

**Clinton Central School District**  
**Reopening Plan**  
**2020-2021**





# Clinton Central School District Reopening Plan

## Message from the New York State Education Department

[Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools](#)

Source: NYSED Website

The closing of schools in March 2020 has profoundly affected the lives of New Yorkers. This impact will continue through the 2020-21 school year and beyond. While no one can predict all the challenges that may arise over the coming weeks and months, it is imperative that we plan for a safe and orderly return to school.

Without question, our paramount concern is to ensure the health and safety of everyone in our schools, children and adults alike. At the same time, we must also contend with a myriad of complex challenges – catching up on months of lost in-person instruction; addressing students' social and emotional needs in the wake of this catastrophe; ensuring all students have the ability to participate equitably in remote learning; planning for the possibility of deep budget cuts; and so many others.

The Board of Regents and Department's task was to create a framework to help guide schools and school districts as they continue to plan for school to return in the fall, whether instruction takes place in person, remotely, or through some combination of the two. That framework is presented here, in this guidance document.

The guidance provides schools and districts with the flexibility they will need to develop and implement creative solutions to their unique, local circumstances. It describes the reopening actions that schools must take and those that are recommended best practices to be considered.

The following pages of this Clinton Central School District plan have been created in accordance with the [NYSED Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance document](#).



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## Section 1: Communication/Family and Community Engagement

- 1. The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.**
  - Leadership Team meetings with teachers
  - Survey of Families
  - BOCES Superintendent meeting with County Executive and Director of the Oneida County Health Department
- 2. The school and/or district 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. Responsible Parties may consider developing web pages, text and email groups, and/or social media groups or posts.**
  - In addition to email and our website, mass communication solutions Blackboard Connect and Parent Square will be used to communicate with families, employees, the Parent Teacher Association, the Chamber of Commerce, and other stakeholders.
  - Instructional signage will be amply posted in all areas and training opportunities will be either created or linked to our stakeholders through our communications with them.
- 3. The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.**

### Healthy Hygiene Practices

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. Schools will provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, schools must post signs throughout the school and should regularly share messages with the school community.

Signage should be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when



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unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.

- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Teaching healthy hygiene practices may be accomplished in person, by videos, announcements, and posters or signs. Schools must post signage in highly visible areas such as:

- Entrances
- Restrooms
- Cafeteria or other dining areas
- Classrooms
- Administrative offices
- Auditorium
- Custodial staff areas

The CDC provides sample [announcements](#) on reducing the spread of COVID-19, [videos](#) about behaviors that prevent the spread of COVID-19, and print and digital resources on CDC's [communications resources](#) main page, along with the NYSDOH [COVID-19 signage](#).

## Hand Hygiene

- ◆ Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene. Hand hygiene includes:
  - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
  - Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. [NYSED's Memo: Handwashing Recommendations and Alcohol-based Hand Sanitizer Use in Schools](#) provides information to schools regarding the use of alcohol-based hand sanitizers;
  - Providing hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able;
  - Signage should be placed near hand sanitizer indicating visibly soiled hands should be washed with soap and water; and
  - Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.

As noted in prior NYSED memos, hand sanitizers contain alcohol and are flammable. Alcohol-based hand sanitizer dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.5.



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[The CDC guidance on when and how to wash your hands](#) provides information on when hand washing should occur, how to wash hands correctly, and how to correctly use alcohol-based hand sanitizers.

- Clinton Schools will provide the following:
  - ◆ Adequate facilities and supplies for hand washing including soap and water;
  - ◆ Paper towels or touch free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolize germs);
  - ◆ No-touch/foot pedal trash can;
  - ◆ Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes;
  - ◆ Time in the schedule to allow for frequent hand washing; and
  - ◆ Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.
  
- At a minimum, students and staff should wash hands, as follows:
  - ◆ Upon entering the building and each classroom;
  - ◆ After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
  - ◆ Before and after snacks and lunch;
  - ◆ After using the bathroom;
  - ◆ After helping a student with toileting;
  - ◆ After sneezing, wiping or blowing nose, or coughing into hands;
  - ◆ Upon coming in from outdoors; and
  - ◆ Anytime hands are visibly soiled.

## Respiratory Hygiene

- The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths and noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.
- A supply of tissues and trash cans will be available in each room.
- If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth and nose is preferable to using the hands.
- Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

4. **The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings.”**



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## Personal Protective Equipment (PPE)

Schools should review the [OSHA COVID-19 guidance](#) for information on how to protect staff from potential exposures, according to their exposure risk pursuant to their [Exposure Control Plan](#). The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards.

The CDC recommends that school-based health personnel use [Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020](#) guidance when providing care to ill persons as part of infection control protocols:

- Licensed healthcare professionals must utilize standard precautions at all times;
- [Transmission- based precautions](#) should be used when assessing persons suspected of having COVID-19;
- Schools should ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members;
- Such PPE includes, but is not limited to:
  - face masks (disposable surgical masks)
  - respirators (N95) masks that are fit tested
  - eye protection or face shields
  - gloves
  - disposable gowns.

For optimal protection, when worn, the face shield must be used with a face mask and:

- Extend below the chin anteriorly;
- To the ears laterally;
- There should be no exposed gap between the forehead and the shield's headpiece;
- Only be worn one person per shield;
- Be cleaned between use; and
- The wearer should wash their hands after removing the shield and before putting it on.

## Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment. 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. All students and staff members must wear cloth face coverings:

- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms;
- In other congregate settings, including buses; and



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- **In classrooms unless directed otherwise by the teacher/staff for mask breaks.**

Schools must provide acceptable face coverings to employees and students if they do not have access to a mask, need a new mask due to it being soiled, and/or forget their own, and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools should allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees or students with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all day settings such as school, so scheduling mask breaks is important. Face coverings should **not** be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Schools should instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Information and resources to assist schools in instructing on the proper use and cleaning of face masks are on the CDC webpage on [cloth face coverings](#).

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

- 5. The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.**

Plans will be made available in languages spoken at home and throughout the community, and accessible versions for those with visual and/or hearing impairments.



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## **Section 2: Health and Safety**

- 1. Each school and/or district reopening plan 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: (1) Ability to maintain appropriate social distancing; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.**

It has been determined that 100% of our staff and approximately 50% of our students at any one time will be able to return safely on the first official day of school. After monitoring the local and regional numbers related to COVID-19 and consultation with our local health department, Clinton, and our District Safety Team, we will seek a phased approach to bringing in 100% of our students.

- 2. Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.**

- Leadership Team meetings with teachers
- Survey of Families
- BOCES Superintendent meeting with County Executive and Director of the Oneida County Health Department

- 3. Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.**

- In addition to email and our website, mass communication solutions Blackboard Connect and ParentSquare will be used to communicate with families, employees, the Parent Teacher Association, the Chamber of Commerce, and other stakeholders.
- Instructional signage will be amply posted in all areas and training opportunities will be either created or linked to our stakeholders through our communications with them.

- 4. Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.**



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## Health Checks

Parents/guardians and staff members will be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff must be instructed that any student or staff member with a fever of 100°F ( see Centers for Disease Control and Prevention, Stay Home When You Are Sick. <https://www.cdc.gov/flu/business/stay-home->) or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

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

All staff will be educated to observe students or other staff members for signs of any type of illness such as:

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

Students and staff exhibiting these signs with no other explanation for them should be sent to the school health office for an assessment by the school nurse.

If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home.

Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors.

- 5. Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.**



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## SCREENING

To comply with Department of Health requirements, procedures will be implemented to ensure the daily screening, including temperature checks, of all employees, students and visitors to the Clinton campus and facilities. Procedures for each group are described below.

## EMPLOYEES

A digital format will be utilized to screen employees prior to leaving from home for work in an effort to minimize staff congregating when arriving at work and to prevent employees who may be experiencing symptoms from entering the workplace. The digital submission will require employees to answer the following questions:

1. Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19?
2. Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
3. Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0° F in the past 14 days?
4. Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days?
5. Employees will also be asked to take their own temperature at home and answer the question: Is your temperature greater than 100.0° F.

