COVID-19 symptoms and answering a questionnaire. If a student or staff member does not respond “No” to all of the criteria, they should not attend school/work that day and will be instructed to notify their primary healthcare provider or the local DOH for further guidance.

The district will implement the following screening procedures:

- The district will communicate that employees and students must remain home if they are sick.
- All employees, parents on behalf of students, and regular contractors will be required to complete a mandatory health screening assessment, including a temperature check. All employees, parents, and regular contractors will be required to provide a temperature and certify “No” to all of the following in order to be permitted access to school buildings:
  - If an individual presents a temperature of greater than 100.0°F, the individual is not permitted into the facility, and will be sent directly to a dedicated area prior to being picked up or otherwise sent home.
  - If they have had any COVID-19 symptoms in the past 14 days
  - If they have had a positive COVID-19 test in the past 14 days
  - If they have had close contact with confirmed or suspected COVID-19 case in the past 14 days
  - If they have traveled internationally or to a state with known community spread of COVID-19 in the past 14 days (check the COVID-19 NYS Travel Advisory)
- The district will use email automation software to manage screenings as follows:
  - Employees, student/parents, and regular contractors will be entered as contacts into the email automation platform
  - All student/parent contacts will complete the self assessment on the designated district software daily, no later than 1 ½ hours prior to the start of the school day. All employee contacts will complete the self assessment on the designated district software, no later than 2 hours prior to the start of their work day, so as to allow time for substitute staff members to be assigned in the event of a “failed” screening.

1 DOH-Temperature checks should be conducted per U.S. Equal Employment Opportunity Commission or DOH guidelines. Specifically, all individuals must have their temperature checked each day – ideally, at home, prior to departing to school – before entering any school facility. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home.
Contacts will be required to certify “No” to all of the above questions with one click. Upon clicking the “No” certification, a contact will be re-queued for the following day. The nurse's office will be notified of all contacts that do not respond prior to the start of school to follow up with the contact. The email subject line will include the contact’s name and “No Response to Screening.” The contact will also be re-queued for the following day.

Contacts that reply “Yes” to any question will get an auto response instructing them to notify their healthcare provider or local DOH for further instruction. The nurse's office will be notified via email with a subject line that will include the contact name and “YES Response to Screening”. The contact will also be re-queued for the following day.

The nurse will follow up with the contact and appropriate actions taken.

* The district may begin the year requiring the submission of paper forms and then phase-in the usage of submissions through software.

- Any student that arrives at school that has not been screened remotely will be directed to a separate holding area. The student's temperature will be taken. The parent/guardian will be contacted. The parent/guardian will be asked the questionnaire screening questions via telephone call. If the student satisfies all of the questionnaire criteria, he/she will be directed to class. If the student does not satisfy all criteria, he/she will remain in the holding area until the parent/guardian arrives for pick-up. Students should be picked up in a timely manner. Parents/Guardians will be required to provide the school with a local emergency contact that can arrive at the school within the specified amount of time.

- Symptoms of COVID-19 are to be listed on the questionnaire (this list is not inclusive):
  - Fever (100°F or greater) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion
  - Nausea or vomiting
  - Diarrhea

- If on-site screening of individuals (students, employees, visitors) is required:
  - Individuals should maintain social distancing while waiting their turn UNLESS the individuals are from the same household.
  - The staff member conducting the screening is to stand behind a physical barrier (glass, plastic window)
  - Staff members conducting temperature checks are to be trained on proper usage of the thermometer being used.
  - Staff members conducting the screening and temperature checks are to wear the appropriate PPE. A new, clean pair of gloves is to be used for each individual that is
screened UNLESS a non-contact thermometer is used and there was no physical contact with the individual.

- Staff members are to make a visual inspection of the individual for signs of illness which could include:
  - Flushed cheeks
  - Rapid breathing or difficulty breathing
  - Fatigue or Extreme fussiness
  - Frequent use of the restroom

See also:
- Contact Tracing
- Returning to School
- Management of Sick Persons

2.03 Self-reporting Exposures and Infections

Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.

Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation.

Prior to the opening of schools, employees and families will be advised of the requirement that individuals who are alerted that they have come into close or proximate contact with a person with COVID-19 or have been alerted via tracing, tracking or another mechanism, are required to self-report to their employer or school at the time of alert and shall not be permitted to remain or return to the building until they have completed quarantine. The school district will refer students, faculty and staff for COVID-19 diagnostic testing in consultation with local health department officials, when needed.

In the event a student or district employee reports testing positive for COVID-19 or is exposed to a person who tests positive for COVID-19:

- The student or district employee should immediately notify the district by contacting:
  - The nurse’s office at the school which they attend or work in
    - Carrie E. Tompkins Elementary School - Nurse Christine Martins
      914-271-5184 ext. 3216
    - Pierre Van Cortlandt Middle School - Nurse Laurie Payne
      914-271-2191 ext. 2208
    - Croton-Harmon High School - Nurse Phyllis Cobb
      914-271-2147 ext.1204
  - If not assigned to any one school building, the employee should contact: John Griffiths in the district administration office at 914-271-6501 ext. 4203.
● If a student or staff tests positive for COVID-19, the district will immediately notify state or local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, if requested, while maintaining confidentiality required by state and federal law and regulations. The district will consult with Dr. Mier, our district’s medical director and the Department of Health.
● The district will inform those who have had close contact with any person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation.
● Our school nurse will follow up with the student/staff member during this time and must meet re-entry criteria before returning to school/work.

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2.04 Management of Sick Persons

Notify local health officials, staff, and families immediately of a positive case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

● Establish procedures for safely transporting anyone sick to their home or healthcare facility. Parent and/or emergency contact will be notified to pick up their child.

In the event a person becomes ill with COVID-like symptoms while at school, the following procedure will be followed:
● The Croton-Harmon staff will be provided training on how to identify signs of illness in students and staff and the procedure to send symptomatic persons to the school nurse or other designated personnel in each building.2
● The ill person will be moved to a predetermined isolation room or area to separate anyone who exhibits COVID-like symptoms.
● The person will be assessed by the school nurse.3
● Arrangements will be made to transport the sick person home or to a healthcare facility. A parent or local emergency contact will be notified to pick up their child.
● The decision to close a room or section of a building for cleaning/disinfecting due to a student/staff member seeing the nurse with any COVID symptoms will be made on a case by case basis in consultation with building administration, the building COVID coordinator, custodial staff, and the school nurse.
● When possible, custodial staff will wait 24 hours (or as long as possible) before cleaning and disinfecting the area in accordance with procedures contained in this plan. If it is not possible to wait 24 hours, wait as long as possible. See also the Cleaning and Disinfecting section.

3 SED, pg 18 District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.
Persons who had close contact (contact with a positive COVID-19 case for 15 minutes or longer, and within 6 ft. distance or closer) with a person diagnosed with COVID-19 may be advised by WCDOH to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, they will be instructed to follow appropriate CDC/local Department of Health guidelines.

Sick staff members and children will be advised not to return until they have met CDC criteria to discontinue home isolation and have documentation showing medical clearance from the healthcare provider.

In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, we may consider closing for a short time (24-72 hours) for cleaning and disinfection, as per Department of Health recommendations. The District will consult with their medical director and/or local department of health when making decisions on school closures.  

In the event that the school is notified that an employee or student has been exposed to COVID-19 and are quarantined, or if a family member has been diagnosed with or presumed to have COVID-19 and/or is being isolated, the following procedure will be followed:

- Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 may be instructed by the Department of Health to self-quarantine at home for 14 days.
- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, other students living in the same household may be excluded from school and asked to self-quarantine.
- The custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.
- Students who present with any of the COVID-19 symptoms without an obvious non COVID-19 origin, should remain in the isolation room until they have been picked up by a parent or guardian or have been transported to the hospital if medically necessary. These students’ parents must immediately notify their healthcare provider. These students must remain absent until they have met the re-entry criteria outlined by the CDC.
- Staff who present with any of the COVID-19 symptoms without an obvious non COVID-19 origin, should remain in the isolation room until they are able to drive home, be picked up by an emergency contact or have been transported to the hospital if medically necessary. These staff members must immediately notify their healthcare provider and provide the school with clearance from their healthcare provider or the results of COVID-19 testing. These staff must remain absent until they have met the re-entry criteria.
- Our school nurses develop individual protocols for asthma-related acute respiratory treatment care and consult with a student’s healthcare provider for an alternate asthma medication delivery system.

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4 SED, pg 17 Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction:
2.05 Contact Tracing

If a child or staff member who has been present in school has a confirmed diagnosis of COVID-19, the Westchester County Department of Health (WCDOH) will be notified immediately and will conduct contact tracing. Contact tracing is a function of the WCDOH to trace all contacts with confirmed cases of COVID-19. Contact tracers will not release the name of the positive individual to their contacts. Contact tracers will tell potentially infected persons that they were exposed - they will not disclose the identity of the person to whom they were exposed.

The District will support the WCDOH with accurate attendance records, logs of employees and visitors, and assist the WCDOH in tracing all contacts with the COVID-19 positive individual. While the WCDOH has the primary responsibility for contact tracing, effective contact tracing is a joint collaborative effort - WCDOH will need the assistance of schools in providing staff and student lists and schedules and other information to identify exposed individuals.

The District will be required to share personal information for individuals who may have had direct contact with a COVID-19 case including name, address, date of birth, phone number and email. That information will be shared with the WCDOH in the manner requested. Confidentiality must be maintained as required by state and federal laws and regulations.

**School Closures - (See Appendix - COVID Safety Response Protocols)**

If/when COVID-19 positive cases are discovered, after consulting with the Dr. Mier, the district physician and the WCDOH, the District will:

- Close or quarantine areas of potential exposure for 24 - 72 hours or as advised
- Clean and disinfect areas as necessary following protocols/procedures
- Continue to provide information to the WCDOH as necessary

The District will close school if recommended in consultation with Dr. Mier and the DOH, if absentee rates impact the ability to operate safely, or if the District deems it is appropriate to close down some or all parts of the schools, should there be a confirmed case. This could also involve closing sections of buildings, cohorts of students, or full buildings.

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2.06 Returning to School

Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.

The following procedure will be followed for allowing persons to return to school following illness or diagnosis of a **confirmed case of COVID-19 or following quarantine**. All the following is subject to change based on updated guidance from the Department of Health.

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC, and their return is coordinated with the local health department, as well as show documentation from their healthcare provider that they are safe to return to school. Currently, those guidelines are:

1. **Untested (because healthcare provider determined testing was not necessary):** Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:
   a. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
   b. Other symptoms have improved; and
   c. At least ten (10) calendar days have passed since symptoms first appeared, or by providing documentation from your healthcare provider that it is safe to return to school.

2. **Tested or Diagnosed by a Healthcare Provider Without Testing:** Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
   a. It has been at least ten days since the individual first had symptoms;
   b. It has been at least three days since the individual has had a fever (without using fever reducing medicine);
   c. It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.
   d. By providing documentation from the individual’s healthcare provider that it is safe to return to school/work

3. **Tested with no symptoms:** Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten (10) calendar days without symptoms and have been released by a healthcare provider.

Please also note this information as presented in Appendix 13.05: Letter to Parents regarding Healthcare Follow-up for their Child

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5 SED, pg 19 District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed cases of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.
Students/Staff may also return if they are approved to do so in writing by the student’s health care provider. School nurses at Carrie E. Tompkins Elementary School, Pierre Van Cortlandt Middle School and Croton-Harmon High School will be the designated COVID-19 resource person for their building, under the guidance of the district medical director and local Department of Health.

2.07 Healthy Hygiene Practices

Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The following healthy hygiene practices will be in place at all district buildings:

- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Employees, students, and visitors will be reminded to perform hand hygiene as follows:
  - Arrival at the building/Departure from the building
  - Before entering and exiting classrooms
  - Before and after eating or handling food
  - Before and after administering medication
  - After using the toilet or helping a child use the bathroom
  - After coming in contact with bodily fluid
  - After playing outdoors
- Posters/signage describing healthy hygiene practices will be installed near entrances, restrooms, cafeteria and other dining areas, classrooms, administrative offices, auditorium and custodial staff areas.
- Additional receptacles will be placed around the facility for the disposal of soiled items including PPE
- Additional practices are listed in each applicable section in the Operations section of this plan
- A floor plan identifying hand sanitizer dispenser locations will be created and posters will be displayed describing hand-washing steps at sink locations
- Staff will be educated about when and how to correctly do the following:
  - Handwashing / Use of hand sanitizer
  - Put on, remove and dispose of PPE.
  - Respiratory hygiene
- The district will remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.

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6 DOH-Responsible Parties should remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.
2.08 Face Coverings

Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The following procedures regarding face coverings will be in place at all district buildings:

- All students and staff members must wear face coverings at all times unless at times when students/staff have a mask break.
- Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings 7.
- All students must wear masks on the bus and in school. Cloth and single use surgical (disposable) masks are acceptable, as are homemade sewn masks. The mask should be secured snugly by ear loops or ties and cover both the mouth and nose. Students should come to school with a back-up mask (stored in a bag to keep it clean). Schools will have disposable masks available in the event masks are lost or damaged. Masks with valves are not acceptable. Gaiters and bandanas are only acceptable if a cloth/disposable mask is worn underneath them. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used. 8
- The district will provide employees and students cloth face masks at no cost if needed. 9
- The district will obtain and maintain adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals. 10
- Face coverings are to be worn by staff and students unless medically unable to do so. 11
- Face coverings must be cleaned by the individual or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. 12
- Face shields and smocks will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids.

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7 DOH - Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.
8 DOH - Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.
9 SED, pg 18 District/school has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
10 DOH - Face coverings are strongly recommended at all times, except for meals and instruction with appropriate social distancing. However, Responsible Parties can require face coverings at all times, even during instruction; and it is strongly recommended in areas with higher rates of COVID-19 community infection. Responsible Parties requiring the wearing of face coverings by students at all times will need to consider and address developmental appropriateness, feasibility, and ability to implement such policy in a safe, consistent manner.
12 DOH - All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance; and for this reason, individuals – including students – must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the school.
● Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health will not be subject to the required use of a face covering.13
● Each school in the district will instruct staff to provide mask breaks as needed. 14
● The district will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will be extended to contractors and vendors, if the district will be supplying the contractors and vendors with PPE.15 See the Training Section.

Face masks/coverings must be worn by all visitors, staff and students entering the building. If anyone does not have a mask, one will be provided by the district.

● Students, parents/guardians, staff, contractors and visitors will be instructed on the proper way to wear face coverings, proper way to put on and take off a face covering, the importance of routine cleaning of reusable face coverings; and importance of not sharing face coverings.
● Students with special needs or students who are medically fragile who are not able to wear a face covering or mask should work with their child’s healthcare providers so that an informed decision can be made on how best to meet the child’s needs at school while protecting their and staff member’s/other student’s health and safety.
● Students, staff and visitors who elect to wear their own reusable face coverings may do so but must also follow correct procedures for wearing and washing masks daily.