Any employee who responds affirmatively to any of the 5 questions will be required to stay home and contact their supervisor to notify them of the reason. Return to work will be in accordance with [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) issued by the NYS Department of Health.

- Employees who are unable to complete the digital survey will be required to go directly to the main office of their respective school upon arriving at work to have their temperature checked and answer the screening questions.

## VISITORS

In an effort to minimize the number of non-employee adults to the campus, Clinton will limit visitors to its facilities to the extent possible. Individuals will be encouraged to consider the reason for their visit and when possible conduct their business via email, telephone, video or other remote means. When visitors do enter the facilities they will be required to have their temperature checked and answer the screening questions asked of employees.

- Visitors to each building will be screened by secretaries or clerks in the main office of the school.
- Visitors who answer any of the screening questions affirmatively or whose temperature is greater than 100.0° F will not be allowed to enter the campus beyond the screening checkpoint.



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## Student Screenings

Students are required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately.

Students should be supervised in the isolated area while awaiting transport home. Schools should refer such persons to a healthcare provider and provide [resources on COVID-19 testing](#).

Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.

Schools will encourage staff to complete required screenings prior to arrival at school and encourage parents/guardians to screen their child before sending them to school.

Screening by the parent/ guardian prior to school is preferred in lieu of temperature checks and symptom screening being performed after arrival to school. Screening of students includes a daily temperature check and periodic completion of a screening questionnaire.

A screening questionnaire determines whether the individual has:

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 14 days;
- has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
- has traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days.

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

Schools will provide staff and parents/guardians periodic reminders of the requirement. This may be accomplished by:

- Providing weekly or daily reminders - such as an automated telephone message, email, or text; and
- Weekly written notices to homes in the parent/guardian's native language where it is known that families cannot access the information through the other methods.

Schools may collect screening information from staff and parents/guardian using:



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- Texting apps;
- Phone systems;
- Online reporting; and/or
- Paper checklists.

Schools should have a designated staff person to review the incoming reports of screening by staff and parents/guardians and attesting that they are completed. This person may also be the contact for staff or students to inform if they later experience COVID-19 symptoms.

Procedures which require the parent/guardian to report the results of such screening rely on the parent/guardian to complete the report.

If the parent/guardian symptom screen evaluation is done at home the school must:

- Ensure all students are treated equally; and
- Ensure students whose parent/guardian did not complete the screening are not singled out.

Remember, it may not be possible for some families to conduct screenings at home for the following reasons:

- The family may not have access to use of an online system or phone app;
- The information may not be in their primary language;
- The home environment may not be conducive to this process each morning; and/or
- The family may not remember to complete the screening.

Schools must take steps to ensure that any process has multiple avenues of completion and is not used as a basis to exclude students from school.

Students who may require screening to be completed at school must be treated in a confidential manner and must have the screening completed as quickly as possible to minimize time away from class.

### *Temperature checks at school*

In some cases, it will not be practical for temperature checks to be performed prior to students arriving at school. Therefore schools will need to develop plans for checking temperatures of students whose parent/guardian did not perform the screening. Schools will also implement screenings for unscheduled visitors.

Schools conducting temperature screenings should have:

- Staff members to supervise students who are waiting their turn. While waiting, students must be socially distanced;
- Trained staff members to perform temperature screenings;
- Sufficient supplies for taking temperatures such as disposable thermometer probes; and
- PPE or barriers for staff members conducting the screening. Depending on the availability



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of trained staff and supplies, the following methods are recommended by the CDC<sup>3</sup> for conducting temperature screenings<sup>4</sup>.

## *Reliance on Social Distancing*

Parents/guardians are asked to take their child's temperature either before coming to the facility or upon arrival at the facility.

Upon their arrival, stand at least 6 feet away from the parent/guardian and child.

The parent/guardian will be asked to confirm that the child does not have fever, shortness of breath or cough.

The school personnel will make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

## *Resources*

American Academy of Pediatrics, COVID-19 Planning Considerations: Guidance for School Re-entry.

[https://services.aap.org/](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-consideration-s-return-to-in-person-education-in-schools/)

[en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-consideration-s-return-to-in-person-education-in-schools/](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-consideration-s-return-to-in-person-education-in-schools/). Accessed 6/30/2020.

Centers for Disease Control and Prevention, Guidance for Childcare Programs that Remain Open. Updated April 21, 2020.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren>. Accessed 6/30/2020.

Centers for Disease Control and Prevention, *Guidance for Childcare Programs that Remain Open*. Updated April 21, 2020.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren>. Accessed 6/30/2020.

## *Use of Barriers/Partition Controls for conducting temperature screenings:*

- Stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks;
- Perform hand hygiene;
- Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol;
- Put on disposable gloves;



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- Check the child's temperature, reaching around the partition or through the window;
- Make sure your face stays behind the barrier at all times during the screening;
- If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
- If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with the child, you do not need to change gloves before the next check; and
- If non-contact thermometers are used, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. You can reuse the same wipe if it remains wet

- 6. Each school and/or district reopening 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.**

## Management of Ill Persons

Students and staff with symptoms of illness must be sent to the health office where the school nurse will assess individuals with the knowledge that chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.

If a school nurse is not available, schools will have to isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

Administrators should work collaboratively with school nurses to determine if additional staff is needed to assist with non-nursing tasks such as:

- Student supervision;
- Telephone calls, text, or emails to parent/guardians; and
- Assistance with completing any required paperwork other than nursing documentation.

- 7. Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.**

## If Students or Staff become Ill with Symptoms of COVID-19 at School

Schools should follow [Education Law § 906, which provides](#) [w]henever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper



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conveyance.

The director of school health services shall immediately notify Oneida County Health Department of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

School staff must immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports should be made in compliance with FERPA, and Education Law 2-d.

If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality.

If there are several students waiting to see the school nurse, arrangements should be made to have students wait at least 6 feet apart. Ideally schools should have two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies.

School nurses and other school health professionals assessing or providing care to ill students and staff should follow [Transmission-based precautions](#) which includes the use of appropriate PPE (see section on PPE).

Students suspected of having COVID-19 awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet. Such students in the high school and middle school will be contained in the additional room in the nursing suite. In the elementary school students will be contained in a designated room.

The CDC and NYSDOH recommend:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
  - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
  - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.



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- Refer to DOH's "[Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#)" for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

If a separate room is not available, keep at least a 6-foot distance between ill students and other persons.

If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. It is recommended that:

- Students should be escorted from isolation area to the parent/guardian;
- The parent or guardian be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- Symptomatic students or staff members follow CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19;
- School staff be aware of the symptoms of [Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#) which is a serious condition associated with COVID-19 in children and youth. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
  - fever
  - abdominal pain
  - vomiting
  - diarrhea
  - neck pain
  - rash
  - bloodshot eyes
  - feeling extra tired

Schools must call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs:

- trouble breathing
- pain or pressure in the chest that does not go away
- new confusion
- inability to wake or stay awake
- bluish lips or face



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- severe abdominal pain

If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community.

- 8. Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.**

### Health Screening of Visitors

In an effort to minimize the number of non-employee adults to the campus, we will limit visitors to its facilities to the extent possible. Individuals will be encouraged to consider the reason for their visit and when possible conduct their business via email, telephone, video or other remote means. When visitors do enter the facilities they will be required to have their temperature checked and answer the screening questions asked of employees.

- Visitors to each building will be screened by secretaries or clerks in the main office of the school.
- Visitors who answer any of the screening questions affirmatively or whose temperature is greater than 100.0° F will not be allowed to enter the campus beyond the screening checkpoint.

- 9. Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.**

### Health Checks

Parents/guardians and staff members will be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff must be instructed that any student or staff member with a fever of 100°F ( see Centers for Disease Control and Prevention, Stay Home When You Are Sick. <https://www.cdc.gov/flu/business/stay-home->) or greater and/or symptoms of possible COVID-19 virus infection should not be present in school.

The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- Fever or chills (100°F or greater);
- Cough;
- Shortness of breath or difficulty breathing;



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- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

All staff will be educated to observe students or other staff members for signs of any type of illness such as:

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

Students and staff exhibiting these signs with no other explanation for them should be sent to the school health office for an assessment by the school nurse.

If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home.

## **10. Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.**

### Hand Hygiene

- Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Schools should plan time in the school day schedule to allow for hand hygiene. Hand hygiene includes:
  - ◆ Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
  - ◆ Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. [NYSED's Memo: Handwashing Recommendations and Alcohol-based Hand Sanitizer Use in Schools](#) provides information to schools regarding the use of alcohol-based hand sanitizers;
  - ◆ Providing hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able;
  - ◆ Signage should be placed near hand sanitizer indicating visibly soiled hands should be washed with soap and water; and
  - ◆ Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.

As noted in prior NYSED memos, hand sanitizers contain alcohol and are flammable. Alcohol-based hand sanitizer dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.5.



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[The CDC guidance on when and how to wash your hands](#) provides information on when hand washing should occur, how to wash hands correctly, and how to correctly use alcohol-based hand sanitizers.

- Clinton Schools will provide the following:
  - ◆ Adequate facilities and supplies for hand washing including soap and water;
  - ◆ Paper towels or touch free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolize germs);
  - ◆ No-touch/foot pedal trash can;
  - ◆ Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes;
  - ◆ Time in the schedule to allow for frequent hand washing; and
  - ◆ Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.
  
- At a minimum, students and staff should wash hands, as follows:
  - ◆ Upon entering the building and each classroom;
  - ◆ After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
  - ◆ Before and after snacks and lunch;
  - ◆ After using the bathroom;
  - ◆ After helping a student with toileting;
  - ◆ After sneezing, wiping or blowing nose, or coughing into hands;
  - ◆ Upon coming in from outdoors; and
  - ◆ Anytime hands are visibly soiled.

## Respiratory Hygiene

- The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.
- A supply of tissues and trash cans will be available in each room.
- If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands.
- Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

**11. Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.**



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## Social Distancing

Social Distancing also called “physical distancing” means keeping a six foot space between yourself and others. Schools are to develop, implement, and enforce social distancing in all school facilities and on school grounds, including transportation.

We will ensure that student groupings are as static as possible by having the same group/cohort of students stay together as much as possible. Additionally,

- It is recommended that the size of groups/cohorts of students be determined by the number of students who can be in each classroom while maintaining 6 feet social distancing.
- Stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms. Consider dividing up student entry points rather than funneling all students through the same entry space, to limit the amount of close contact between students in high-traffic situations and times.
- Schools should follow all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use.
- Making arrival schedule changes for students who walk or are dropped off at school by a parent or caregiver is another possibility;
- Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, to the greatest extent possible.
- Reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations:
  - If possible, have the same cohort of students with the same teacher each day
  - Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating all students through a shared space that is not able to be cleaned with each new use. Whenever possible, hold physical education and music classes outside and encourage students to spread out
  - Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
- Turn desks (including teachers) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
- Open windows to improve ventilation. Do not open windows if there is a health or safety risk (e.g., allergies, or potential fall);
- Keep individual student belongings separated. Limit use of shared supplies to one group of students, clean between use by cohorts of students;
- Consider using visual aids (e.g., painter’s tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing;
- Explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If



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alternate spaces are not available, ensure classroom groups are together in lunchrooms while adhering to the social distancing rules;

- Restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced. 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;
- Limit gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such space are wearing acceptable face coverings;
- Playgrounds may continue to be used when proper safeguards are in place. In elementary school settings, consider staggering playground use rather than allowing multiple classes to play together. Limit other activities where multiple groups interact. Wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible. When possible, build in visual cues that demonstrate physical spacing;

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.

Cancel/limit student assemblies, athletic events/practices, performances, school-wide parent meetings. Consider transitioning field trips to free virtual opportunities. Consider changing in-school events to a virtual format; and Limit visitors to school buildings. Consider using online meetings with parents and other persons when feasible.

The Kentucky Department of Education (KDE) has released a classroom capacity calculator to assist schools. The link to this calculator is

<https://education.ky.gov/comm/Documents/RoomCapacityCalculator.xlsx>.

## **12. Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.**

### Medically Vulnerable/High-Risk Groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing.

Students who have family members who are in high risk groups may also need to attend school remotely.

Schools will need to make accommodations and be able to accommodate the needs of these students in the school community.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:



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- chronic lung disease or moderate to severe asthma
- serious heart conditions
- immunocompromised
- severe obesity (body mass index [BMI] of 30 or higher)
- diabetes
- chronic kidney disease undergoing dialysis
- liver disease
- sickle cell anemia
- children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than
- other children.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask.

It is important for parents/ guardians to 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 health and safety. Transitioning these students back to school requires:

Planning and coordination of:

- school health services personnel
- special education personnel
- pupil personnel services and
- administration.

Being aware that such families are already under significant stress and COVID-19 has made their situations more critical.

Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:

- Additional PPE for staff caring for such students;
- Assigning only one staff member to care for the student; and/or
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

Finally, if the parents/guardians choose not to send their child back to school, schools will need to provide instruction remotely. Please see the section on Special Education for more details.

**13. Each school and/or district reopening plan has written protocol requiring all employees, adult visitors, and students to wear a face covering/mask.**



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## Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment. 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. All students and staff members must wear cloth face coverings:

- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms;
- In other congregate settings, including buses; and
- **In classrooms unless directed otherwise by the teacher/staff for mask breaks.**

Schools must provide acceptable face covering to employees (and students if they forget their own) and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools should allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all day settings such as school, so scheduling mask breaks is important. Face coverings should **not** be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Schools should instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Information and resources to assist schools in instructing on the proper use and cleaning of face masks are on the CDC webpage on [cloth face coverings](#).

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.



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- 14. Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of face coverings/masks for school staff, students who forget their masks, and PPE for use by school health professionals.**

See above.

- 15. Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.**

Contact County DOH, assist them in contact tracing, and follow full cleaning and disinfection procedures.

- 16. Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.**

## Return to School after Illness

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons  
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known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

## Contact Tracing

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Schools must cooperate with state and local health department contact tracing. Schools can assist public health departments in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the [New York State Contact Tracing Program](#). This does not mean schools are required to have staff members take the contract tracing program. Questions should be directed to the local health department.

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

## **17. Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.**

### ***Cleaning Procedures for Consideration***

- Create and retain a log that states:
  - Date
  - Time
  - Scope of cleaning and disinfection
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon
- Ensure safe and correct application of disinfectants ensuring adequate contact times
- Keep products away from children
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods
- Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. Follow NYS DOH and/or local Public Health guidelines



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- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces
- Electronics
  - Place wipe-able covers on electronics
  - Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol. Dry surface thoroughly

## ***Cleaning/Disinfecting Procedure***

Appropriate cleaners

- Surface cleaner
  - Spray bottle
  - Bucket
- Soap & water
  - Spray bottle
  - Bucket

\*Spray bottle recommended to minimize cross contamination

### **Step 1. Clean**

- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces (i.e. PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies)

### **Step 2. Disinfect**

- Disinfecting kills germs on surfaces
- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Consider changing out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
  - Keeping the surface wet for the entire contact/dwell time (see product label)



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- o Precautions such as wearing gloves and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
  - o  $\frac{1}{3}$  cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
  - o Bleach solutions should be made fresh and not kept for more than 24 hours
  - o Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
  - o Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation
  - o Never mix bleach with ammonia or any other cleanser
  - o Leave solution on the surface for at least 1 minute

## ***Laundering***

Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant

- o Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
- o If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
- o Face coverings must be completely dry before wearing
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed with other people's items
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces
- Remove gloves and wash hands right away

## ***Classrooms***

- Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies
- Keep cleaning supplies out of reach of children
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms



# Clinton Central School District Reopening Plan

## ***Suggested Cleanliness and Disinfection Standards***

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

### **Classroom**

- Clean and disinfect high touch surfaces (but not limited to):
  - Classroom desks and chairs
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Shared telephones, desktops, computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)
- Air conditioners required for students with medical needs will need to be clean and disinfected as per CDC recommendations, including determining appropriate filter type and/or filter cleaning/replacement

### **Restrooms and Locker Rooms**

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
  - Drinking Fountains
  - Door handles and push plates
  - Light switches
  - Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes