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2.09 Stop the Spread of COVID-19 Signage

Install signage on how to Stop the Spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

The Croton-Harmon School District will install CDC-provided signage at multiple locations around each school building to:

● Instruct building occupants on how to engage in good daily hygiene measures
● Instruct building occupants on the proper way to wash hands
● Instruct building occupants on proper respiratory etiquette/hygiene
● How to use an acceptable face covering when unable to maintain social distancing
● Instruct building occupants on how to put on, take off and properly wear a face mask
● How to put on, take off and properly wear, discard and store PPE

13 DOH-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.
14 SED, pg 18 District/school plan has written protocol regarding students taking mask breaks.
15 DOH-Responsible Parties must train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training should be extended to contractors and vendors, if the Responsible Parties will be supplying the contractors and vendors with PPE.
● How to engage in good daily hygiene measure
● To stay home if they feel sick.
● How to report symptoms of exposure to COVID-19

The Croton-Harmon School District will:
● Instruct staff on the signs and symptoms of COVID-19 and will require that symptomatic students/staff will report to the school nurse.
● Instruct students and staff of the daily screening protocols which include temperature taking prior to coming to school or work
● Instruct students/staff that should they become ill during the school/work day, they will be sent home for a follow up visit with their healthcare provider.

2.10 Social Distancing

Promote social distancing throughout school operations.

All building occupants will be required to maintain social distancing. In those instances where social distancing is not possible, face masks will be worn. Additionally, Personal Protective Equipment may also be necessary.

In order to accommodate social distancing in each school building, the district will take the following General actions, which are detailed throughout the Operations section of this plan:

● Some large common areas such as auditoriums and gymnasiums may be repurposed as instructional spaces to accommodate a larger number of students in the same class
● Physical barriers may be used in between seating if desired social distancing is not feasible.
● Furnishings may be removed from rooms to maximize capacity
● Teachers may take their class outside during the school day.
● The District will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in physical education classes)\textsuperscript{16}.
● The district will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.\textsuperscript{17}

\textsuperscript{16} DOH-Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).

\textsuperscript{17} DOH-Responsible Parties should limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.
• Floors will be marked with visual guides for social distancing in hallways and other common areas.

3.0 Operations

3.01 Transportation

Create social distance between children on school buses where possible
Clean and disinfect frequently touched surfaces within the school and on school buses at least twice daily

In order to maintain social distancing, district buses will need to operate at reduced capacity and students and the driver will need to utilize Personal Protective Equipment. The following are other safety actions that will be taken:

• Students should social distance on the bus whenever possible.\textsuperscript{18}
• Students, school bus drivers, monitors, attendants and mechanics will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption\textsuperscript{19,20}
• Students will be encouraged to find alternative modes of transportation if possible (e.g., walking or parent drop off) to reduce bus occupancy
• Weather permitting, drivers will increase bus ventilation by opening the top hatches of buses or opening windows
• Boarding children will occupy seats from back to front, where feasible
• Wheelchair school buses will be configured to ensure social distancing.\textsuperscript{21}
• Siblings may sit together to increase capacity on the bus
• Seats will be marked with tape to show students where they may sit
• Field trips and other extracurricular activities requiring bus use will be suspended at this time

\textsuperscript{18} SED, pg 62 Students must social distance (six feet separation) on the bus;
\textsuperscript{19} SED, pg 60 Students who are able will be required to wear masks and social distance on the bus;
\textsuperscript{20} SED, pg 61 School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;
\textsuperscript{21} SED, pg 60 Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.
● Bus drivers will be required to conduct pre and post-trip inspections to include the cleaning of high use areas of the bus/high contact spots, (e.g., steering wheel, handles, seatbacks, etc.).  

● Drivers will be required to complete a checklist after each cleaning, which should be forwarded to the district’s Supervisor of Transportation.

● Drivers will maintain a passenger log for each run to assist will contact tracing when needed.

● Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing.

● The district will communicate with parents and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.

● The district will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. 

● Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be provided initial training and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19; 

● The Transportation Department will be provided Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

● Drivers, monitors and attendants who must have direct physical contact with a child will wear gloves.

● Students who do not have a mask will not be denied transportation and will be provided a mask.

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

22 SED, pg. 60 All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);

23 SED, pg. 59-60 School districts and other applicable schools are expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.

24 SED, pg 61 Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;

25 SED, pg 61 Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

26 SED, pg 61 Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

27 SED, pg 61 Students who do not have a mask can NOT be denied transportation;

28 SED, pg 61 Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
Building plan for Transportation Garage

- All entry to the transportation building will be through the front door each morning.
- All staff will report to the driver’s room for check in with Dispatch.
- All staff will be questioned as to their fitness for duty and absence of COVID-19 symptoms.
- All drivers should check their mailboxes for messages and proceed to the rear lounge. There will be an area provided at the back of the building which will allow for social distancing. Drivers will not congregate and report to their buses at the appropriate time.
- Driver’s should exit through the garage bays to their buses at the appointed time.
- The bus garage will be sanitized regularly which includes attention to high frequency touch surfaces.
- Vendors making deliveries will follow all protocols.
- Visitors will not be permitted into the bus garage unless they have an appointment.

Transportation staff

- All staff will complete a self-health screening assessment before reporting to work.
- Staff should wear masks at all times except when eating or drinking.
- Hand sanitizer is not permitted on the bus, but will be available in the bus garage. Transportation staff are not to carry personal bottles of hand sanitizer on them while on the bus.
- Transportation staff will receive initial training and refresher trainings in the following areas: the proper use of personal protective equipment; proper social distancing; proper use of wearing gloves when having direct contact with students; and signs and symptoms of COVID-19
- Transportation staff will wear masks at all times on the bus when there are students. Shields have also been provided. They can be worn when loading students or walking through the bus to talk to your students.
- Transportation staff will ensure that students are wearing masks while on the bus unless they are physically unable to do so or have a disability which would prevent them from wearing a mask. Students with a disability which prevents them from wearing a mask will not be denied transportation or forced to wear a mask.
- Masks will be provided to students if they do not have one.
- Students will be trained on the proper use of personal protective equipment, social distancing, as well as the signs and symptoms of COVID-19.

Each bus is equipped with:
- Gloves
- Cleaner/disinfectant/wipes
- Paper towels
- Extra trash bags
- Masks for students

- All buses must be disinfected and wiped down after each shift. All supplies used should be bagged and put in the dumpster. Each bus will be treated with the electrostatic air cleaner after each shift (minimum two times daily).
- A letter to families with specific transportation information will be sent in late August.
In summary,

- All buses will be prepared and sanitized for their students.
- All buses will operate each day with all windows open for ventilation.
- The two front seats behind the driver will not be used and will be marked as such.
- All seats are marked with numbers over them (similar to airplanes). Student seats are marked A, B, C, D. There is an “x” to mark the seating.
- Students will be assigned seats. Siblings will be seated together.
- Changing buses will NOT be permitted.
- Attendance on the bus will be taken daily for contact tracing purposes.

In closing, the Croton-Harmon School District will fulfil its obligations to transport nonpublic, parochial, private schools or students whose Individualized Education Program have placed them out of the district and whose schools are meeting and conducting in-person session education when/if the Croton-Harmon School District is not.

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3.02 Arrival and Dismissal

Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible

To reduce close contact of persons entering and exiting the building, the district will:

- CET, PVC and CHHS will communicate with students/staff their stagger arrival times of both buses and parent transportation to reduce density
- Each school will establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.
- Each school will utilize multiple supervised points of entry into each school building to reduce bottlenecks, close contact and hallway travel to classrooms
- Each school will require face masks to be worn by students, staff, and parents during the arrival and dismissal process.
- Each school will implement a detailed traffic management plan to include:
  - Separate parent drop off/pick up locations
  - Consideration for multiple, supervised building points of entry. We may encounter an increased number of parents transporting their own children to and from school due to health concerns.

29 DOH-Responsible Parties should establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.
● Hand sanitizer will be available where students, staff, and visitors enter and we will encourage students, employees, and visitors to clean their hands upon entry. Frequent handwashing is more effective than the use of hand sanitizers
● We will utilize a screening protocol for students, staff, and visitors to the building to check for symptoms prior to entrance to the school building (see section 2.02).

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3.03 Visitor Management

Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible

A modified visitor management process will be utilized at all school buildings as follows:

● Only essential visitors, including parents/guardians, approved vendors and contractors will be permitted into the school buildings
● Essential visits consist of:
  ○ Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via Google Meet or Zoom
  ○ Picking up of sick persons from designated areas
  ○ Other visits deemed essential by the school administration
● Visitors will be asked to pre-register their visit using a Google Form (or equivalent) that will:
  ○ Populate a registration documentation in real-time that will be monitored by greeters at each school
  ○ Upon submission of the form, visitors will be directed to a confirmation page that will:
    ■ Provide instructions on pre-screening steps (see Screening and Monitoring)
    ■ Advise the visitor they may be contacted prior to their scheduled appointment
    ■ Instruct the visitor to conduct pre-screening steps prior to their visit to the school
    ■ Advise the visitor they will be required to wear face masks prior to being permitted entry into the building as well as hand cleaning steps
● The school nurse or designee will oversee the submission of visitor registration documentation
● All persons entering the building will be required to wear face masks prior to being permitted entry into the building. Disposable masks will be provided to visitors for exigent circumstances (see Screening and Monitoring)
● Visitors will be required to clean their hands with sanitizer prior to the check-in process
● Hand sanitizer dispensers will be available at building entrances, check-in locations and any delivery locations.
● Social-distancing signage and floor markers will be installed to designate places where visitors should wait to be checked in
● Appropriate shields or other barriers will be utilized at check-in locations where it is necessary to socially separate building service staff from visitors during the check-in process.
● Visitors will be required to answer mandatory screening questions, and access declined when indicated and visitors denied and recommended to contact their healthcare provider. This will also assist contact tracing when needed (see Screening and Monitoring).
● All visitors shall be required to wear PPE when moving through the building and where 6’ distancing is not possible.
● Drop off procedures will be modified as follows pertaining to student belongings and lunches:
  ○ Most drop-offs will be prohibited unless prior approval is obtained from building administrator.
  ○ A designated drop off area will be established for all deliveries (e.g., FedEx, UPS) to prevent delivery persons from entering the building.

Protocol for visitors:
● Parents, staff, students and community members should be notified about the new procedures to enter the school buildings.
● Signs with instruction should be posted on the outside of the visitor entrance in English and Spanish.
● The visitor will be asked to answer a screening questionnaire and a temperature will be taken.
● Any person who answers yes to any part of the COVID-19 screening questionnaire will be denied entry to the building and advised to contact their healthcare provider.
● Hand sanitizer or a hand washing station should be provided at the screening area for visitors to use prior to entering the building.

3.04 Room Designation (Room Numbers/Names)

Room designations will be used to stagger building movement. The following procedure will be followed at CET, PVC, and CHHS:
● Classrooms will be designated using numbers/names.
● Prominent signage is installed on classroom doors with room numbers.
● Classroom designations will be utilized for:
  ○ Staggered Class transitions (hallway movement) and staggered dismissal.
  ○ Staggered Grab and Go lunch pickups/deliveries to classrooms from the cafeteria.
  ○ Staggered outdoor activities as appropriate.
  ○ Bathroom use assignment.
3.05 Classrooms

- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- Restrict locker use by students and staff.
- Restrict mixing between groups.
- Space seating/desks to address social distancing guidelines
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (art supplies, equipment, etc. assigned to a single student) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between us.

THE DISTRICT WILL TAKE THE FOLLOWING SAFETY ACTIONS (see also instruction):

All Students at CET, PVC and CHHS

- Desks and tables will be spaced to allow for social distancing of students.
- Physical barriers may be used in between seating if desired social distancing is not feasible.
- Students will be discouraged from sharing supplies. Any shared supplies necessary for instruction will undergo disinfecting procedures.
- Handwashing will be required at regular intervals. See Healthy Hygiene Practices
- Use of shared equipment will be limited and when necessary, cleaned between each use
- Electronic equipment wipes specifically for keyboards and other technology will be provided in each classroom.
- Specialist teachers will rotate through individual classrooms.
- Physical education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out to 12’.
- Teachers will utilize outdoor spaces for instruction whenever appropriate, weather permitting.
- Lunches will be available and delivered to each classroom daily or for pickup (see also Food Service)
Grade K-6 Students at CET and PVC

- CET and PVC may utilize larger spaces such as the Multipurpose Room, band area etc.) for instruction to allow for larger class sizes while still providing adequate distancing.
- Classes will remain in their assigned rooms for the majority of the school day
- Materials will not be shared between groups of children unless they have been washed and disinfected
- Children’s books and other paper-based materials are not considered high risk for transmission and do not need additional cleaning or disinfection
- Each school will consider virtual formats for guest speakers and reading programs

Grade 7-12 Students at PVC and CHHS

- PVC and CHHS may utilize larger spaces (e.g., auditorium, gymnasium, band) for instruction to allow for larger class sizes while still providing adequate distancing.
- The school district should assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.\(^\text{30}\)

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### 3.06 Hallways and Stairways at CET, PVC and CHHS

Strategic movement and a reduction density in hallways and stairways (to the degree possible) will allow for appropriate distancing. The district will take the following safety actions

- Face masks will be worn when students and staff are moving throughout the building
- Announcements will be made to release classes in a staggered manner based on Room Number Designations, to reduce density in hallways during class changes. The additional time needed to stagger transitions should be factored into the school day.
- Floor and wall signage will be utilized to prompt distancing where appropriate including outside classrooms where students will be required to stage during class transitions
- Hazards and/or health concerns will be reported immediately and mitigated as necessary.
- Hallway movement will be evaluated in each building, and a modified traffic pattern will be utilized to:
  - Create one-way corridors where appropriate
  - Create one-way stairways where appropriate
  - Use of center hallway prompts (e.g., cones, floor tape, or retractable belt stanchions) to promote distancing of 2-way traffic

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\(^{30}\) DOH-Responsible Parties should consider staggered arrival and pick-up times to facilitate proper social distancing, and assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.
3.07 Restrooms at CET, PVC and CHHS

Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The district will take the following safety actions to conform with the above CDC guideline:

- Each school may consider the use of scheduled restroom usage to maintain separate classrooms or student groups
- Some toilets/sinks may be taped off to promote distancing during bathroom use
- Signs asking employees and students to wash hands before and after using the restroom will be installed
- The number of students in a restroom at any given time will be limited
- Frequent cleaning of restrooms will occur on a prescribed schedule that will be developed by the school’s head custodian and approved by the school administration.

3.08 Cafeteria at CET, PVC and CHHS

- Close communal use spaces such as dining halls and playgrounds if possible; otherwise, stagger use and disinfect in between use.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.