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- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

## Common Areas (Hallways)

- Clean and disinfect high touch surfaces (but not limited to):
  - Drinking Fountains
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Handrails
  - Buttons on vending machines
- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

## Nurse's Office

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (but not limited to):
  - Classroom desks and chairs
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls and carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area if applicable



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- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

## Clerical/Admin Offices

- Clean and disinfect high touch surfaces: Door handles and push plates, Bathroom faucets, Light switches, Shared telephones, Shared desktops, Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

## Athletic Areas

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
- Disinfect mats and other high-use equipment at least daily
- Clean and disinfect high touch surfaces:
  - Handles on equipment (e.g., athletic equipment)
  - Drinking fountains
  - Ice Machines
  - Door handles and push plates
  - Light switches
  - Shared telephones
  - Shared desktops
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and counter tops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Make sure all windows are locked



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- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

## Restrooms

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
  - Sinks
  - Faucets
  - Soap dispensers
  - Drinking Fountains
  - Door handles and push plates
  - Light switches
  - Handrails
- All trash receptacles emptied and trash removed from room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

- 18. Each school and/or district reopening plan designates a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.**

The Superintendent is designated as the COVID-19 Safety Coordinator and will work in conjunction with the District Safety Coordinator, District Medical Officer, and the District Safety Team.



# Clinton Central School District Reopening Plan

## Section 3: Facilities

- 1. Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.**

Should any changes to facilities occur, such changes will comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

- 2. Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.**

We ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.

- 3. Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.**

At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.

- 4. Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.**

Clinton will assess each building’s capacity to provide adequate hand washing facilities and determine if the use of alcohol-based hand rub dispensers is required. Alcohol-based Hand-Rub Dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.

- 5. Each school and/or district reopening plan which include the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.**

Should we desire to install dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation we ensure the submission of detailed floor plans to OFP for review.

- 6. Each school and/or district reopening plan must ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.**

All new building construction and temporary quarter project will be submitted to OFP for a full code review.



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- 7. Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation.**

Clinton ensures that all new building construction and temporary quarter project will be submitted to OFP for a full code review.

- 8. Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.**

We do not plan on using tents at this time.

- 9. Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.**

Districts or other applicable schools may consider reducing the number of toilet fixtures in a building in order to facilitate frequent cleaning. However, the minimum number of toilet fixtures that must be available for use in a building is established in the building code.

The usual minimum requirement may be reduced by certain circumstances that may be relevant: (1) the building's aggregate number of toilet fixtures already exceeds the minimum amount required by the Building Code or (2) the building occupancy is reduced using partial remote learning or reductions.

Reminder: frequent handwashing is a key component to avoiding the spread of COVID-19, so sinks and soap must be available to building occupants at all times.

### *Plumbing Facilities and Fixtures Mandatory Requirements*

The number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures.

All temporary facilities must be approved through the Office of Facilities Planning.

- 10. Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.**

Districts or other applicable schools may wish to reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture. One fountain is required for each one hundred occupants.

In the event drinking fountains need to be taken out of service, the following should be considered to provide potable drinking water to all occupants of the building:

- Drinking fountains may be replaced with units with bottle fillers.



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- Supplying students with bottled drinking water or water in disposable cups at specified locations is an acceptable alternative source.
- The district or other applicable school may provide students with personal containers to fill at home.

## **11. Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.**

If other air cleaning equipment is proposed, we will submit to OFP for review and approval. We will increase the fresh air ventilation rate to the extent possible to aid in maintaining a healthy indoor air quality. We recognize there are many different types of ventilation systems, natural or mechanical, that may be limited for increasing ventilation outside air due to available heat or fan/relief airflow capacity. We are considering installing higher efficiency filters. However, a higher efficiency filter may require a larger filter housing and will create greater resistance to airflow, and the fan and HVAC system may require rebalancing to maintain the code required ventilation rate.

Some school leaders may have been contacted by vendors promoting new technology that claims to purify air. Some of these systems may be proven over time to have merit, but the use of new technologies in school facilities must be stringently reviewed prior to the installation and issuance of permits for those technologies. Some of them could have a negative impact on the building occupants' health and safety. New technologies must be proven safe by independent and impartial studies by a nationally recognized governing body, and the equipment must be listed/labeled for the intended use by a Nationally Recognized Testing Laboratory. We are studying ultraviolet technologies at this time.

## **12. Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.**

All project submissions only dedicated to "COVID-19 Reopening" will be labeled as such. Projects that are labeled as "COVID-19 Reopening" will be expedited. Leased facilities, modular buildings, tents, additions, and alterations require an LOI and typical project submission requirements; pre-screening will be waived.

## **13. Each school and/or district reopening plan which include the use of plastic separators must comply with the 2020 BCNYS Section 2606.**

The use of light-transmitting plastics is recommended in locations where social distance or mask requirements cannot be complied with or easily regulated. For example, to separate individual lavatory sinks from each other. Light-transmitting plastics will comply with 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of a school. We are studying the application of such separators.



# Clinton Central School District Reopening Plan

## Section 4: Child Nutrition

1. Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.

### Students in attendance at school

#### **Lunch: K-12 Modified menu, 4-5 choices, students walk through service line**

- All meals and/or snacks will be charged to the student's account based upon eligibility status ie. free and reduced vs. paid status
- Students place their lunch order as soon as possible in the day.
  - Google Forms or a paper form will work.
- Students come through serving line as cohorts, line is wiped down between classes
- Students can eat in the cafeteria or classroom
- Options will include 5 daily item choices; 1. a hot packaged item i.e. a burger wrapped in foil, or chilli in a cup with lid, 2. deli sandwich, 3. PBJ, 4. salad, 5. party plate.
  - Special attention and accommodations made for nut free classes
- Students will indicate to server what side items are desired- no self service
- A la carte items limited or unavailable- prepay only

### Students learning remotely

#### **Hybrid- Meals for Remote Learning- Grab and Go:**

- All meals and/or snacks will be charged to the student's account based upon eligibility status ie. free and reduced vs. paid status
- Students will sign-up/pre-order and pick up meals for days they will not be in school on their way out of the building.
- 1 or 2 choices- ready to eat or ready to heat

#### **Fully Virtual- Meals for Remote Learning- Grab and Go:**

All meals and/or snacks will be charged to the student's account based upon eligibility status ie. free and reduced vs. paid status

- Grab and Go breakfast and lunches available
- 1 or 2 choices- ready to eat or ready to heat



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- Distribution to homes via bus routes and/or pick up locations

## 2. Each school and/or district reopening plan must address all applicable health and safety guidelines.

New Standard Operating Procedures (SOPs) will be established and shared among food service and support staff. SOPs will include:

- Additional cleaning and sanitizing requirements
- Proper mask and face shield usage by staff; all food service staff will wear face masks while in the building, all food service staff will also wear face shields when interacting with students and non-food service staff
- Meal Service Protocols- Students will not longer self select items; all items will need to be pre-ordered, or requested by students with food service staff placing items on trays
- Custodial staff will create a schedule to clean tables and classrooms throughout the day.

## 3. Each school and/or district reopening plan must include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

Allergies and special diets will be accommodated with allergen safe meal options. When entire cohorts need to remain allergen free, entire cohorts will be offered allergen free choices. Standard cross contamination and allergy protocols will be followed.

Administrators will ensure tables/dining areas are labeled to identify seating by class and specialized seating for students with health conditions.

## 4. Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

### Hygiene

Proper hand hygiene plays a crucial role in containing the spread of COVID-19. We will take the following steps to promote appropriate hygiene practices.

- Provide information and training on proper hand washing techniques to all employees and students.
- Allow time for hand washing throughout the course of the day, specifically before and after meals
- Supply and provide access to hand sanitizer throughout the campus. Hand sanitizer will contain 60% or more alcohol, and be available before the meal service lines
- Sharing of food and beverages will be discouraged using signage and training of students and staff
- Share tables and refrigerator will be eliminated
- During cafeteria orientation, administrators will explain to students that they are not to pass or share any items, including food, with other students.
- Administrators will educate students and post signs on proper entering, exit and disposal of trash procedures.
- Students will wait in line in a socially distanced manner. They will not use pin pads for lunch transactions; instead Student Nutrition Services staff will key student numbers in.