Cafeterias will generally be closed or utilized in a socially distant manner in all buildings and food services available as a grab and go only. The district will take the following safety actions:

Grab and Go lunches will either be delivered to classrooms or each classroom will be called to the cafeteria in a staggered manner based on Room Number Designation.

- Should cafeterias be open with restrictions, the following safety actions will be implemented:
  - **Distancing**
    - Kitchen and cafeteria staff will wear the appropriate Personal Protective Equipment at all times
    - Cafeterias will have reduced capacity based to allow for distancing and limiting the number of people who can sit together.
    - Seating capacity will be reduced to ensure distancing between tables
    - The use of chairs that compromise social distancing or maximum density for space will be removed
    - Physical distancing will be required while on service lines, and floor signage and floor prompts installed
Activities in cafeteria will be monitored to ensure that the protocols are followed and that social distancing and safety precautions are adhered to.

Physical barriers may be utilized in between seating if social distancing is not feasible.

Congregating in kitchen areas will be prohibited.

Limit Sharing

- Self-serve food items will be removed.
- Hot and cold food bars with open food items and communal serving stations will be eliminated.
- Single use flatware/dinnerware/drinkware will be used.
- Communal condiments will be replaced with single serving, individually wrapped items.

Cleaning and Disinfection

- At a minimum, kitchen areas will be cleaned and disinfected on a daily basis.
- Kitchen equipment will also be cleaned on a routine basis:
  - Coffee machines, refrigerator handles, and the ice machine handles will be disinfected at least three times per day.
  - All preparation surfaces, serving utensils and containers will be cleaned after each use.
  - Serviceware, utensils and containers will be stored to limit contamination and maintain cleanliness.
  - Ice machines that require a handheld scoop will not be used, as it is difficult to control potential contamination in this case.
  - Water/beverage faucets that require workers to operate them with their hands will also be disinfected three times per day.
- See also Cleaning and Disinfecting.

3.09 Faculty Break Rooms at CET, PVC, and CHHS

The use of faculty rooms will have limited occupancy and maintain social distancing.

- Employees will be required to wash their hands before and after touching break room appliances.
- Signage will indicate the maximum occupancy of each faculty room.
- Only disposable hand towels will be utilized.
- Increased cleaning and disinfection will be part of the daily protocol.
- Storage and accumulation of personal items in this area will be prohibited.
- Additional cleaning supplies will be available in this area.
- PPE will be required as necessary.
3.10 Office Spaces

- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with approved visitors
- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes

The district will take the following safety actions to conform with the above CDC guideline:
- Discourage workers from using other workers’ phones, desks, offices, or other work tools and equipment, when possible.
- Install hand sanitizer dispensers and make disinfecting wipes available near shared equipment
- Move parent-teacher conferences, 504, and individualized education program (IEP) meetings to phone conferences or a virtual format as appropriate.
- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, meetings will be held in open, well-ventilated spaces continuing to maintain social distancing and wear face coverings.
- Conference rooms that are used should be disinfected on a daily basis at a minimum. Disinfectant wipes or spray should be left in each conference room, and employees should be encouraged to wipe down all surfaces and equipment (e.g., mouse, keyboard, phone) touched during conference room meetings.

3.11 Food Service at CET, PVC, and CHHS

- Have students bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies. If communal dining areas are utilized, this district will ensure adequate social distancing and other recommended safety protocols.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- Require gloves for all back of house (BOH) staff and ensure the gloves are changed per current industry standards.
• 32 Although not necessary, if hand-washing protocols are rigorously followed, consider providing gloves to servers.
  ○ If they are worn, they must be changed regularly and are not a substitution for handwashing.
• Require face coverings for BOH staff – type depends on local requirements
• Transportation methods (e.g., carts) for meals and snacks of food served in classrooms may be utilized
• Consider the safety concerns related to collecting money and using POS pin pads to keep track of meals that are served to students
• Alternative points of service may need to be set up in different areas on campus to allow students to pick up meals and eat in designated areas

Meal Availability & Student Delivery Systems
• All students, regardless of their learning location (i.e., onsite and remote learners) will have access to school meals that comply with Child Nutrition Program requirements.
• We will have a streamlined menu for onsite student meals and a fixed selection each day for students who are learning remotely.
• The district will utilize the Serve-vs-Offer operating model which will include all meal components required in the National School Lunch Program. Lunch options may include a hot or cold sandwich, pizza or an entrée salad selection coupled with a fruit and/or vegetable and milk. All will be prepackaged.
• Access to cafeterias and vending machines will be limited in all buildings and food services will be limited to grab-and-go only.
• No students will be permitted to exit the campus for lunch.
• In an effort to facilitate contactless serving, cash payments at the point of sale will be restricted. Parents will be encouraged to utilize MySchoolBucks (MSB) to provide electronic funds for student lunch payments via our Nutrikids Point of Sale (POS) system.
• Remote learning students in need of meals will:
  ○ Receive grab-and-go meals provided via curbside pickup at a designated distribution site. This will most likely occur at PVC similar to the 2019-20 Covid-19 shutdown period.
  ○ Meal pickup lines will adhere to social distancing.
  ○ Depending on finalized learning schedules, bulk, multi-day meals may be provided.
  ○ Students who are unable to pick up meals may have the option of receiving their remote learning day meals at the close of their onsite learning day.
  ○ Students who are unable to access meals at distribution sites will have the option of having meals delivered to their homes contingent on the demands and ability of the district at such time.


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Onsite learning students will have the option to receive:

- Grab-and-Go lunches in disposable packaging that will either be delivered via mobile carts to classrooms (K-8) or individual classes/sections will be called to identified locations (cafeterias, gyms and other larger spaces) with social distancing guidelines and in a staggered manner as determined by the building principal and schedule. Below are the likely scenarios for each building.

- **Croton-Harmon High School (CHHS):** CHHS students will be separated into two separate lunch periods comprising approximately 125 students each. Each of the lunch periods will have three separate spaces for students (Cafeteria, Aux Gym and Rotunda). Students who are provided lunch in shared spaces will be instructed to adhere to social distancing protocols. Lunches will be distributed at two separate pickup stations (one in the cafeteria and one by the Aux Gym).

- **PVC Middle School:** The majority of PVC students will receive lunch in their classrooms with the exception of two sections of our 5th and 8th graders. Students who are provided lunch in shared spaces will be instructed to adhere to social distancing protocols. All sections will have approximately 12 students and at least one Lunch Monitor available to assist students and perform the necessary cleaning protocols as per the CDC guidance.
  - 1st Period Lunch (135-145 students) - At approximately 11:05 -11:50 am, nine (9) of the eleven (11) sections of 5th and 6th grade will have grab-and-go lunches delivered to their classrooms. The other two sections will be provided lunch in the cafeteria.
  - 2nd Period Lunch (60-70 students) - At approximately 11:50 -12:35 pm, all six (6) sections of 7th grade will have grab-and-go lunches delivered to their classrooms.
  - 3rd Period Lunch (60-70 students) - At approximately 12:35 -1:20 pm, four (4) of the six (6) sections of 8th grade will have grab-and-go lunches delivered to their classrooms. The other two sections will be provided lunch in the cafeteria.

- **CET Elementary:** CET students will receive lunch in their classrooms with the exception of a few sections. Students who are provided lunch in shared spaces will be instructed to adhere to social distancing protocols. All sections/classes will have approximately 12 students and at least one Lunch Aide available to assist students and perform the necessary cleaning protocols as per the CDC guidance. Due to the uncertainty of our on-site schedule, lunchtimes will be developed once the final school schedule is developed.

- When cafeterias or shared spaces are being utilized, the following safety actions will be implemented:
  - Students will wear masks and adhere to social distancing protocols upon entry and exit.
  - Seating capacity will be reduced to ensure distancing between tables.
➢ Cafeterias will have reduced capacity to allow for distancing and the number of people who can sit together will be limited.
➢ Chairs that compromise social distancing or maximum density for space will be removed.
➢ Physical distancing will be required while on service lines, and floor signage and floor prompts installed.
➢ Physical barriers may be used in between seating if desired social distancing is not feasible.
➢ Congregating in kitchen areas will be prohibited.

Sharing, Access to Food and Vending
● Self-serve food items will be removed.
● Hot and cold food bars with open food items and communal serving stations will be eliminated.
● Disposable serveware/drinkware will be removed from communal spaces and provided with meals requiring such.
● Communal condiments will be replaced with single serving, individually wrapped items.
● Vending machines will not be accessible.
● A la carte sales will be limited and utilized only if feasible and safe.

Safety and Sanitation
● All dining spaces, whether in-class or in a shared space with socially distanced parameters, will be supplied with cleaning supplies (either a spray bottle and toweling or wipes), sanitizer, and a class allergen roster. In addition, all occupants will be wearing masks and adhering to social distancing protocols.
● Cleaning and Disinfecting training will be provided to all employees (see Training section).
● To limit cross contamination, students will be provided with barcode labels and keypad entry will be prohibited.
● All dining spaces (classrooms and shared dining spaces) will be disinfected on a daily basis by Custodial Staff and after meals are served by Lunch Aides and/or Custodial Staff. Any shared spaces will be sanitized before and after the arrival of each new group of students.
● Kitchen equipment and Kitchen Area
  ○ At a minimum, kitchen areas will be cleaned and disinfected on a daily basis.
  ○ Kitchen equipment will also be cleaned on a routine basis:
  ○ Coffee machines, refrigerator handles, and the ice machine handles will be disinfected at least three times per day.
  ○ The outside of dishwashers will be cleaned at the beginning and end of each shift.
  ○ All silverware and dinnerware will be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection.
  ○ Silverware will be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece.
  ○ Ice machines that require a handheld scoop will not be used, as it is difficult to control potential contamination in this case.
  ○ Water/beverage faucets that require workers to operate them with their hands will also be disinfected three times per day.
  ○ If serveware cannot be kept clean and covered, disposable options will be utilized.
Training
Training on hand washing and cleaning protocols will be provided to staff (see Training section of this document)

Hand Hygiene
All students and staff will be required to perform hand hygiene before and after eating or handling food (see Healthy Hygiene Practices section of this document).

Signage
The district will install CDC-provided “Stop the Spread of COVID-19” signage at multiple locations around each school building and in shared dining spaces to:
- Instruct building occupants/students on the proper way to wash hands.
- How to put on, take off and properly wear a face mask.
- How to engage in good daily hygiene measures.

Communications
The District will utilize multiple forms of communication in the families native language to:
- Offer opportunities and remind families of the potential eligibility for free and/or reduced priced meals based on status and changes due to Covid-19.
- Make Free and Reduced eligible applications available online and each school site.
- Assist either in-person or remotely with the completion of applications.
- Provide opportunities for families to complete applications or assist with establishing and/or replenishing student lunch accounts.

Allergy Safety
To protect students with food allergies, the following will be adhered to:
- Food sharing will be prohibited.
- The school nurse will provide classroom teachers and students (K-8) with a copy of student allergy information. In addition, our Point of Sale (POS) system, Nutrikids, also has all student allergy information in each student’s record which is revealed once a student’s record is accessed upon meal distribution.
- Menu items will be adjusted for common allergen restrictions.
- Forgotten lunch drop-offs will be prohibited with the exception of students who may have a food allergy and cannot safely be provided a school lunch.

Other Considerations
- In order to comply with these plans, the district will need to purchase additional tablets and scanners for our POS system in addition to purchasing rolling garbage receptacles to promptly remove lunch waste from classrooms/dining spaces.
- The district has and will continue to collaborate with our Food Service Management Company to ensure that:
  - Anticipated resources such as individual food packaging containers and supplies are secured with vendors in ample quantities.
  - Food preparation, storage and deliveries are conducted in accordance with health and safety protocols and operating procedures.

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3.12 Cleaning and Disinfecting

See CDC Cleaning and Disinfecting Your Facility

The Croton-Harmon School District will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health (DOH) in addition to the following:

- Classroom and office spaces will be provided with appropriate cleaning /disinfection supplies for self-cleaning of shared and frequently touched surfaces
- The custodial staff of each building will perform frequent cleaning of high touch surfaces throughout the school day.
- Daily cleaning log checklists will be completed for each area of the building
- Registered disinfectants identified by the Environmental Protection Agency (EPA) as effective against COVID-19 will be utilized.
- The head custodian of each building will be responsible for maintaining all completed cleaning logs, which will be forwarded to the Director of Facilities on a weekly basis
- Staff will be required to use applicable personal protective equipment to perform cleaning and disinfecting
- If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time.
- Cleaning and Disinfecting training will be provided to all employees (see Training section) including:
  - Hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication standard
  - Cleaning and disinfection protocol for suspected and positive cases
  - Personal Protective Equipment (PPE)
    - When to use PPE
    - What PPE is necessary
    - How to properly don (put on), use, and doff (take off) PPE
    - How to properly dispose of PPE

CLEANING, DISINFECTING (AND OTHER CUSTODIAL RESPONSIBILITIES)

Evening - Custodial Responsibilities

Classrooms: Daily - Empty trash can, rel ine trash container and remove other trash/boxes as needed; Empty recycling bins, remove graffiti; vacuum or dust mop floors and spot mop as needed; arrange furniture; secure windows and doors. Disinfect touchable surfaces which includes desks, chairs, counters, tables, light switches, shared telephones. Weekly - dust window sills and casings and high areas.
**Bathrooms:** Daily - empty trash; remove litter and sweep floors; clean and disinfect toilets and urinals including undersides, including disinfecting of all door knobs, partition doors, flush valves and other frequently touched surfaces; clean and disinfect sinks, clean and disinfect dispenser surfaces; fill towel dispensers, toilet paper, and soap (as needed), clean mirrors, remove any graffiti; mop and disinfect floors; clean walls as needed, secure windows and doors. Follow district cleaning protocols for fixture cleaning. Weekly - dust window sills, ledges and high areas.

**Offices/Libraries:** Daily - empty trash; vacuum carpets; arrange furniture; secure windows and doors. Disinfect touchable surfaces such as shared counters, desktops, chairs, shared telephones. Weekly - dust furniture (polish when necessary), window sills, ledges and high areas. Clean windows.

**Hallways:** Daily - remove litter, dust mop and spot mop floors; remove any graffiti, remove gum as needed, clean glass as needed; scrub floors as needed (weather dependent) wash, disinfect & polish water fountains. Disinfect touchable surfaces, including door handles, door surfaces and hardware. Weekly - dust ledges/casings and horizontal surfaces, clean glass showcases.

**Lobbies/Stairwells:** Daily - Remove litter, sweep or vacuum floors/stairs/landings, vacuum walk off matting, clean glass, clean/disinfect handrails.

**Kitchen/Serveries:** Daily - remove garbage, clean and disinfect floors, restock paper/soap dispensers, clean glass and walls as needed. Disinfect frequently touched non food surfaces, i.e. dispenser handles, door knobs and hardware, light switches.

**Restock hand sanitizer dispensers:** Check and restock hand sanitizer dispensers through classrooms and common areas. All hand sanitizer dispensers are installed in locations in accordance with regulation FSNYS 2020 section 5705.5.

**Log of Activities:** Each custodian to log cleaning and disinfection activities on log sheet at end of evening shift. Log must include date, time, scope and person performing cleaning and signed by custodian performing tasks.

**HVAC:** Change filters and clean systems as assigned.

**Lighting:** Replace bulbs as needed (including emergency exits).

**Other responsibilities as needed:** Attend clogged/running toilets and sinks, open/lock doors for staff, contractor access and events, set up/break down and clean up for evening events, disinfect surfaces/tables for events, responding to alarms/leaks and notify appropriate personnel. Caution/close areas as needed due to spills, wet floors, repairs or ongoing repairs.

**Day - Custodial Responsibilities**

**Open Building:** Check BMS for heating/cooling concerns. Check Tandem for daily events and setups needed for the day. Unlock doors and check buildings prior to opening (check for leaks, lighting, heating and safety concerns). Set up for events. Restock paper in copy rooms.

**Cafeterias:** Setup cafeteria tables, stock dispensers prior to breakfast/lunch. Clean and disinfect tables after breakfast and lunch, remove trash during and after breakfast and lunch, clean and disinfect the floor.
Police Grounds: Walk perimeter of building, check for vandalism/broken glass/down branches and any safety concerns, pick up litter and police dumpster pens.

Hallways: Check and secure exterior doors, pick up litter and sweep hallways after student entry.

Supply Delivery: Receive and distribute deliveries, including teacher supplies.

Lunch Service Cleanup: Place additional waste receptacles in each building wing where meals will be served in classrooms, as well for the rotunda and auxiliary gym at the high school. Provide containers where liquid/beverages can be discarded.

Disinfect: Disinfect frequently touched surfaces including, door hardware, door push plates, handrails, interior and exterior elevator buttons, light switches, common area tables/counters, toilet partition doors/hardware, toilet flush knobs, sink faucets. Perform full bathroom disinfecting as scheduled with building Principal (requiring bathroom closures).

Glass: Clean glass in non-instructional areas (i.e. main entrances).

Restrooms: Check, clean and restock as needed, during morning and afternoon. Disinfect door hardware and plumbing fixture handles.

Log of Activities: Record cleaning/disinfecting on log sheet after performing a task. Log must include date, time, scope and person performing cleaning and be initiated by custodian performing tasks.

Service Calls: Spill/sick clean up, locker/door jambs, deliveries, inoperable heating/cooling and other calls as needed. Use appropriate PPE for sick clean up, close area needing cleaning and disinfect area of incident.

Meetings: Participate in meetings with contractors, administration, faculty, and building safety teams as needed.

Drills: Prepare for and help administer fire and lockdown drills to help maintain safe distancing.

Signage: Assist with installing and maintaining of signage throughout the building:

- General precaution signs (DOH recommended) to be placed in hallways and classrooms
  - Stay home if you feel sick
  - Cover you nose mouth with an acceptable face covering
  - Properly store and when necessary discard PPE
  - Adhere to social distancing instructions
  - Report symptoms of or exposure to Covid 19
  - Follow hand hygiene, cleaning and disinfecting guidelines
  - Follow respiratory hygiene and cough etiquette
- Handwashing signs (at sinks)
- Hand Sanitizing required at building entry
- Bathroom signage limiting access and spacing of fixtures
- Twelve foot spacing required for band, choral and physical education classes
- Directional arrows and traffic signage in hallways and stairwells.
Other tasks: Perform emergency equipment checks, inventory supplies and place orders, acknowledge receipt of deliveries, place work orders for maintenance needed. Provide access to contractors and verify contractor work. Work with maintenance to resolve and assist with repairs, i.e. assist in carrying large materials, help investigate the cause of leaks/alarms or other problems, observe and adjust BMS periodically if heating/cooling issues are occurring. Communicate with building administration, contractors and teachers about ongoing repairs and anticipated maintenance activity. Communicate with the nurse and administration on additional cleaning/disinfecting that may be required.

IN GENERAL: - Cleaning/Disinfecting Product Directions: Follow manufacturer’s recommendations for application method, dwell times and protective equipment. Use EPA disinfectants approved for COVID-19. If EPA approved disinfectants are not available, use 1/3 cup bleach to 1 gallon of water or 70% alcohol solutions. Do not mix bleach and other disinfectants together. Do not use bleach during student occupancy.

Classroom Supplies: Provide disposable disinfecting wipes or spray with paper towels to teachers/aides as appropriate for as needed use on desks and frequently used surfaces.

Cleaning and Disinfecting After Persons Suspected/Confirmed with COVID-19 have been in Facility

- Designate two rooms if available for school health services personnel. One room for health students to obtain treatment. The second room will be for isolating ill persons. Sick students and staff will be directed to the isolation area.
- Close area as long as practical to minimize exposure to airborne droplets and surface contamination. Recommend minimum of 24 hours from when it is learned of a positive case prior to entry. If more than seven days has passed, additional cleaning and disinfecting is not required. Open windows for improved circulation.
- If there is potential to relocate the students, this course of action should be followed when possible.
- Open windows for improved circulation.
- Use electrostatic sprayer to disinfect prior to custodial wipe down and additional disinfecting of space. Allow appropriate dwell time and settling time prior to reentry of room. Start spraying disinfectant at the farthest corner and work toward the doorway.
- In addition to disinfecting frequently touched surfaces indicated in nightly/daily cleaning protocol clean any materials the potentially sick person may have contacted or been near and wipe down all infrequently touched surfaces as well, i.e. window casings/ledges, walls, bookcases, unit ventilators, toys, windows, whiteboards and all accessible surfaces.
- Wear PPE as recommended by DOH. Use approved and fit tested respirator, goggles, disposable gloves and gown. Dispose of cleaning supplies immediately in a sealed bag immediately after cleaning. Clean/disinfect goggles after cleaning.
- Change gloves after cleaning each room and clean hands when changing gloves.
- Remove PPE carefully to avoid recontamination of any surfaces.
- Do not touch your face with your hands or gloves during cleaning.
- Custodial staff shall report any breaches in cleaning PPE, difficulting with equipment or product and potential exposures to their supervisor immediately.
3.13 Building Systems and Maintenance

- Before resuming business operations, check the building to see if it’s ready for occupancy
- Ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied.
- Take steps to improve ventilation in the building

The District’s Building Condition Survey (BCS) and/or Visual Inspection (VI) will be updated in accordance with the New York State Education Department’s BCS/VI schedule and the district will ensure compliance where applicable. The District will take a series of steps to ensure the operations of mechanical systems, water systems, elevators, and HVAC systems. The objective is to test and ensure systems are safe that may have been used infrequently during the prolonged closure.

Heating/ Cooling & Ventilation In Buildings
- The Croton-Harmon School District will be completing a three year capital project addressing ventilation in all of our buildings. All buildings now have fresh air ventilation systems that meet current standards.
- The percentage of outdoor air will be increased where possible (e.g., using economizer modes of HVAC operations) potentially as high as 100% (first verify compatibility with HVAC system capabilities for both temperature and humidity control as well as compatibility with outdoor/indoor air quality considerations).
- Total airflow supply to occupied spaces will be increased, where possible.
- Demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy will be disabled.
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow.
- Building ventilation systems may be run during unoccupied times to maximize dilution ventilation.
- The district maintains adequate, code required ventilation (natural or mechanical) as designed.\(^\text{33}\)

Fire Protection Systems
- The fire protection system will be tested to ensure all devices are working.
- Fire inspection records will be verified they are up to date

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\(^\text{33}\) SED, pg. 53 Maintain adequate, code required ventilation (natural or mechanical) as designed.
Plumbing
The district will follow steps recommended in the CDC’s “Guidance for Building Water Systems” including:
- Inspect flushing of hot water at plumbing fixtures.
- Flush hot water at all sinks (run for 5-15 minutes)
- Install touch free water bottle filling stations where possible and available.
- Turn off and close water fountains (without bottle fillers). There are numerous bottle fillers throughout each school building.
- In each school the existing number of toilets and sink fixtures meet the standards of the Building Code New York State (BCNYS).

Lead Testing
Lead testing for 2020 will be performed in compliance with NYSDOH Regulation 67-4

Use of plastic separators
The district will utilize plastic separators (polycarbonate shield) on some tables in classrooms and other areas. The plastic separators comply with the 2020 BCNYS Section 2606.

3.14 Emergency Drills

NYSED Safety Drill Requirements
Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to evacuation drill protocols may include, but are not limited to:
- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and

34 SED, pg 45-46
If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate days to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person. Modifications to Lockdown Drills may include, but are not limited to:

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drills in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

**Fire/Evacuation Drills at CET, PVC, and CHHS:**

- Fire drills will be conducted based on the emergency management plan of the district, following the protocols of each location/building.
- Fires drills procedures and emergency routes will be reviewed with students and faculty
- Additional protocols and procedures will be communicated to and practiced by staff and students
  - All participants will wear PPE
  - All participants will practice social distancing, when possible
  - Modifications of drills that allow for the evacuation of smaller groups in designated, more controllable areas.
  - Staggered re-entry into the building/learning spaces

**Lockdown Drills/Shelter in Place at CET, PVC, and CHHS:**

- Lockdown/shelter in place drills will be conducted based on the emergency management plan of the district, following the protocols of each location/building.
- Protocols for Lockdown Drills will be reviewed with students and faculty
- Drills will be conducted by discussing the drill protocol, sounding the alarm, and discussing what actions students would take in the event of an actual emergency.
- Additional protocols and procedures will be communicated to and practiced by staff and students
  - All participants will wear PPE
  - All participants will practice social distancing, when possible

Modifications of drills that allow for practice of proper protocols in small groups in designated, more controllable areas under the guidance of teachers and staff

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35 SED, pg 19 District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.
4.0 Instruction

4.01 Learning Models

Teaching and Learning, SED: 36

- Carrie E. Tompkins Elementary School, Pierre Van Cortlandt Middle School and Croton-Harmon High Schools each have a continuity of learning plan for the 2020-2021 school year. This plan includes preparations for in-person, remote, and hybrid models of instruction.

- Instruction is aligned with the outcomes in the New York State Learning Standards. This applies to all three learning models (remote, hybrid and in-person).

- Equity is at the heart of all of our instructional decisions. All instruction is developed so that whether delivered in-person, remotely, or through a hybrid model, there are clear opportunities for instruction that are accessible to all students. Such opportunities are aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

- Instruction is aligned to the academic program which includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).

- Student attendance will be recorded daily following our school attendance procedures and will be maintained in our student management system. Attendance expectations are in place regardless of whether we are in the remote learning model, the hybrid learning model or the in-person learning model.

- Schools have a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is accessible to all and includes clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone). We always encourage outreach to teachers and school administrators.
  - CET General Telephone Number: 914-271-5184
  - PVC General Telephone Number: 914-271-2191
  - CHHS General Telephone Number: 914-271-2147

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In order to maintain high-quality continuity of learning for all students, the district will use one of the approaches based on the current pandemic phase as indicated by the State.

**In-Person Learning Model:**
Students return to the classroom at full capacity while continuing social distancing practices and health and safety measures in place.

**Hybrid Learning Model:**
Students will be divided into two cohorts. One cohort’s name is “Croton” and the other cohort’s name is “Harmon.” When the Croton Cohort is attending in-person instruction, the Harmon Cohort will be working remotely and connecting with the class/teacher virtually from home. Then the cohorts will switch where the Harmon Cohort is attending in-person instruction while the Croton Cohort is working remotely and connecting with the class/teacher virtually from home. One day a week, all students will participate in distance learning.

**Remote Learning Model:**
Remote learning occurs when the learner and instructor, or source of information, are separated by distance and therefore, cannot meet in a traditional social classroom setting.

As discussed in the introduction, the district convened a Re-entry Task Force consisting of school leaders, Board of Education members, Teachers, Staff, students and community members. One of the functions of this task force was to survey stakeholders and use this information to inform their decisions and recommendations. The surveys were designed to obtain the following information from stakeholders:

- Surveyed families to determine access to equipment such as laptops. Equipment will be provided accordingly.
- Surveyed families to receive input on remote learning practices. (see survey results)
- Surveyed families in regard to other needs of families. (see survey results)
- Surveyed families to glean input and feedback on proposed models and instructional variations. (see survey results)
- Surveyed teachers and students about their preferences, concerns and suggestions. (see survey results)
The information from these surveys informed the development of our three (3) learning models (remote learning model, hybrid learning model and in-person learning model). Once again, based on the current status of the pandemic, the learning model will be selected to support the continuity of learning. For example, if there is a tremendous spread of COVID-19 in our region, schools may be closed and we would move to a remote model OR should there be minimal or moderate spread of COVID-19 we would move to a hybrid model. What is very important to note at this point is that as a district, we may need to pivot from one model to another based on COVID-19 spread. Regardless of the learning model (remote, hybrid or in-person) there will be regular substantive interaction between teachers and students. Let’s look at some more details about each model. In August, we will share the specific schedules including times with students and families.

**The following instructional models will be utilized based on the current mitigation phase:**

**Remote Learning Model**
In this model, all Croton-Harmon students will attend school remotely and do not report to the school building. Students will follow a remote instruction schedule that mirrors an in-person schedule with specific scheduled times throughout the day. Remote instruction will provide a combination of live and asynchronous instruction provided by the teacher. Students will engage in substantive interactions with teachers and peers. Principals will be communicating with students/parents about the Remote Learning Model and schedule. Where appropriate, principals will be meeting with student groups to share the schedule.