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- Students will be reminded that the expectation is to wear face covering up to the point of beginning their meal and immediately upon finishing the face cover will be put back on.
- Any free time/recess after eating commences will require face coverings to be placed back on.

- 5. Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.**

### Cleaning and Disinfection

- Service lines will be cleaned and disinfected by Food Service Staff between cohorts
- Common eating areas if utilized, should be cleaned and disinfected by additional staff between cohorts
- We will utilize products identified as effective against COVID-19 and that are registered with the EPA.

- 6. Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).**

Child Nutrition Program requirements will be followed for all meals served. While the offer versus serve waiver will be utilized, we will continue to offer students as many choices for all meal components as possible. Menus will be planned by the food service administration team and reviewed by the Director and School Dietitian both registered dietitians. Menus will also be analyzed on a macro and micro nutrient level using menu planning software.

- 7. Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.**

School Food Service will utilize the established Clinton communication plan for employees, visitors, students and parents/guardians with a consistent means to provide updated information. This will be accomplished through:

- Website
- Email
- Social media
- Print copy mailings
- Voice and/or video messaging
- Traditional media outlets



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8. Each school and/or district reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.

Provide physical distancing guides in food service areas such as:

- tape on floors
- signage
- increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables
- Plan for one class at a time to go through the cafeteria line and return to the classroom if meals will be eat- en in the classroom;
- Use pre-portioned condiments that cashiers & servers place on each tray;
- Place meals on a counter or tray line for quick pick up;
- Consider “Grab and Go” kiosks in hallways or gymnasiums;
- Consider whether teachers can take meal orders in classrooms and send orders to the kitchen via email, Google Docs, SharePoint, etc;
- Consider student meal pick up at building entrances or security checkpoints;
- Coordinate with school personnel in order to meet the feeding safety needs of students with disabilities;

When students eat in classrooms:

- train teachers on food allergies, including symptoms of allergic reactions to food
- train all non-food service staff on any meal service-related activities they will be responsible for
- obtain or develop posters or other aids to assist non-food service staff to implement meal service.



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## Section 5: Transportation

1. **Each school and/or district reopening plan must ensure 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 will be cleaned/disinfected once a day.**

All buses will be cleaned after every bus run.

2. **Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.**

All buses will be cleaned after every bus run.

3. **Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.**

Hand sanitizer will not be carried or available on any bus.

4. **Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.**

Hand sanitizer will not be carried or available on any bus.

5. **Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.**

All drivers, monitors, attendants and mechanics must wear a face covering while on the bus. Face shields are optional.

6. **Each school and/or district reopening plan requires that 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.**

### Personal Protective Equipment (PPE)

Schools should review the [OSHA COVID-19 guidance](#) for information on how to protect staff from potential exposures, according to their exposure risk pursuant to their [Exposure Control Plan](#) . The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards.



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The CDC recommends that school-based health personnel use [Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020](#) guidance when providing care to ill persons as part of infection control protocols:

- Licensed healthcare professionals must utilize standard precautions at all times;
- [Transmission- based precautions](#) should be used when assessing persons suspected of having COVID-19;
- Schools should ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members;
- Such PPE includes, but is not limited to:
  - face masks (disposable surgical masks)
  - respirators (N95) masks that are fit tested
  - eye protection or face shields
  - gloves
  - disposable gowns.

For optimal protection, when worn, the face shield must be used with a face mask and:

- Extend below the chin anteriorly;
- To the ears laterally;
- There should be no exposed gap between the forehead and the shield's headpiece;
- Only be worn one person per shield;
- Be cleaned between use; and
- The wearer should wash their hands after removing the shield and before putting it on.

## Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment. 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. All students and staff members must wear cloth face coverings:

- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms;
- In other congregate settings, including buses; and
- **In classrooms unless directed otherwise by the teacher/staff for mask breaks.**

Schools must provide acceptable face covering to employees (and students if they forget their own or do not have access to their own) and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools should allow an employee to wear their own acceptable face



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covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all day settings such as school, so scheduling mask breaks is important. Face coverings should **not** be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

## Health Checks

Parents/guardians and staff members will be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff must be instructed that any student or staff member with a fever of 100°F ( see Centers for Disease Control and Prevention, Stay Home When You Are Sick. <https://www.cdc.gov/flu/business/stay-home->) or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

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

All staff will be educated to observe students or other staff members for signs of any type of illness such as:

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



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7. **Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.**

## *Social Distancing*

Social Distancing also called “physical distancing” means keeping a six foot space between yourself and others. Schools are to develop, implement, and enforce social distancing in all school facilities and on school grounds, including transportation.

## *Social Distancing on the Bus*

- CDC guidelines suggest creating distance between children on the school bus when possible.
  - As a density reduction strategy, we will seat no more that 1 student per row with all students wearing masks. (*Source: National council on school facilities and cooperative strategies*).
  - Allow siblings or those that live in the same household to sit together
  - Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles
  - Sneeze guards may be used to protect the driver
  - Do not seat students directly behind the driver
  - No hand sanitizer is allowed on the bus.
  - We may provide additional adult supervision (monitors) on buses to manage social distancing
  - Students shall wear face masks while in transit at all times.
8. **Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.**

Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants will be provided.

9. **Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.**

Hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

10. **Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.**



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

- 11. Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.**

## SCREENING

To comply with Department of Health requirements, procedures will be implemented to ensure the daily screening, including temperature checks, of all employees, students and visitors to the Clinton campus and facilities. Procedures for each group are described below.

## EMPLOYEES

A digital format will be utilized to screen employees prior to leaving from home for work in an effort to minimize staff congregating when arriving at work and to prevent employees who may be experiencing symptoms from entering the workplace. The digital submission will require employees to answer the following questions:

6. Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19?
7. Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
8. Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0° F in the past 14 days?
9. Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days?
10. Employees will also be asked to take their own temperature at home and answer the question: Is your temperature greater than 100.0° F.

Any employee who responds affirmatively to any of the 5 questions will be required to stay home and contact their supervisor to notify them of the reason. Return to work will be in accordance with [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) issued by the NYS Department of Health.

Employees who are unable to complete the digital survey will be required to go directly to the main office of their respective school upon arriving at work to have their temperature checked and answer the screening questions.

- 12. Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically and mentally able.**

All students must wear a mask on a school bus if they are physically and mentally able.



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- 13. Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.**

Students who do not have a mask will **NOT** be denied transportation.

- 14. Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.**

Students who do not have masks will be provided one by the district.

- 15. Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.**

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

- 16. Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**

## Personal Protective Equipment (PPE)

Schools should review the [OSHA COVID-19 guidance](#) for information on how to protect staff from potential exposures, according to their exposure risk pursuant to their [Exposure Control Plan](#). The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards.

The CDC recommends that school-based health personnel use [Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020](#) guidance when providing care to ill persons as part of infection control protocols:

- Licensed healthcare professionals must utilize standard precautions at all times;
- [Transmission- based precautions](#) should be used when assessing persons suspected of having COVID-19;
- Schools should ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members;
- Such PPE includes, but is not limited to:
  - face masks (disposable surgical masks)
  - respirators (N95) masks that are fit tested
  - eye protection or face shields
  - gloves
  - disposable gowns.

For optimal protection, when worn, the face shield must be used with a face mask and:



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- Extend below the chin anteriorly;
- To the ears laterally;
- There should be no exposed gap between the forehead and the shield's headpiece;
- Only be worn one person per shield;
- Be cleaned between use; and
- The wearer should wash their hands after removing the shield and before putting it on.

## Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment. 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. All students and staff members must wear cloth face coverings:

- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms;
- In other congregate settings, including buses; and
- **In classrooms unless directed otherwise by the teacher/staff for mask breaks.**

Schools must provide acceptable face covering to employees (and students if they forget their own or do not have access to their own) and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools should allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all day settings such as school, so scheduling mask breaks is important. Face coverings should **not** be placed on:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Schools should instruct students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;



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- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Information and resources to assist schools in instructing on the proper use and cleaning of face masks are on the CDC webpage on [cloth face coverings](#).