- All students will be expected to:
  - Attend each class virtually in its entirety and utilize their camera for the class duration or they may be marked absent by the teacher
  - Participate in all classroom discussions and be ready to answer teacher questions
  - Complete and submit assignments as directed
  - All attendance information will be documented utilizing the school’s student information system (SIS) and families will have access to attendance data through the SIS.
  - Use technology appropriately as outlined in the District’s Acceptable Use Policy (AUP) and adhere to the District’s Code of Conduct

- All Grades:
A full-time distance learning option will be available for medically fragile students at all grade levels. It is our intent to expand this offering to all students should families feel that this is an appropriate option. Although the guidance is unclear in this area, we will proceed with our planning for this option, unless we receive information from NYSED or an Executive Order that prevents us from offering this remote plan.
### CET 100% Remote Schedule

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<th>2ND GRADE</th>
<th>3RD GRADE</th>
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<tr>
<td>Math 11:30-12:30</td>
<td>WIN 12:30-1:00</td>
<td>LUNCH 12:20-1:10</td>
<td>Math 11:15-12:30</td>
<td>WIN 11:15-11:45</td>
</tr>
<tr>
<td>Specials 12:45-1:30</td>
<td>Science/SS 1:00-1:30</td>
<td>WIN 1:20-1:50</td>
<td>Science/SS 12:30-1:15</td>
<td>Science/SS 12:40-1:15</td>
</tr>
<tr>
<td>Math/Sci 1:35-2:00</td>
<td>Specials 1:40-2:20</td>
<td>Science/SS 1:50-2:20 pm</td>
<td>RECESS &amp; LUNCH 1:15-2:00</td>
<td>RECESS &amp; LUNCH 1:15-2:00</td>
</tr>
<tr>
<td>Science/SS 1:50-2:20</td>
<td>Afternoon Wrap-Up</td>
<td>Afternoon Wrap-Up</td>
<td>Afternoon Wrap-Up</td>
<td>Afternoon Wrap-Up</td>
</tr>
</tbody>
</table>

### PVC Middle School All Students Remote Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-9:50</td>
<td>Par 1</td>
<td>Per 5 or 9</td>
<td>Par 1</td>
<td>Par 5 or 9</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Per 2</td>
<td>Per 8 or 9</td>
<td>Per 2</td>
<td>Per 8 or 9</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Per 3</td>
<td>Per 7 or 9</td>
<td>Per 3</td>
<td>Per 7 or 9</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Per 4</td>
<td>Per 8</td>
<td>Per 4</td>
<td>Per 8</td>
</tr>
<tr>
<td>11:25-12:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15-12:35</td>
<td>Par 1</td>
<td>Per 5 or 9</td>
<td>Par 1</td>
<td>Per 5 or 9</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>Per 2</td>
<td>Per 8 or 9</td>
<td>Per 2</td>
<td>Per 8 or 9</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Per 3</td>
<td>Per 7 or 9</td>
<td>Per 3</td>
<td>Per 7 or 9</td>
</tr>
<tr>
<td>1:45-2:00</td>
<td>Per 4</td>
<td>Per 8</td>
<td>Per 4</td>
<td>Per 8</td>
</tr>
</tbody>
</table>

### CHHS All Students Remote Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:25</td>
<td>Per 1</td>
<td>Per 2</td>
<td>Per 1</td>
<td>Per 2</td>
</tr>
<tr>
<td>9:35-9:50</td>
<td>Per 2</td>
<td>Per 3</td>
<td>Per 3</td>
<td>Per 4</td>
</tr>
<tr>
<td>10:05-10:30</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5</td>
<td>Per 6</td>
</tr>
<tr>
<td>10:55-11:10</td>
<td>Per 7</td>
<td>Per 6</td>
<td>Per 7</td>
<td>Per 8</td>
</tr>
<tr>
<td>11:15-12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Per 1</td>
<td>Per 2</td>
<td>Per 5</td>
<td>Per 1</td>
</tr>
<tr>
<td>12:35-1:00</td>
<td>Per 3</td>
<td>Per 4</td>
<td>Per 3</td>
<td>Per 4</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Per 5</td>
<td>Per 6</td>
<td>Per 5</td>
<td>Per 6</td>
</tr>
<tr>
<td>1:45-2:10</td>
<td>Per 7</td>
<td>Per 8</td>
<td>Per 7</td>
<td>Per 8</td>
</tr>
</tbody>
</table>

*Note: Subject to change.
**Flexible starting day for the "live class live" depending on what day we go remote.

45
Hybrid Learning Model

In this model, all students in Grades K-2 will attend school daily. Extra rooms will be utilized to keep students socially distanced. Half the students in Grades 3-12 will attend in-person classes on campus on their designated days while the other half will attend remotely. Groups will rotate. One day a week all students, Grades 3-12, participate in remote learning. When working remotely, students will engage in live streaming on a daily basis to connect with their teachers.

- The grade level will be divided into two groups (A and B) based on the following:
  - Last name to account for students of the same household
  - Other logistical needs as identified by the school
- Groups A and B will engage in on-site instruction on their designated days. Both groups will engage in remote instruction on their designated days. Both groups will engage in substantive interactions with teachers and peers. On remote days, students will follow a schedule that mirrors an in-person schedule

### EXAMPLE HYBRID SCHEDULE FOR CET

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>GrK-2 in school</td>
<td>GrK-2 in school</td>
<td>GrK-2 in school</td>
<td>GrK-2 in school</td>
<td>GrK-2 in school</td>
</tr>
<tr>
<td>Gr3-4: Hybrid Students A-K in school</td>
<td>Gr3-4: Hybrid Students A-K in school</td>
<td>Gr3-4: Hybrid All Students Remote</td>
<td>Gr3-4: Hybrid Students L-Z in school</td>
<td>Gr3-4: Hybrid Students L-Z in school</td>
</tr>
</tbody>
</table>

### EXAMPLE HYBRID SCHEDULE FOR PVC

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr5-8: Hybrid Students A-K in school</td>
<td>Gr5-8: Hybrid Students A-K in school</td>
<td>Gr5-8: Hybrid Students A-K in school</td>
<td>Gr5-8: Hybrid Students A-K in school</td>
<td>Gr5-8: Hybrid Students A-K in school</td>
</tr>
</tbody>
</table>

### EXAMPLE HYBRID SCHEDULE FOR CHHS

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr9-12: Hybrid Students A-K in school</td>
<td>Gr9-12: Hybrid Students A-K in school</td>
<td>Gr9-12: Hybrid All Students Remote</td>
<td>Gr9-12: Hybrid Students L-Z in school</td>
<td>Gr9-12: Hybrid Students L-Z in school</td>
</tr>
</tbody>
</table>

- Students with disabilities, English-language learners, and students who don’t have reliable access to online learning may be provided the option to be in schools every day.
- Teachers will utilize live streaming (Google Meet, etc) for instruction and social-emotional check-ins/activities. Teachers will utilize the appropriate technology to support their instructional objectives and maintain connections with students.
All students will be expected to:

○ Attend each class in its entirety and utilize their camera for the class duration or they may be marked absent by the teacher
○ Participate in all classroom discussions and be ready to answer teacher questions
○ Teachers will take attendance daily and each period where applicable whether in person or at home. The attendance officer for each building will notify the administration and other relevant parties of chronic absenteeism or any other concerns as it relates to attendance.
○ All attendance information will be documented utilizing the school’s student information system and families will have access to attendance data through the SIS.
○ The schools at-risk team will identify a plan of action to address any attendance concerns including but limited to:
  ➢ Contact with the family
  ➢ Collaboration with outside agencies
  ➢ Assisting families in accessing additional resources

● Physical education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out
● Schools may repurpose larger spaces (e.g., auditorium, band, MPR) for instruction to allow for larger class sizes while still providing adequate distancing.
● Teachers will utilize outdoor spaces for instruction whenever possible.

Principals will be communicating with students/parents about the Hybrid Learning Model and schedule. Where appropriate, principals will be meeting with student groups to share the schedule.

**In-Person Learning Model**
In this model, students will attend school in-person while following appropriate social distancing and PPE protocols.

● Students will attend school daily.
● Considerations will be made for special area classes, related services and lunch/recess
● Student transitions through the building will be limited; teachers will transition when possible among instructional groups, and rotations will be staggered where not possible.
● Arrival, dismissal and transitions will be staggered to allow for social distancing
● Students will experience instruction based on district/school-wide instructional plans and teacher lessons.
● All attendance information will be documented utilizing the school’s student information system and families will have access to attendance data through the SIS.

Principals will be communicating with students/parents about the Remote Learning Model and schedule. Where appropriate, principals will be meeting with student groups to share the schedule.
4.02 Special Education

The Croton-Harmon reopening plan takes into consideration the special needs of students with IEPs and 504 plans while adhering to health and safety guidelines.

During the spring of 2020, annual reviews for all preschool and school aged students were held and 2020-2021 plans and programs were developed for all students with IEPs and 504 plans. The meetings were held remotely and translators were provided when needed. Finalized IEPs were sent to parents with Prior Written Notice letters in their native language. The district ensures that all IEPs will be followed and services will be provided directly whether remotely or live, in- person. Each case manager for each classified student will communicate with parents re: the programs and services provided to the student at the start of the year and whenever there might need to be a change. All communications will be placed in the student’s IEP repository. A program review will be offered to discuss any possible changes to the IEP. Translation will be provided as needed.

Croton-Harmon values the importance of ongoing data collection and progress monitoring. When the new school year begins, current levels of performance will be assessed by all Special Education teachers and providers. Progress monitoring of IEP goals will continue to be documented on the IEP under that specific area, on a quarterly basis and reports are mailed home. Accommodations, modifications and supplementary aids and services will be provided as specified on the IEP whether instruction is provided live or remotely. Additionally, technology needs and behavioral needs will be provided as per the IEP.

The possible need for compensatory services will be assessed on an individual basis at a scheduled program review.

Initial referrals to the CSE/CPSE will continue to follow current protocols. The district maintains a comprehensive Response to Intervention (RtI) process where students are referred when there is a perceived academic and/or social emotional risk. When a referral is made, all regulatory guidelines will be adhered to and evaluations will be conducted in-person or remotely if necessary.

Our partnerships will continue with the programs of students who are out placed. Regular, bi-monthly communication with each provider or program will continue.

Prior to the start of the school year, communication form the Pupil Personnel Offices will be sent to all parents in their native language describing the following:

- Our commitment to provide in-person special education programs and related services following health and safety protocols
- Our full continuum of services
- Our intention to provide direct virtual instruction if possible in the event we must transition to full time or part time remote learning
● Our intention to provide direct related services in the event we must transition to full time or part time remote learning
● Contact information regarding assistive technology needs
● Referral process will be described
● CSE/CPSE and 504 meeting scheduling process
● Progress monitoring guidelines
● Criteria for compensatory services
● How supplementary aids and accommodations will be provided whether in-school or remotely
● Assurance that if the provision of mandated services will be different from what the IEP describes, families will be contacted and NYSED guidelines will be followed.

4.03 Bilingual Education and World Languages

Upon re-opening, the Croton-Harmon district will engage in the ELL (English Language Learner) identification process within 10 days for all initial enrollments. This may be completed in person or remotely, depending on the health and safety protocols. Additionally, anyone who entered during the summer will be identified.

Each ELL will be provided with the required instructional units of Study depending on their assessed level. This will be provided during in-person or hybrid instruction. Additionally, our ENL teachers will continue to collaborate with general education teachers during in person or remote learning in order to provide appropriate accommodations to ELLs.

Parent meetings will be held for all parents of ELLs at the start of the year to explain how the support will be delivered. Interactions with parents will follow the Title 3 Parent Engagement guidelines.
Utilize pre-assessments to make instructional decisions.
Continue to utilize diagnostic programs to identify learning needs of students in cohorts and individual students.
Develop intervention plans/strategies that address learning deficiencies on the cohort and individual level.
Utilize the district/school-based At-Risk and data teams to identify needs, monitor progress and modify learning plans.
Align social-emotional approaches to support learning and student growth.

4.05 Technology

It is the goal of the district to provide all students and faculty with their own device for remote learning/instruction. The district will also make every effort to assure that all students and faculty have Wi-Fi access.

- All devices will be specifically assigned to an individual and distribution information will be logged.
- School personnel will coordinate and schedule distribution of and collection of devices that follow social distancing guidelines
- Students and faculty will be provided with appropriate protocols and procedures for utilizing district issued devices including the signing of the District’s Acceptable Use Policy (AUP).
- Internet safety guidelines and digital citizenship will be reviewed with all students.
- Students are not permitted to record live lessons.

The district Re-entry Task Force, as described previously in this document, surveyed families to determine access to equipment and the internet. The results of the surveys were used to inform the district as to steps to put into place moving forward. Survey questions included but were not limited to:

- Does your child have exclusive use of their own device? (A "device" for Remote Learning purposes should be a PC, laptop, or tablet. A smartphone for this survey does not qualify as a device)
- Does your child only have access to a device that is shared with other family members?
- Does your child have “all the time” access to the internet at a sufficient level to participate in all learning activities at home?
- Are you lacking sufficient internet access at home?
- If you do not have sufficient internet access at home, what is the primary reason?
Survey results allowed the district to create a structure that would promote equity across the district.

- All students in Kindergarten through 8th grade will be given a personal device to access all their school work whether at home or in schools.
- All students in grades 9-12 will be offered the option to “bring their own device” (BYOD) to school. For students who choose not to participate in the BYOD program, a district chromebook will be assigned to them.
- A back up cart of chromebooks will be housed in each building so that if a student needs an alternate device during the school day, they can access one in the district.
- Additionally, the district has contracted with a local internet provider to purchase MiFi’s for student use. A MiFi is a wireless router that acts as a mobile Wi-Fi hotspot for students to use at home.
- If teachers are teaching in-district, every classroom is equipped with a desktop. For remote teaching and learning, teachers will be provided with district laptops to meet their needs.
- All students will have a device to use and if needed Internet access provided. Building principals will assess if students have additional needs during the remote or hybrid learning model.

**Support for Students/Families**

- All students/families will be provided with documentation on how to use and care for chromebooks. All students will be held accountable with the district Acceptable Use Policy and it will be reviewed with all students at the opening of school.
- Additionally the district will be hosting a “how to” website with a video library that students can access at any time if they have questions about how to use district software.
- The district also has opened a student help desk for support.

**Support for Teachers/Staff**

- Throughout the summer, teachers have been invited to Professional Development modules on teaching and learning through the various models listed in the Instructional Section of this document.
- Teachers have access to a Professional Development website with technology linked to the district website showcasing videos to help support their teaching.
- Teachers have access to a web-based help desk 24/7 to support their needs.

**Protecting Student Data**

- To ensure compliance with New York State Ed Law 2D and the recent Part 121 regulation, the district is reviewing all digital tools, platforms and resources to assess that they are in compliance with all Federal and State laws related to student technology use.
- A reduced slate of solutions is being deployed for teachers and student use in the district.

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5.0 Communications

5.01 Overview

Understanding that there are dramatic changes to normal school operations we will communicate any information via our K12 Alert System. This includes, but is not limited to:

- Updated information specific to our pandemic plan
- Sharing safety protocols. The District will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to all CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained
- Changes in arrival/dismissal and/or transportation
- Communicating what is being done to mitigate the spread of COVID-19 (e.g., disinfection routine, health policies for staff, and health & safety measures in place).
- Sharing information about changes to our program, for example, having to change from a hybrid model to a fully remote model
- Sharing expectations for how students are to navigate the physical classroom environment and the digital classroom environment
- Informing parents/caregivers how they will be able to contact their child's educators throughout the year

Parents, students and staff should frequently visit the Centers for Disease Controls (CDC) Frequently Asked Questions information page on its website.

The District has developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.\(^{37}\) This communication plan includes, but is not limited to: information sessions as part of our Board of Education meetings, community forums, principal’s coffee talks, video clips and written communications using our K12 Alert System.

\(^{37}\) DOH-Responsible Parties must develop a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.
5.02 Calendar of Communications

The district recognizes the need to communicate with each of the various stakeholder groups. The district will communicate with stakeholders BEFORE, DURING, and in the event of a CLOSURE utilizing multiple channels of communication, including its K12 Alert System, a web page dedicated to School Re-Entry, and Social Media - specifically Facebook and Twitter

PRIOR TO OPENING SCHOOLS
For Employees, the district will:
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Provide information and training about the mental health of students
- Provide information and training on new workplace policies and changes
- Notify staff of required employee training programs to be completed prior to schools opening (see Training Section)
- Provide information on how to self-report exposures and infections (See Health and Safety Section)

For Students & Families, the district will:
- Invite our Croton-Harmon community to attend virtual Board of Education meetings to hear about the re-entry work of the Croton-Harmon School Re-Entry Task Force
- Conduct community forum meetings regarding all reopening procedures
- Invite members of the Croton-Harmon community to participate in surveys to help inform the re-entry process
- Invite parents to attend Principal Coffees to keep informed of school specific details
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Provide information on how to self-report exposures and infections (See Health and Safety Section)
- Provide information on the requirements for the use of face-covering
- Discourage students from congregating in large groups before and after school.

WHILE SCHOOLS ARE OPEN, the district will:
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Provide ongoing communication for families regarding school updates and access to resources

WHEN SCHOOLS ARE CLOSED, the district will:
- Provide information on Continuity of Instruction Procedures
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).

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5.03 Communication with Vendors

If contractors are employed in the workplace, develop plans to communicate with the contracting company regarding modifications to work processes and requirements for the contractors to prevent transmission of COVID-19.

In order to safeguard building occupants, the district will implement restrictions as follows:

- Notify vendors that access to the facilities will be restricted
- Request that vendors reduce the frequency of deliveries while simultaneously meeting the demand of ordered goods
- Request that vendors use the same delivery driver for all deliveries for the duration of school
- Request vendors to suspend deliveries and/or adjust maintenance schedules for services in the event school is closed for health reasons.
- Notify vendors that, during deliveries, they are required to take precautions including:
  - Maintain social distancing between themselves and building occupants
  - Wear appropriate PPE (a face mask and gloves)
  - Do not make deliveries if they have symptoms associated with COVID-19

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6.0 Extracurricular Activities

Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas.

All extracurricular activities are on pause until further notice. The district will continue to evaluate opportunities to make these activities available based on State guidance.

The use of indoor school facilities by outside groups will be prohibited until further notice unless it is deemed essential by the district. Should the district make a determination to provide some extracurricular activities, we will generally focus on those with little or no physical contact. Extracurricular activities include clubs and athletics. As a District we recognize the importance of our clubs. In September we will meet with club organizers to evaluate each club and whether or not it can resume at this time. In terms of athletics, we will follow the guidance that we receive from the New York State Department of Education, the Department of Health and the New York State Public High School Athletic Association (NYSPHSAA). In section 6.01 we review the guidance from the National Federation of State High School Associations (NFHS).

6.01 Athletics

The district will follow the guidance of the National Federation of State High School Associations (NFHS)\(^{38}\), which writes the rules of competition for most high school athletics. Some sports may be added that are less physical and do not involve shared equipment. Sports will be made available as conditions permit and based on their respective risk levels as follows:

- Lower-risk sports include:
  - Cross country (with staggered starts),
  - Golf
  - Weightlifting
  - Sideline cheerleading
  - Individual swimming
  - Skiing

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Moderate-risk sports include:
  ○ Basketball
  ○ Volleyball
  ○ Baseball
  ○ Soccer
  ○ Gymnastics
  ○ Tennis
  ○ Girls’ Lacrosse

High-risk sports include
  ○ Wrestling
  ○ Football
  ○ Boys’ Lacrosse
  ○ Competitive Cheerleading

In NFHS Phase 1:
- The district will be following State and section guidelines for which sports are allowed to operate during this phase, based on guidance from New York State and the New York State Department of Health. The start and end dates of the seasons will be established by NYSPhSAA, Inc. and Section 1.
- All athletes will be medically cleared by the School Physician or his designee to start participation in athletics.
- Locker rooms should not be utilized. Weight room will not be utilized.
- Upon completion of workouts athletes should return home to shower, and personal athletic garments should be cleaned daily.
- Workouts should be conducted in pods of 5-10 with the same athletes working out together.
- There must be a minimum of 12 feet between individuals while doing aerobic activities.
- There will be no shared equipment, or balls.
- All athletic equipment should be cleaned after each use and prior to the next workout.
- Adequate cleaning schedules should be created and implemented for all athletic facilities.
- Hand sanitizer should be made available.
- All athletes shall bring their own water bottle, water bottles must not be shared.
- Hydration stations (water fountains, water cows, etc.) should not be utilized. Coaches will be required to file their practice plans with the Athletic Director in advance of the start of the season.

In NFHS Phase 2:
- The district will be following State and Section 1 guidelines for which sports are allowed to operate during this phase, and the start and end dates of the seasons. NFHS guidelines allow for low-risk sports during this phase.
- Locker rooms will remain closed. Ice room will be closed except to coaches and the athletic trainer.
- Equipment use will be minimal and must be cleaned immediately after use and before use by another player.
- Athletes will be required to wear face coverings except during swimming, distance running, or other high-intensity aerobic activities that are socially distant to a minimum of 12 feet.
Players practice in pods of 5-10 that remain consistent.

Tier 1 (Essential) spectators allowed during any contests: Athletes, Coaches, Officials, Event staff, Medical staff, security.

Travel for local contests of open sports, as dictated by State, Section 1 and Athletic Conference rulings.

Coaches will be required to file their practice plans with the Athletic Director in advance of the start of the season. These plans will be in compliance with the NFHS, CDC, NYSDOH and NYSED guidelines.

In NFHS Phase 3:

- The district will be following NYSPHSAA, Inc. and Section 1 guidelines for which sports are allowed to operate during this phase, and the start and end dates of the seasons. NFHS guidelines allow for low and moderate-risk sports during this phase.
- Locker rooms will remain closed. The ice room is closed except to coaches and the athletic trainer.
- Equipment use is permitted. There will be no sharing of athletic clothing/towels. Individual clothing will be cleaned by the individual between each workout. Shared athletic equipment (such as bats, balls, batting helmets) are cleaned between each use. Other equipment worn only by one individual and not shared.
- Modified practices requiring social distancing standards may begin for higher risk sports.
- Student-athletes will be required to wear face coverings except during swimming, distance running, or other high-intensity aerobic activities that are socially distant to a minimum of 12 feet.
- Small pods are no longer required but coaches will maintain social distancing and keep numbers to a minimum by keeping non-essential people away from practices.
- Tier 2 (Essential and Preferred) spectators allowed: Athletes, Coaches, Officials, Events Staff, Medical Staff, Security, and Media. [Note: still no parent spectators during this phase.]
- Travel for local contests of open sports, as dictated by NYSPHSAA, Inc., Section 1, and Athletic Conference rulings.
- Coaches will be required to file their practice plans with the Athletic Director in advance of the start of the season.

Preservice Training for Coaches for Return to Athletics

- All coaches will complete the NFHS course on “COVID-19 for Coaches and Administrators,” and provide a certificate of completion to the Director of Athletics.
- All coaches will receive training on symptoms of COVID-19 and stopping the spread of germs.
- Coaches will receive training on implementing social distancing best practice for athletics participation.
- Coaches will receive training on heat acclimatization, and principles of training for re-entry into athletics.

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7.0 Training

- Train all teachers and staff in safety actions. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.
- Teach and reinforce washing hands and covering coughs and sneezes among children and staff.
- Teach and reinforce the use of face coverings among all staff.

The district will provide training programs related to safety actions contained in this plan. The following table indicates training that will be necessary for each employee role within the district. Training will be provided virtually using a platform that will track employee compliance.

The district will ensure all students are 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.  

In order to continue to provide an educational environment in which students can grow and learn, the re-entry plan must help all stakeholders to understand how to prevent the spread of Covid-19, what instructional models will be necessary to engage students in meaningful learning and how we can best support students and staff utilizing social-emotional learning strategies and therapeutic supports. This component of the Croton-Harmon Union Free School District’s Re-Entry Plan has been developed and informed through collaboration with the members of the Re-Entry Task Force’s sub-committees and guidance from the Center for Disease Control (CDC)--Guidance for Preparing the Workplace for Covid-19.

All video training and training sessions will need to be completed before September 2, 2020, by indicated stakeholders. The completion of the videos and understanding of the protocols and precautionary measures will be documented using these re-entry forms below and documentation through Global Compliance Network.

- Re-entry Training Completion Form for Teachers, Staff, Coaches
- Re-entry Training Completion Form for Nurses, Custodial, Transportation
- Re-entry Training Completion Form for Community, Parents and Students

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39 DOH-Responsible Parties must 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.
## 8.0 Reentry Training Programs

The district will provide role-specific training programs related to this plan for all employees, students, parents/community. The following table indicates topics for each role. Programs will be delivered using the districts online learning management tool and may be supplemented by live training sessions when safe to do so. All new employees, including temporary employees will be required to complete training prior to working in school buildings.

<table>
<thead>
<tr>
<th>Training</th>
<th>Teachers</th>
<th>Staff</th>
<th>Students</th>
<th>Parents/Community</th>
<th>Nurses</th>
<th>Buses</th>
<th>Custodial</th>
<th>Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symptoms of Covid-19--CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>I Had COVID-19, But No Symptoms, When Can I Be with Others?--CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>I Think or Know I Had Covid-19--CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Stopping the Spread of Germs--CDC</td>
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<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
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</tr>
<tr>
<td>Key Times to Wash Your Hands--CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
<tr>
<td>What You Need to Know About Hand Washing--CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Demonstrating Donning Personal Protective Equipment--CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Practicing Social-Distancing-CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Wearing a Cloth Mask-CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Key Times to Sanitize Toys and Classroom Items--CDC</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
<tr>
<td><strong>Playing Sports Recommendations--CDC</strong></td>
<td>✓</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Taking Care of your Daily Health during Covid - CDC</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Cleaning Chemicals - Global Compliance Network training</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Pandemic Preparedness - Global Compliance Network training</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>COVID-19 Plan, Prepare, and Respond (Educational Institutions) - Global Compliance Network training</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Professional Development for Remote Learning and Social-Emotional Support</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding Trauma: Learning Brain vs Survival Brain</strong></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

As part of our re-entry process, students will receive training on how to follow COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing and respiratory hygiene. This will further be supported by signage throughout each school.

**Bus Drivers and Transportation Department:**

The bus drivers and staff of the Croton-Harmon Union Free School District Transportation Department will undergo training and professional development specific to their role and to understand and execute the plans to stop the spread and transmission of COVID-19 as it relates to buses, other vehicles and facilities.

This training will include the following:
- Understanding COVID-19 and how to stop the spread
- Protocols for reporting to work
- Changes to the use of the facility and cleaning schedules (including: limitations for occupancy, social distancing and use of PPE)
- The use and requirements of PPE by staff, drivers and students
- Seating assignments on buses for students
- Cleaning and disinfecting vehicles/buses
- Use of Electrostatic sprayer and schedule for cleaning of buses and other vehicles
- Bus stop guidelines for pick-up/drop-off for students
An agenda for these training sessions will be prepared by the Supervisor of Transportation and documentation of attendance/completion of these training sessions will be submitted to the NYSED and to every employee's SED file. All training will be completed before the opening day of school.

**Training Specific to Custodians and Buildings and Grounds:**
Building custodians and maintenance staff throughout the district will be trained in how to utilize personal protective equipment, sanitize and disinfect facilities and how to prevent the spread of COVID-19.

**N-95 Mask**
https://www.youtube.com/watch?v=oU4stQgCtV8

**Clorox Total 360 System**
https://www.youtube.com/watch?v=E85r-sjmqMY

**Victory Innovations Electrostatic Sprayers & Envirostat Electrostatic Sprayers**
https://www.youtube.com/watch?v=rE7Jit-NCI8
https://www.youtube.com/watch?v=GPFLqt-JbpY

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9.0 Mental Health

Mental Health is a priority concern in the Croton-Harmon school district for our staff, students, and their families. The district understands that staff, students and families have met with great social/emotional challenges during the COVID-19 pandemic. The district is prepared to acknowledge that all have experienced a level of “trauma” and everyone responds to this trauma a bit differently. We are prepared to support our students, staff and families as we design our plan to return to school. Our district-wide and building-level comprehensive developmental counseling program plans are developed by our counseling team which consists of school psychologists, school counselors, a social worker and the Director of Pupil Personnel Services. The counseling team works closely with our district-level Social Emotional Support Committee (SELC).

The Croton-Harmon district embraces the idea that it is the job of all to support our students and staff socially and emotionally. Our district level Social Emotional Support Committee (SELC) guides all when determining what supports are needed as it meets on a regular basis. SELC is composed of teachers, counselors, administrators, and parents. Consultants are brought in as needed to address specific issues.

Specialized classes in PVC and CHHS utilize Dialectical Behavior Therapy (DBT) to help our students understand how to manage their feelings. The practice of Mindfulness is utilized in each building.

Our K-12 Social Emotional curriculum supports the notion that all are responsible for reinforcing the development of social emotional skills. This curriculum was written in alignment with CASL competencies.

Tools and structures such as Second Steps curriculum on the elementary level, RULER (elementary and middle school), DBT, Advisory (middle school and high school), PASS class (high school), social skills groups (all schools), parent training and Parent University, and individual and group counseling provided in each building serve to support our students.

In addition to our daily practice, the following steps will be taken to address the trauma that we know many have experienced:

**Student Social Emotional screener**

Shortly after the opening of school, all students will complete a Social Emotional screener

- Results of the screener will be reviewed by counselors and psychologists
- Students identified as “at risk” will be assigned to a psychologist or counselor for support
- Hold weekly ‘at risk’ meetings to identify students who need support on an ongoing basis
- Psychologists/counselors will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
**Staff PD regarding understanding trauma**

- Prior to the start of the school year, all faculty will participate in professional development offerings regarding trauma.
- Staff will understand how to recognize social emotional distress, how to respond and how to support and how to talk with students during and after the ongoing COVID-19 public health emergency.

**Westchester Jewish Community Services** - Professional Development (WJCS PD) offerings will include the following sessions:

- **SUPPORTING ADOLESCENT MENTAL HEALTH:** One in 5 adolescents suffer from a mental illness and adolescent depression has increased 41% between 2006 and 2014 in the U.S. alone. This workshop will:
  - Educate participants about Adolescent Development and the warning signs and symptoms of mental disorders.
  - Help participants differentiate between ‘typical’ adolescent development and emerging or existing mental illness.
  - Provide tools/strategies to enable individuals to support these youth and refer to appropriate professional help.
  - Destigmatize mental illness.