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

## Student Training on the Signs and Symptoms on COVID-19

Students will be trained on the signs and symptoms of COVID-19. The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

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

All staff will be educated to observe students or other staff members for signs of any type of illness such as:

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

## **17. Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.**

Students will be trained and provided periodic reminders on the proper use of social distancing.



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- 18. Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.**

If the school district is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of the district whose schools are meeting in conducting in-person session education when/if the district is not.



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## Section 6: Social Emotional Well-Being

1. Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

The [Clinton K-12 Counseling Plan](#) will be reviewed and updated to meet our current needs.

2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

Clinton will establish a school counseling advisory council to inform and shape our comprehensive school counseling plan.

3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Clinton will consider the following recommendations to engage staff, families, and the community.

### ***Adult SEL & Well-Being***

- Adults in our school communities must take care of themselves and our peers, both for their own well being and so that they may be better able to help young people heal. Adults in the school community have experienced stress, anxiety, grief, and trauma. It is important to consider the impact this will have on their return to an in-person or virtual school environment.
- Additionally, adults need access to professional learning opportunities that can better prepare them to support their own well-being as well as the well-being of the students and families they serve.
- For students, investing in strong tier one social emotional supports for adults will reduce reliance on more resource-intensive tier 2 and 3 supports. Before school reopens, and throughout the school year, consider the following:
- School leadership is faced with overwhelming challenges and we will consider district/school-level support for school leaders.
- Build school community structures that encourage human connection, and that acknowledge it is necessary for us to take care of our physical and emotional safety and comfort before we can effectively teach and learn. Offer ongoing embedded opportunities for adults to develop and strengthen their own social and emotional competencies.
- Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses,



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pupil personnel services staff, and administrators.

- Offer professional learning opportunities to all staff. Address critical topics related to personal, student, and community well-being, including trauma-responsive practices, social emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- Prior to the re-entry of students, invite the staff into the building to talk about differences, losses, and newness of preparation for teaching and learning.
- Survey staff regularly. Ask about their needs. Do not wait for people to come to you. Be prepared to respond with assistance or referrals.
- Support access to mental health and trauma supports for adults in the school community.
- Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work. Nurture SEL competencies to improve cultural and linguistic responsiveness and sustainability.

## **Resources**

- [Advancing Adult Compassion Resilience: A Toolkit for Schools](#) - WISE Wisconsin and Rogers InHealth
- [SEL Online Learning Module: Creating a Well-Rounded Educational Experience](#): American Institutes for Research
- Visit [our companion webpage for additional social emotional well-being resources](#) to support this guidance.

## **Student SEL and Well-Being**

Improving school climate promotes critical conditions for learning, including an engaged school community responsive to culture, race, ethnicity, language, and socio-economic status; safe and inclusive academic environments that recognize and value the languages and cultures of all students; caring connections, trust, respect, and activities and curricula that engage and challenge young people. All these conditions are improved by socially and emotionally competent adults and young people in the school community.

We will consider the following to care for our school community and climate:

- Consider a prolonged orientation or transition period to support the social and emotional well-being and resiliency of students before beginning to phase in academic content.
- Encourage connection, healing, and relationship-building.
- Use community-building circles to ensure all voices can be heard.
- Foster increased resiliency for students to help prepare them for the possibility of additional transitions between in-person and remote learning.
- Create safe, supportive, engaging learning environments that nurture students' social and emotional learning.
- Consider how community school strategies might be leveraged for greater impact. Community Schools are public schools that emphasize family and community engagement, collaborative leadership, expanded learning, and integrated student supports. These areas of emphasis



# Clinton Central School District Reopening Plan

comprise the context for effective SEL competency development, and stronger SEL competencies increase the effectiveness of community school initiatives.

- Nurture adult-student relationships to ensure that every student has a trusted adult at their school, and that the adult checks in on the student regularly, regardless of the mode of instruction.
- Offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.
- Survey students regularly. Ask about their needs. Do not wait for them to come to you. Be prepared to respond with assistance or referrals.
- Leverage transformative SEL to support the work of anti-racism and anti-bias.
- Support access to mental health and trauma supports for students.
- Leverage the expertise of all school community members, including pupil personnel services staff, to support students. Gather input from staff delivering or distributing meals. They can provide valuable insights about what they have seen and heard.
- Provide professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Scaffold SEL to best support the developmental needs of students at all grade levels, from Pre-K through high school.
- Implement explicit SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- Embed SEL and trauma-responsive practices in restorative discipline policies.
- Consider ways to mitigate the absence of school social activities, like sports or clubs, with socially distanced or online replacements.
- Consider teaching teams that work with the same cohort of students, with teacher teams meeting and communicating regularly. Consider a case-management style of checking in on students in the cohort.
- Collaborate with community partners such as afterschool program providers, tapping into their expertise to provide additional support services, to increase the school's capacity to meet student needs and know students and families, including their strengths, needs, and aspirations.

## ***Using Data for Continuous Improvement***

Data collection for continuous improvement and reflection means data is used to understand what is happening, to identify challenges or roadblocks, and to figure out what is working. We should collect data to ensure accurate understandings of need in order to continue providing the most effective and efficient response. We will consider the following:

- Consider first why they are collecting data and what they want to learn from it;
- Collect and use data to support deeper relationships and improved supports for students, staff, and families;
- Engage stakeholders in the collection and review of data; and
- Support staff in reflecting upon data to inform continuous improvement.

A more thorough overview of issues surrounding social and emotional data collection and use is available on pages 44-47 of [Social Emotional Learning: A Guide to Systemic Whole School Implementa-](#)



# Clinton Central School District Reopening Plan

[tion.](#)

## **Resources**

- [NYS Mental Health Education Resource & Training Center](#)
  - [NYS Safe and Supportive Schools Technical Assistance Centers](#)
  - [Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being Comprehensive Guide](#) - New York State Education Department
  - [Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation §100.2\(j\)](#) - New York State Education Department
  - [Companion webpage for additional social emotional well-being resources](#) to support this guidance.
4. **Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.**

Clinton will provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff utilizing our Professional Development Center and our professional mental health staff and the resources and ideas listed above.



# Clinton Central School District Reopening Plan

## Section 7: School Schedules

1. Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

The following **draft** schedules for the elementary, middle and high schools are **snapshots and starting points** that can now be responded to and shaped in the weeks leading up to the start of the school year.

The need for social distancing in classrooms necessitates us **bringing in only approximately 50% of the students in school on any particular day**, because we can fit only up to 15 students in each classroom while following social distancing guidance of six feet on center of each student while at a desk.

We will **split the students alphabetically by last name** to enable families with children in multiple grades to attend school on the same days regardless of their grade level, and we will refer to the groups as **Cohort 1 and Cohort 2**.

We plan to start school in a **hybrid model** where **students attend school “in-person” at least two days per week (Cohort 1 - Monday/Tuesday OR Cohort 2 - Thursday/Friday) with an additional in-person day as needed - Wednesday**. Students are also expected to attend school by way of virtually live streaming into the classroom **the other two other days when they are not in-person at school each week**.

**Wednesday will be a Flex Day** that will be used for deep cleaning of the facilities, additional instruction for those students in need, opportunities for small group “office hours” with teachers, extracurricular activities, professional development, and other collaborative activities. It also gives us time to analyze the reopening and make recommendations to allow for scaling up the operation in a safe and thoughtful manner.

### **Elementary School Considerations:**

- Our current plan is for **all grades K-12 to start school in the hybrid model using the cohort model described above**. Our goal is to have K-2 start school with an every day model, but we cannot commit to that without further input from stakeholders, including more precise data regarding the number of students who will definitely be in-person.



# Clinton Central School District Reopening Plan

## CLINTON ELEMENTARY SCHOOL REOPENING PLANS 2020 - 2021

Students and Parents,

Since the end of the 2019 - 2020 school year, teachers and administrators have taken time to reflect and review all of the comments and feedback we received from teaching and learning in an online environment. Based on all of the information we received, we wanted to streamline our educational approach in grades K - 5. The changes we have made in response to parent, student and teacher feedback are seen below.