- **TRAUMA 101:** This workshop will introduce participants to the impact of trauma on individuals using the CDC-Kaiser research study, ACES, as a foundation. This study notes the high prevalence of trauma in the general population and the correlation of trauma exposure to negative health outcomes across social, social and emotional functioning. Understanding of how trauma may manifest in various settings will be discussed. It will help staff to be sensitive to behaviors that may be caused by trauma and support schools to become ‘Trauma Informed’. Attendees will develop an understanding of the impact of trauma and strengthen trauma sensitive response repertoire.

- **VICARIOUS TRAUMA:** Secondary trauma refers to the duress an individual experiences when working with individuals who are undergoing significant stress. Those working with individuals who are constantly under stress can experience symptoms of trauma. Left untreated, secondary trauma can cause significant disruption to the lives of individuals and detract from their ability to conduct their professional responsibilities. Secondary trauma training provides techniques to deal with the emotional toll of an individual’s job, recognize the warning signs for those experiencing trauma and offers resources on where to go for help.

- **MINDFULNESS AND SELF-CARE:** This workshop will demonstrate the benefits of mindfulness and demystify it. Participants will learn and explore mindfulness exercises that will enable them to self-regulate and balance their lives and work.
Schedule of the Day & Curriculum

- Initially, the school day will be structured to include scheduled opportunities for social emotional support. Each building administration will design experiences for support into each day.
- There will be an increased focus on social emotional priorities before easing into academics. Building administration will work with teachers to provide clarity on priority standards and ways to monitor and support student social emotional health.
- At the Elementary School- RULER, morning meetings and second step curriculum will be followed.
- At the Middle School- Use of Advisory program and RULER, FLEX support, continue with teaming, will all focus on issues related to the pandemic.
- At the High school- Pass class, Advisory, Flex support will be utilized.
- Additional space in each building will be identified for students in crisis or who need the intervention of a counselor/school psychologist that maintains all health and safety protocols.
- K-12 Social Emotional Curriculum continue to be maintained and updated to reflect social emotional needs as it relates to health and safety.
- In the event of a fully remote or hybrid model a weekly social emotional check in will be scheduled at each level with students assigned advisor/mentor/teacher.

“Croton Connection”

- Each student will have an identified protective, caring connection with a designated adult shortly into the new school year. This will happen using a spreadsheet to identify student/adult connections in the building. Assistant Principals will organize this for each school. Students without connections will be assigned a support staff.
- Increase communication between schools for students in transitional years (Grades 4-5, and 8-9). Counselors will meet with teachers and administration to review student information and discuss ways to support the transition at each level.

Staff Support

- Mental Health workshop focused on self care
- Provide EAP support and information
- Provide resources for self care and mental health support

Family Support

- Virtual Parent University sessions on supporting students mental health and supporting students through trauma
- Resource pages on district and school websites
- Increased communication on ways to support students socially and emotionally
- Collaborate with local community groups to support families in need

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10.0 Public Use of School District Property

The District will determine which facilities, grounds, or portions thereof (e.g., libraries, recreational facilities) will be closed to the public (i.e., not students, faculty, or staff) or offer limited, specific hours to members of the general public. Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations.⁴⁰

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11.0 Teacher/Principal Evaluation System /Certification

The Croton-Harmon School District evaluates principals and teachers according to the NYSED approved Annual Professional Performance Plan. For teachers, the evaluation process is focused around the Charlotte Danielson Framework for Teaching evaluation instrument. Our principals are evaluated using the Multidimensional Principal Performance Rubric (MPPR).

Our Croton-Harmon teaching staff hold valid certifications aligned with their teaching assignments and our teachers are committed to ongoing professional development.

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12.0 Closing

As mentioned in the introduction, the Croton-Harmon School District recognizes the commitment and responsibility we collectively have to ensure the safety of our staff and student safety. Adhering to outlined protocols will be a critical part of our school re-entry process. Should you have any questions, we encourage you to reach out to a building administrator. We will continue to update our website and communicate important information so that everyone can stay informed.

The School Re-Entry Task Force would like to thank:

- Our partners at the Westchester County Department of Health for consulting with school districts as we developed our plans;
- Altaris Consulting Group who developed plan templates and guided districts through the planning process;
- Dr. Mier, our medical director for guiding our work and reviewing our plan;
- County Executive George Latimer and team for your ongoing support to ensure vibrant connections between school districts and Westchester County;
- Our PNW BOCES partners for collaborating with us on safety protocols;
- The Croton-Harmon Board of Education for allocating board meeting agenda time to discuss re-entry planning;
- The Croton-Harmon community for spending countless hours with us as we reviewed our plans;
- The Croton-Harmon staff for joining our planning efforts whether on the task force or planning teams; and
- the Croton-Harmon students for inspiring us on a daily basis.

The Croton-Harmon Superintendent of Schools and Administrative Team would like to thank the School Re-Entry Task Force for their countless hours of work and continued work throughout this time.

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13.0 Appendix

13.01 PNW BOCES COVID Response Protocol
After much deliberation and discussion, we will begin our school year on Tuesday, September 8 with a school re-entry plan that focuses on a **gradual re-entry** and builds to the in-person hybrid model. So let’s take a closer look:

Here is a summary of our **adjusted** calendar:

- School begins on September 8. September 8, 9, 10, and 11 are **half days** for students. Students in grades K-12 will engage in remote learning and our 100% remote virtual learning will begin.
  - Here is a further breakdown by each day for the **week of September 8 - 11**:
    - September 8 (half day): Students in grades K-12 will engage in remote learning; 100% remote virtual learning begins and continues each day.
    - September 9 (half day): Students in grades K-12 will engage in remote learning.
    - September 10 (half day): Students in grades K-12 will engage in remote learning.
    - September 11 (half day): Students in grades K-12 will engage in remote learning.

- The week of September 14 - 18: During this week we see an in-person grade level schedule for grades K, 1, 2, 5, 9, and 12. Again, keeping with our focus of a gradual re-entry, we are targeting transition grade level entry, while the remaining grade levels continue with remote learning.
  - Here is a further breakdown by each day for the **week of September 14 - 18**:
    - September 14: In-person grades K, 1, 2; Croton Cohort Grade 5 and Croton Cohort Grade 12. All other grades are remote.
    - September 15: In-person grades K, 1, 2; Croton Cohort Grade 5 and Croton Cohort Grade 9. All other grades are remote.
    - September 16: In-person grades K, 1, 2; Wednesday Remote Learning Day for Grades 3-12.
    - September 17: In-person grades K, 1, 2; Harmon Cohort Grade 5, Harmon Cohort Grade 12. All other grades remote.
    - September 18: In-person grades K, 1, 2; Harmon Cohort Grade 5 and Harmon Cohort Grade 9. All other grades remote.

- The week of September 21 - 25 we are following our full in-person/hybrid model with grades K-2 in-person Monday-Friday and grades 3-12 hybrid. This highlights that the Croton cohort will be in school on Monday and Tuesday and the Harmon cohort on Thursday and Friday. Wednesday is a remote learning day for grades 3-12.
  - Here is a further breakdown by each day for the **week of September 21 - 25**:
- September 21: In-person grades K, 1, 2; Croton Cohort grades 3 - 12
- September 22: In-person grades K, 1, 2; Croton Cohort grades 3 - 12
- September 23: In-person grades K, 1, 2; Wednesday Remote Learning Grades 3 - 12
- September 24: In-person grades K, 1, 2; Harmon Cohort grades 3 - 12
- September 25: In-person grades K, 1, 2; Harmon Cohort grades 3 - 12

Here is a visual of the information stated above:
Here are the schedules for grades Kindergarten, 1 and 2 which are In-person daily.

### Kindergarten 100% In-Person Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 1</th>
<th>Room 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Arrival</td>
<td>Arrival</td>
</tr>
<tr>
<td>8:20-8:49 am</td>
<td>Free Play</td>
<td>Free Play</td>
</tr>
<tr>
<td>8:40-9:00 am</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:00-10:00 am</td>
<td>ELA 1. In-Person Direct Instruction 2. Independent/collaborative work</td>
<td>ELA 1. Independent/collaborative work 2. In-Person Direct Instruction</td>
</tr>
<tr>
<td>10:00-10:35 am</td>
<td>WIN (In person, Synchronous, Asynchronous Instruction)</td>
<td>WIN (In person, Synchronous, Asynchronous Instruction)</td>
</tr>
<tr>
<td>10:40-11:25 am</td>
<td>RECESS &amp; LUNCH</td>
<td>RECESS &amp; LUNCH</td>
</tr>
<tr>
<td>11:30-12:30 pm</td>
<td>Math 1. Independent/collaborative work 2. In-Person Direct Instruction</td>
<td>Math 1. In-Person Direct Instruction 2. Independent/collaborative work</td>
</tr>
<tr>
<td>12:45-1:30 pm</td>
<td>Specials (Art, Library, Music, PE, Spanish)</td>
<td>Specials (Art, Library, Music, PE, Spanish)</td>
</tr>
<tr>
<td>1:50-2:20 pm</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>2:25</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

### First Grade 100% In-Person Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 1</th>
<th>Room 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Arrival</td>
<td>Arrival</td>
</tr>
<tr>
<td>8:20-8:49 am</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:45-9:15 am</td>
<td>ELA 1. In-Person Direct Instruction 2. Independent/collaborative work</td>
<td>ELA 1. Independent/collaborative work 2. In-Person Direct Instruction</td>
</tr>
<tr>
<td>10:30-11:30 am</td>
<td>Math 1. Independent/collaborative work 2. In-Person Direct Instruction</td>
<td>Math 1. In-Person Direct Instruction 2. Independent/collaborative work</td>
</tr>
<tr>
<td>11:30-12:15 pm</td>
<td>RECESS &amp; LUNCH</td>
<td>RECESS &amp; LUNCH</td>
</tr>
<tr>
<td>12:30-1:00 pm</td>
<td>WIN (In person, Synchronous, Asynchronous Instruction)</td>
<td>WIN (In person, Synchronous, Asynchronous Instruction)</td>
</tr>
<tr>
<td>1:00-1:30 pm</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>1:45-2:30 pm</td>
<td>Specials (Art, Library, Music, PE, Spanish)</td>
<td>Specials (Art, Library, Music, PE, Spanish)</td>
</tr>
<tr>
<td>2:25</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
### 2nd Grade 100% In-Person Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Room 1</th>
<th>Room 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Arrival</td>
<td>Arrival</td>
</tr>
<tr>
<td>8:20-8:40</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:45-9:30</td>
<td><strong>Specials (Art, Library, Music, PE, Spanish)</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>Specials (Art, Library, Music, PE, Spanish)</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td><em>(In person, Synchronous, Asynchronous Instruction)</em></td>
<td><em>(In person, Synchronous, Asynchronous Instruction)</em></td>
</tr>
<tr>
<td>9:30-11:00</td>
<td>ELA 1. In Person Direct Instruction 2. Independent/collaborative work</td>
<td>ELA 1. Independent/collaborative work 2. In Person Direct Instruction</td>
</tr>
<tr>
<td>12:20-1:10</td>
<td>RECESS &amp; LUNCH</td>
<td>RECESS &amp; LUNCH</td>
</tr>
<tr>
<td>1:20-1:50</td>
<td>WIN (In person, Synchronous, Asynchronous Instruction)</td>
<td>WIN (In person, Synchronous, Asynchronous Instruction)</td>
</tr>
<tr>
<td>1:50-2:20</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>2:25</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Here are the In-Person/Hybrid Schedules for Grades 3 & 4:

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY/TUESDAY</th>
<th>WED</th>
<th>THURSDAY/FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>IN SCHOOL</td>
<td>AT HOME</td>
<td>IN SCHOOL</td>
</tr>
<tr>
<td></td>
<td>Croton (A-K)</td>
<td>Harmon (L-Z)</td>
<td>Croton (A-K)</td>
</tr>
<tr>
<td>8:20-9:20</td>
<td>ELA</td>
<td>ELA*</td>
<td>ELA*</td>
</tr>
<tr>
<td>9:20-9:50 am</td>
<td>WIN</td>
<td>WIN</td>
<td>WIN</td>
</tr>
<tr>
<td>10:00-10:20 am</td>
<td>ELA</td>
<td>ELA*</td>
<td>ELA*</td>
</tr>
<tr>
<td>10:25-11:10</td>
<td>Specials</td>
<td>Specials</td>
<td>Specials</td>
</tr>
<tr>
<td>11:15-12:30</td>
<td>Math</td>
<td>Math*</td>
<td>Math</td>
</tr>
<tr>
<td>12:30-1:15 pm</td>
<td>Science/Social</td>
<td>Science/</td>
<td>Science/Social</td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td>Social Studies</td>
<td>Studies</td>
</tr>
<tr>
<td>1:15-2:00 pm</td>
<td>Recess &amp; Lunch</td>
<td>Recess &amp; Lunch</td>
<td>Recess &amp; Lunch</td>
</tr>
<tr>
<td>2:00-2:20 pm</td>
<td>Afternoon Wrap Up</td>
<td>Afternoon Wrap Up</td>
<td>Afternoon Wrap Up</td>
</tr>
<tr>
<td>2:25 pm</td>
<td>Dismissal</td>
<td></td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
Here are the schedules for the CET Wednesday remote learning for Grades 3 & 4:

**Wednesday 3rd & 4th Grade Remote Learning for ALL**

**3RD GRADE**
- ELA 8:20-9:20
- WIN 9:20-9:50 am
- ELA 10:00-10:20
- Math 11:15-12:30 pm
- Science/SS 12:30-1:15 pm
- Recess & Lunch 1:15-2:00 pm
- Afternoon Wrap Up 2:00-2:20 pm

**4TH GRADE**
- Math 8:20-9:30 am
- Specials 9:35-10:20 am
- Math 10:30-11:00
- ELA 11:00-11:15 am
- WIN 11:15-11:45 am
- ELA 11:45-12:30 pm
- Science/SS 12:30-1:15 pm
- Recess & Lunch 1:15-2:00 pm
- Afternoon Wrap Up 2:00-2:20 pm

- All students will receive synchronous instruction with their classroom teacher
# PVC Middle School Hybrid Schedule

## Weekly Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade</td>
<td>8th Grade</td>
<td>8th Grade</td>
</tr>
<tr>
<td>9th Grade</td>
<td>9th Grade</td>
<td>9th Grade</td>
</tr>
<tr>
<td>10th Grade</td>
<td>10th Grade</td>
<td>10th Grade</td>
</tr>
<tr>
<td>11th Grade</td>
<td>11th Grade</td>
<td>11th Grade</td>
</tr>
<tr>
<td>12th Grade</td>
<td>12th Grade</td>
<td>12th Grade</td>
</tr>
</tbody>
</table>

### All A Day

- **Science**
- **Social Studies**
- **Spanish**
- **World Language**
- **Special Education**
- **Lunch**

### A Day

- **Math**
- **ELA**
- **Science**
- **Social Studies**
- **World Language**
- **Special Education**
- **Lunch**

### B Day

- **Math**
- **ELA**
- **Science**
- **Social Studies**
- **World Language**
- **Special Education**
- **Lunch**

### C Day

- **Math**
- **ELA**
- **Science**
- **Social Studies**
- **World Language**
- **Special Education**
- **Lunch**

### D Day

- **Math**
- **ELA**
- **Science**
- **Social Studies**
- **World Language**
- **Special Education**
- **Lunch**

---

## PVC Middle School Schedule Remote Wednesdays

### Weekly Social-Emotional Support/Lesson
- Learning focused on overcoming challenges, strong emotions, mitigating anxiety, and building relationships.