Teachers will be placing all assignments and resources on Google Classroom or Buzz each week. Each week, the assignments will be broken down by day. Students may complete the assignments before the due date. The site will be updated each week by 8:00 a.m. on Monday morning.



Google Classroom



Teachers, students and parents will only use their school issued Google Mail account as the means to communicate with one-another. Students and parents should check their email throughout the day and ask questions to his or her teachers through this platform.

Any other parent communication platforms (ClassTag, ClassDojo or Remind) will no longer be used.

Zoom or Google Meet will be exclusively used for online lessons when teachers are not able to meet with students in-person. The links to join the meeting will be shared via Google Classroom or Buzz each week by 8:00 a.m. on Monday morning. Students will be expected to attend all scheduled virtual classes. In the event a student cannot attend, the lesson will be recorded and shared with students.





# Clinton Central School District Reopening Plan

	<p>Weekly assignments will be due by Friday at 3:00 p.m. for the week in order for a student to receive full credit.</p> <p>To help assist students in a variety of obstacles that may arise, all students will be granted a 48-hour grace period from the date the assignment was due to receive full-credit. At the conclusion of the grace period, student work will not be accepted unless communication and approval has taken place between the student, classroom teacher, counselor, and/or building principal in advance of the due date of the assignment.</p>
<p>NYSED is requiring teachers to engage students in 180 minutes of learning each week in all courses. This may take place through synchronous learning opportunities (direct teacher online or in person ) and asynchronous learning opportunities (homework, viewing an instructional video, etc.).</p>	
<p>Google Voice: No teacher will give out their personal cell phone number. Teachers will use Google Voice.</p>	

*In-Person Instructional Hybrid Schedule on next page...*



# Clinton Central School District Reopening Plan

**Student Schedule DRAFT - Hybrid Learning Schedule**  
**Monday, Tuesday, Thursday and Friday will be an A B schedule (no longer a Day 1-6)**  
**School Hours remain the same 8:50-3:00 Parent Pick Up 3:15**

This schedule has been created to help students have a structured time for direct instruction and support.

**STUDENTS MAY BE ASSIGNED TO A TEACHER OTHER THAN ORIGINALLY ASSIGNED THIS PAST JUNE.**

<b>Monday</b> <b>Always 'A' Day</b> <b>Cohort 1:</b>	<b>Tuesday</b> <b>Always 'B' Day</b> <b>Cohort 1:</b>	<b>Wednesday</b>	<b>Thursday</b> <b>Always 'A' Day</b> <b>Cohort 2:</b>	<b>Friday</b> <b>Always 'B' Day</b> <b>Cohort 2:</b> <b>To Be</b>
<p><b>Cohort 1 Students</b> (in person) will follow their regular schedule</p> <hr/> <p><b>Last Name A - K</b> (dependent upon numbers)</p>	<p><b>Cohort 1 Students</b> (in person) will follow their regular schedule</p> <hr/> <p><b>Last Name A - K</b> (dependent upon numbers)</p>	<p>Deep Cleaning</p> <p>Teacher Office Hours</p> <p>Additional Instruction</p> <p>Student Support</p> <p>Parent Communication</p>	<p><b>Cohort 2 Students</b> (in person) will follow their regular schedule</p> <hr/> <p><b>Last Name L - Z</b> (dependent upon numbers)</p>	<p><b>Cohort 2 Students</b> (in person) will follow their regular schedule</p> <hr/> <p><b>Last Name L-Z</b> (dependent upon numbers)</p>
<p><b>Cohort 2 Students K-2</b> (virtual) complete asynchronous learning activities found in Google Classroom or Buzz.</p> <p><b>Grades 3-5</b> will live stream into the classroom from home</p>	<p><b>Cohort 2 Students K-2</b> (virtual) complete asynchronous learning activities found in Google Classroom or Buzz.</p> <p><b>Grades 3-5</b> will live stream into the classroom from home</p>	<p>Teacher Planning</p> <p>WINN and other academic intervention</p> <p>Student independent practice and HW</p>	<p><b>Cohort 1 Students K-2</b> (virtual) complete asynchronous learning activities found in Google Classroom or Buzz.</p> <p><b>Grades 3-5</b> will live stream into the classroom from home</p>	<p><b>Cohort 1 Students K-2</b> (virtual) complete asynchronous learning activities found in Google Classroom or Buzz.</p> <p><b>Grades 3-5</b> will live stream into the classroom from home</p>

- Special Teachers (Art, Music, Library) may travel to the classroom.
- PE may be taught online synchronous and asynchronous.
- Lunch will be in the classroom. Lunch Monitors will cover the classroom.
- Teachers will provide a Fresh Air break twice a day for 15 min.



# Clinton Central School District Reopening Plan

## **FULL-TIME ONLINE LEARNING BY REQUEST**

- Online students will meet with a dedicated online Clinton Elementary teacher.
- Curriculum - Language Arts, mathematics, science, social studies and specials
- Instruction will be provided 5 days a week (4 days synchronous and 1 day asynchronous)
- This plan will also be implemented in the event of a resurgence of COVID 19 and all students are learning virtually.*

### **Grades K-2:**

- Up to 3.5 hours per day: Teacher directed instruction (whole group, small group, and individual) including a Special.
- In addition, students will complete asynchronous choice or teacher assigned activities per day.

### **Grade 3-5:**

- Students will participate in their classes by live streaming

### **Elements present in all scenarios**

- Attendance
- Code of Conduct
- Health and Safety
- Assessments
- Specialized Instruction (SPED, interventions, ESL) will be provided accordingly.

### **Norms for Virtual Learners**

- Dedicated workspace free from distractions
- Complete assessments independently.
- Be on time
- Be prepared



# Clinton Central School District Reopening Plan

## CLINTON MIDDLE & HIGH SCHOOL REOPENING EDUCATIONAL PLAN 2020 - 2021

Students and Parents,

Since the end of the 2019 - 2020 school year, teachers and administrators have taken time to reflect and review all of the comments and feedback we received from teaching and learning in an online environment. Based on all of the information we received, we wanted to streamline our educational approach in grades 6 -12. The changes we have made in response to parent, student and teacher feedback is seen below.

Teachers will be placing all assignments and resources on Google Classroom or Buzz each week. Students will be notified each week by 8:00 a.m. of the first day of the school week of the assignments they need to complete and when each assignment is due. Students may complete the assignments before the due date.



Students, when applicable, will receive feedback on assignments in the Google Doc that was submitted.



Teachers and students will only use their school issued Google Mail account as the means to communicate with one-another. Students should check their email throughout the day and ask questions to their teachers through this platform if they have any questions or concerns.

Zoom will be exclusively used for online lessons when teachers are not able to meet with students in-person. The links to join the meeting will be shared via Google Classroom or Buzz each week by 8:00 a.m. on Monday morning. Students will be expected to attend all scheduled zoom classes. In the event a student cannot attend, the lesson will be recorded and shared with students.



### Norms and Expectations for Zoom Classes



# Clinton Central School District Reopening Plan

1. All students are expected to attend all Zoom classes. Due to extenuating circumstances, students may miss a class. If this occurs, students are expected to communicate with his or her teacher(s) regarding his or her inability to attend class. Zoom classes will be recorded for students to re-watch at a later date and time.
2. Be on time.
3. Set up in as professional space as possible.
4. Dress for success.
5. Use your first name in your account.
6. Be professional and respectful in your speech.
7. Turn your cell phone to silent and place it out of sight and reach from your workspace.
8. Do NOT record or take screenshots during the lesson or when viewing a recording.
9. "First day of distance learning is just like the first day of school".
10. Stay on mute if you are not talking.
11. Look into the camera when you speak, not at yourself.
12. How to participate in group discussions
13. Understand camera usage and frequency, remembering that some students have good reasons to not use it.



To help assist students in a variety of obstacles that may arise, all students will be granted a 48-hour grace period from the date the assignment was due to receive full-credit. At the conclusion of the grace period, student work will not be accepted unless communication from the student to the classroom teacher requesting an extension is approved before the due date of the assignment.

NYSED is requiring teachers to engage students in 180 minutes of learning each week in all courses. This may take place through synchronous learning opportunities (direct teacher online or in person ) and asynchronous learning opportunities (homework, viewing an instructional video, etc.).