### Core Routines
- *Detailed schedule not provided*

### Additional Support
- **Check-ins**
- **1:1 & Small Groups**
- **Initiated by Student or Teacher**
- **Collaboration between teachers, students, & parents**
CHHS Hybrid Schedule

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:20</td>
<td>Period 1</td>
<td>In School</td>
<td>Period 2</td>
<td>In School</td>
</tr>
<tr>
<td>7:20-7:40</td>
<td>Period 2</td>
<td>Transition</td>
<td>Period 3</td>
<td>In School</td>
</tr>
<tr>
<td>7:40-7:57</td>
<td>Period 3</td>
<td>Transition</td>
<td>Period 4</td>
<td>In School</td>
</tr>
<tr>
<td>7:57-8:14</td>
<td>Period 4</td>
<td>Transition</td>
<td>Period 5</td>
<td>In School</td>
</tr>
<tr>
<td>8:14-8:30</td>
<td>Period 5</td>
<td>Transition</td>
<td>Period 6</td>
<td>In School</td>
</tr>
<tr>
<td>8:30-8:45</td>
<td>Period 7</td>
<td>Transition</td>
<td>Period 8</td>
<td>In School</td>
</tr>
</tbody>
</table>

Remote Learning For All

- 8:00-8:15: VIP Period 1
- 8:15-8:30: VIP Period 2
- 8:30-8:45: VIP Period 3
- 8:45-9:00: VIP Period 4
- 9:00-9:15: Counselor appointment times, School Connections opens
- 9:15-9:30: VIP Period 5
- 9:30-9:45: VIP Period 6
- 9:45-10:00: VIP Period 7
- 10:00-10:15: VIP Period 8
- 10:15-10:30: VIP Period 9
- 10:30-10:45: VIP Period 10
- 10:45-11:00: Virtual CMHR (A walk-in only)
- 11:00-11:15: Virtual CMHR (A walk-in only)
- 11:15-11:30: VIP Period 11
- 11:30-11:45: VIP Period 12
- 11:45-12:00: Lunch
- 12:00-12:15: Teacher Meetings/PD
- 12:15-1:45: Individual appointments with teachers or faculty programs (with approval of the ASD team)
- 1:45-2:00: Teacher Meetings/Faculty Meetings
- 2:00-2:15: Teacher Meetings/Faculty Meetings
- 2:15-2:30: Teacher Meetings/Faculty Meetings
- 2:30-2:45: Teacher Meetings/Faculty Meetings
- 2:45-3:00: Teacher Meetings/Faculty Meetings
- 3:00-3:15: Teacher Meetings/Faculty Meetings
- 3:15-3:30: Teacher Meetings/Faculty Meetings
- 3:30-3:45: Teacher Meetings/Faculty Meetings
- 3:45-4:00: Teacher Meetings/Faculty Meetings
- 4:00-4:15: Teacher Meetings/Faculty Meetings
- 4:15-4:30: Teacher Meetings/Faculty Meetings
- 4:30-4:45: Teacher Meetings/Faculty Meetings
- 4:45-5:00: Teacher Meetings/Faculty Meetings
- 5:00-5:15: Teacher Meetings/Faculty Meetings
- 5:15-5:30: Teacher Meetings/Faculty Meetings
- 5:30-5:45: Teacher Meetings/Faculty Meetings
- 5:45-6:00: Teacher Meetings/Faculty Meetings
- 6:00-6:15: Teacher Meetings/Faculty Meetings
- 6:15-6:30: Teacher Meetings/Faculty Meetings
- 6:30-6:45: Teacher Meetings/Faculty Meetings
- 6:45-7:00: Teacher Meetings/Faculty Meetings
- 7:00-7:15: Teacher Meetings/Faculty Meetings
- 7:15-7:30: Teacher Meetings/Faculty Meetings
- 7:30-7:45: Teacher Meetings/Faculty Meetings
- 7:45-8:00: Teacher Meetings/Faculty Meetings
- 8:00-8:15: Teacher Meetings/Faculty Meetings
- 8:15-8:30: Teacher Meetings/Faculty Meetings
- 8:30-8:45: Teacher Meetings/Faculty Meetings
- 8:45-9:00: Teacher Meetings/Faculty Meetings
- 9:00-9:15: Teacher Meetings/Faculty Meetings
- 9:15-9:30: Teacher Meetings/Faculty Meetings
- 9:30-9:45: Teacher Meetings/Faculty Meetings
- 9:45-10:00: Teacher Meetings/Faculty Meetings
- 10:00-10:15: Teacher Meetings/Faculty Meetings
- 10:15-10:30: Teacher Meetings/Faculty Meetings
- 10:30-10:45: Teacher Meetings/Faculty Meetings
- 10:45-11:00: Teacher Meetings/Faculty Meetings
- 11:00-11:15: Teacher Meetings/Faculty Meetings
- 11:15-11:30: Teacher Meetings/Faculty Meetings
- 11:30-11:45: Teacher Meetings/Faculty Meetings
- 11:45-12:00: Teacher Meetings/Faculty Meetings
- 12:00-12:15: Teacher Meetings/Faculty Meetings
- 12:15-1:45: Teacher Meetings/Faculty Meetings
- 1:45-2:00: Teacher Meetings/Faculty Meetings
- 2:00-2:15: Teacher Meetings/Faculty Meetings
- 2:15-2:30: Teacher Meetings/Faculty Meetings
- 2:30-2:45: Teacher Meetings/Faculty Meetings
- 2:45-3:00: Teacher Meetings/Faculty Meetings
- 3:00-3:15: Teacher Meetings/Faculty Meetings
- 3:15-3:30: Teacher Meetings/Faculty Meetings
- 3:30-3:45: Teacher Meetings/Faculty Meetings
- 3:45-4:00: Teacher Meetings/Faculty Meetings
- 4:00-4:15: Teacher Meetings/Faculty Meetings
- 4:15-4:30: Teacher Meetings/Faculty Meetings
- 4:30-4:45: Teacher Meetings/Faculty Meetings
- 4:45-5:00: Teacher Meetings/Faculty Meetings
- 5:00-5:15: Teacher Meetings/Faculty Meetings
- 5:15-5:30: Teacher Meetings/Faculty Meetings
- 5:30-5:45: Teacher Meetings/Faculty Meetings
- 5:45-6:00: Teacher Meetings/Faculty Meetings
- 6:00-6:15: Teacher Meetings/Faculty Meetings
- 6:15-6:30: Teacher Meetings/Faculty Meetings
- 6:30-6:45: Teacher Meetings/Faculty Meetings
- 6:45-7:00: Teacher Meetings/Faculty Meetings
- 7:00-7:15: Teacher Meetings/Faculty Meetings
- 7:15-7:30: Teacher Meetings/Faculty Meetings
- 7:30-7:45: Teacher Meetings/Faculty Meetings
- 7:45-8:00: Teacher Meetings/Faculty Meetings
- 8:00-8:15: Teacher Meetings/Faculty Meetings
- 8:15-8:30: Teacher Meetings/Faculty Meetings
- 8:30-8:45: Teacher Meetings/Faculty Meetings
- 8:45-9:00: Teacher Meetings/Faculty Meetings
- 9:00-9:15: Teacher Meetings/Faculty Meetings
- 9:15-9:30: Teacher Meetings/Faculty Meetings
- 9:30-9:45: Teacher Meetings/Faculty Meetings
- 9:45-10:00: Teacher Meetings/Faculty Meetings
- 10:00-10:15: Teacher Meetings/Faculty Meetings
- 10:15-10:30: Teacher Meetings/Faculty Meetings
- 10:30-10:45: Teacher Meetings/Faculty Meetings
- 10:45-11:00: Teacher Meetings/Faculty Meetings
- 11:00-11:15: Teacher Meetings/Faculty Meetings
- 11:15-11:30: Teacher Meetings/Faculty Meetings
- 11:30-11:45: Teacher Meetings/Faculty Meetings
- 11:45-12:00: Teacher Meetings/Faculty Meetings
### 13.04 School Learning Plans: Fully Remote Option Choice

#### CET 100% Remote Schedule

<table>
<thead>
<tr>
<th>KINDERGARTEN</th>
<th>1ST GRADE</th>
<th>2ND GRADE</th>
<th>3RD GRADE</th>
<th>4TH GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Meeting /SEL</strong> 8:00-9:00</td>
<td><strong>Morning Meeting /SEL</strong> 8:00-8:45</td>
<td><strong>Specials 8:45-9:30</strong></td>
<td><strong>ELA 8:20-9:45</strong></td>
<td><strong>Math 8:20-10:10</strong></td>
</tr>
<tr>
<td><strong>ELA 9:00-10:00</strong></td>
<td><strong>ELA 8:45-10:15</strong></td>
<td><strong>WIN 9:20-9:50</strong></td>
<td><strong>WIN 9:20-9:50</strong></td>
<td><strong>WIN 11:15-11:45</strong></td>
</tr>
<tr>
<td><strong>WIN 10:05-10:35</strong></td>
<td><strong>Math 10:30-11:30</strong></td>
<td><strong>ELA 10:00-10:20</strong></td>
<td><strong>ELA 10:00-10:20</strong></td>
<td><strong>ELA 10:20-11:55</strong></td>
</tr>
<tr>
<td><strong>RECESS &amp; LUNCH</strong> 10:40-11:30</td>
<td><strong>RECESS &amp; LUNCH</strong> 11:30-12:15</td>
<td><strong>Specials 10:25-11:10</strong></td>
<td><strong>Specials 10:25-11:10</strong></td>
<td><strong>Specials 11:55-12:40</strong></td>
</tr>
<tr>
<td><strong>Math 11:30-12:30</strong></td>
<td><strong>WIN 12:30-1:00</strong></td>
<td><strong>LUNCH 12:20-1:10</strong></td>
<td><strong>WIN 12:30-1:00</strong></td>
<td><strong>WIN 11:15-12:30</strong></td>
</tr>
<tr>
<td><strong>Specials 12:45-1:30</strong></td>
<td><strong>Science/SS 1:00-1:30</strong></td>
<td><strong>LUNCH 12:20-1:10</strong></td>
<td><strong>LUNCH 12:20-1:10</strong></td>
<td><strong>LUNCH 12:20-1:10</strong></td>
</tr>
<tr>
<td><strong>Math/Sci 1:35-2:00</strong></td>
<td><strong>Specials 1:40-2:20</strong></td>
<td><strong>WIN 1:20-1:50</strong></td>
<td><strong>WIN 12:30-1:00</strong></td>
<td><strong>WIN 12:30-1:00</strong></td>
</tr>
<tr>
<td><strong>Science/SS 1:50-2:20</strong></td>
<td><strong>Science/SS 1:50-2:20</strong></td>
<td><strong>Science/SS 12:30-1:15</strong></td>
<td><strong>Science/SS 12:30-1:15</strong></td>
<td><strong>Science/SS 12:30-1:15</strong></td>
</tr>
<tr>
<td><strong>Afternoon Wrap-Up</strong></td>
<td><strong>Afternoon Wrap-Up</strong></td>
<td><strong>Science/SS 1:50-2:20 pm</strong></td>
<td><strong>RECESS &amp; LUNCH 1:15-2:00</strong></td>
<td><strong>RECESS &amp; LUNCH 1:15-2:00</strong></td>
</tr>
</tbody>
</table>

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#### PVC Middle School Fully Remote Choice for Families

<table>
<thead>
<tr>
<th>Time</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
<th>Period 8</th>
</tr>
</thead>
</table>
CHHS Fully Remote Option Choice for Families

2:00-3:00 is scheduled helping period for in-person students. Fully remote students will be able to make individual appointments as needed and will also be able to utilize Wednesdays from 1:45-3:00 for appointments. In addition, fully remote students will have a scheduled time with a remote learning point person for additional support.
Dear Parent/Guardian,

Your child has been sent home from school today or was absent today because they displayed or complained about symptoms of Covid-19. Please follow up with your healthcare provider today and follow the instructions noted in the chart below.

<table>
<thead>
<tr>
<th>COVID19 test result:</th>
<th>Parent instructions:</th>
</tr>
</thead>
</table>
| **NEGATIVE**        | Your child may return only if the following three conditions are met: Their symptoms are improving AND they are fever-free for at least 24 hours without the use of fever reducing medicines, they may return to school with:  
  ● A note from HCP indicating the test was negative OR  
  ● Provide a copy of the negative test result.  
  SIBLINGS - Household siblings may resume school as long as they are symptom free |
| **UNTESTED**        | Your child may return only if the following three conditions are met:  
  a. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers);  
  AND  
  b. Other symptoms have improved;  
  AND  
  c. At least ten (10) calendar days have passed since symptoms first appeared, OR by providing documentation from your healthcare provider that it is safe to return to school.  
  SIBLINGS - All household members must remain home and quarantine for 14 days, OR by providing documentation from your healthcare provider that it is safe for the sibling to return to school. |
| **POSITIVE WITH SYMPTOMS OR DIAGNOSED WITH COVID19** | Your child may return to school only if the following four conditions are met:  
  a. It has been at least ten days since the individual first had symptoms;  
  AND  
  b. It has been at least three days since the individual has had a fever (without using fever reducing medicine);  
  AND  
  c. It has been at least three days since the individual’s symptoms improved, including cough and shortness of breath.  
  AND  
  d. By providing documentation from the individual’s healthcare provider that it is safe to return to school/work.  
  SIBLINGS - All household members should quarantine and get tested for COVID 19. A negative test for those household members does not release them from quarantine and they are to quarantine for 14 days. |
| **POSITIVE WITHOUT SYMPTOMS** | If your child has not had symptoms but tests positive for COVID-19, Your child may return to school only if the following conditions are met:  
  a. When they have gone ten (10) calendar days without symptoms  
  AND  
  b. Have been released in writing by a healthcare provider.  
  SIBLINGS - All household members should quarantine and get tested for COVID 19. A negative test for those household members does not release them from quarantine and they are to quarantine for 14 days. |

Resources:  
NYS Covid-19 Hotline: 888-364-3065  
Find a test site: https://coronavirus.health.ny.gov/find-test-site-near-you  