Teachers, counselors, and administrators will utilize Google Voice to call students and/or their parents if they are unable to access the school's phone system.

## Grading and Feedback

Grading is considered a positive tool to indicate achievement and development in each class or subject in which a student is enrolled. The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades.

The district shall use a uniform grading system. Classroom teachers shall evaluate students and assign grades according to the established system.



## Clinton Central School District Reopening Plan

Grading shall be based upon student improvement, achievement, and participation in classroom discussions and activities. Parents shall be provided a report card at least three (3) times a year regarding their child's progress. The use of marks and symbols will be appropriately explained. In addition, grading shall not be used for disciplinary purposes.

All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. If work is missed due to absence, the student is expected to make up the work. The student and/or the student's parent(s) or guardian(s) should discuss with the student's teacher an appropriate means of making up the missed work. With the possible exception of absences intended by the student as a means of gaining an unfair academic advantage (e.g., to secure more time to study for a test), every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.

Feedback to students is expected to be provided in a timely manner. The following expectations for grading will be followed:

- Participation, Homework, Quizzes, and Tests = 5 school days
- Projects and Labs = 10 school days
- Essays and Research Papers = 20 school days



# Clinton Central School District Reopening Plan

## Hybrid Learning Schedule

This schedule has been created to balance the time students will be physically present in the school based on guidelines set forth by NYSED and the Department of Health. The days students are scheduled to attend may be adjusted based on days when the school is closed due to inclement weather and scheduled holidays or breaks (i.e. Veterans Day, Thanksgiving, etc.). Any adjustment to the schedule will be made known to students and families in as timely a manner as possible.

When students are not in school, curriculum and learning activities will be completed at home. The information for each student, each week, will be updated on Google Classroom or Buzz by 8:00 a.m. on the first instructional day of the week (typically Monday).

If a student is 100% online, he or she will follow his or her schedule and live stream all classes.

<b>Monday</b> Always 'A' Day Cohort 1: Last Name A - K	<b>Tuesday</b> Always 'B' Day Cohort 1: Last Name A - K	<b>Wednesday</b>	<b>Thursday</b> Always 'A' Day Cohort 2: Last Name L - Z	<b>Friday</b> Always 'B' Day Cohort 2: Last Name L - Z
Students with last name A - K follow their regular schedule	Students with last name A - K follow their regular schedule	Deep Cleaning and Online Office Hours.	Students with last name L - Z follow their regular schedule	Students with last name L - Z follow their regular schedule
Students with last name L - Z will live stream into the class from home.	Students with last name L - Z will live stream into the class from home.	Additional instruction for some students.  Office Hours will follow the 9-period schedule.	Students with last name A - K will live stream into the class from home.	Students with last name A - K will live stream into the class from home.

**\*Full-time Online Learners (by request or if school is fully closed for in-person instruction)**

Full-time online learning students in the middle and high school will live stream into their class on Monday, Tuesday, Thursday, and Friday during their regularly scheduled class times.



# Clinton Central School District Reopening Plan

## Online Learning Schedule (If We Go 100% Online During The 2020 - 2021 School Year)

This schedule has been created to help students have a structured time to complete work for all of their courses when learning online. If your teacher is going to host a video conferencing lesson, it will be at the designated day and time noted below. This schedule will apply to all students, regardless of their last name or cohort.

<b>Monday Always 'A' Day</b>	<b>Tuesday Always 'B' Day</b>	<b>Wednesday</b>	<b>Thursday Always 'A' Day</b>	<b>Friday Always 'B' Day</b>
Period 1 7:51 - 8:32	Period 1 7:51 - 8:32	<p>Office Hours to Assist Students</p> <p>Office Hours will follow the 9-period schedule.</p> <p>Additional instruction for some students.</p> <p>Students should also use this day for homework assignments and projects etc.</p>	Period 1 7:51 - 8:32	Period 1 7:51 - 8:32
Period 2 8:35 - 9:16	Period 2 8:35 - 9:16		Period 2 8:35 - 9:16	Period 2 8:35 - 9:16
Period 3 9:19 - 10:00	Period 3 9:19 - 10:00		Period 3 9:19 - 10:00	Period 3 9:19 - 10:00
Period 4 10:03 - 10:44	Period 4 10:03 - 10:44		Period 4 10:03 - 10:44	Period 4 10:03 - 10:44
Period 5 (HS) 10:47 - 11:19	Period 5 (HS) 10:47 - 11:19		Period 5 (HS) 10:47 - 11:19	Period 5 (HS) 10:47 - 11:19
Period 5 (MS) 10: 47 -11:28	Period 5 (MS) 10: 47 -11:28		Period 5 (MS) 10: 47 -11:28	Period 5 (MS) 10: 47 -11:28
Period 6 (HS) 11:22 - 12:03	Period 6 (HS) 11:22 - 12:03		Period 6 (HS) 11:22 - 12:03	Period 6 (HS) 11:22 - 12:03
Period 6 (MS) 11:31 - 12:03	Period 6 (MS) 11:31 - 12:03		Period 6 (MS) 11:31 - 12:03	Period 6 (MS) 11:31 - 12:03
Period 7 12:06 - 12:47	Period 7 12:06 - 12:47		Period 7 12:06 - 12:47	Period 7 12:06 - 12:47
Period 8 12:50 - 1:31	Period 8 12:50 - 1:31	Period 8 12:50 - 1:31	Period 8 12:50 - 1:31	
Period 9 1:34 - 2:15	Period 9 1:34 - 2:15	Period 9 1:34 - 2:15	Period 9 1:34 - 2:15	



# Clinton Central School District Reopening Plan

## Section 8: Attendance and Chronic Absenteeism

1. Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

### *Daily Attendance:*

We will use our Student Management System - SchoolTool to record attendance in addition to exploring opportunities with our new single sign-on tool ClassLink, which has similar capabilities.

We are also using learning management systems Google Classroom and Buzz which can be used to track learning engagement and increase face-to-face contact with students and teachers.

ParentSquare is our communication tool that can also be used to facilitate attendance and communication to parents and students who need it.

Chronic Absenteeism Policy: [https://boardpolicyonline.com/?b=clinton\\_central&s=25516](https://boardpolicyonline.com/?b=clinton_central&s=25516)



# Clinton Central School District Reopening Plan

## Section 9: Technology and Connectivity

1. **Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.**
  - We have surveyed families regarding access to high-speed internet and will facilitate their access by providing internet hot-spots to those families in need.
2. **Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**
  - Chromebooks will be available for students and teachers to sign out
  - Verizon - JetPacks will be available for families and teachers with limited or no internet connectivity
3. **Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.**
  - Utilization of learning management systems and best practices for blended learning, including synchronous/asynchronous learning activities (ie Playlists, Choice Boards, Station Rotation
  - We also work individually with students and families who are struggling with their use of technology.



# Clinton Central School District Reopening Plan

## Section 10: Teaching and Learning

1. Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

The Clinton Central School District reopening plan includes a continuity of learning plan for the 2020-2021 school year. The plan prepares the district for in-person, remote, and hybrid models of instruction.

<b>IN-PERSON</b>	All students physically return to school in September following health and safety guidelines. This determination is made due to successful virus containment and minimal or low levels of COVID-19 transmission.
<b>REMOTE LEARNING RETURN</b>	Students are not physically present and learn through synchronous and asynchronous learning experiences using a remote platform. This determination is made due to high levels of virus spread and widespread transmission of COVID-19.
<b>HYBRID RETURN</b>	Students engage in some combination of in-person and remote learning (e.g. select classes or grade levels, alphabetic split, half days). This determination is made due to moderate virus spread and higher levels of COVID-19 transmission.

2. Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Instruction will be guided by current curricular materials and units that are aligned with NYS Standards. Teachers will follow the district curriculum maps, calendars, and pacing guides that ensure pacing to meet grade level standards.



# Clinton Central School District Reopening Plan

3. Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.

Teachers will interact directly with students every day in several ways:

- Teachers will use video conferencing to have live contact with students, as well as Google Classroom, Zoom, Google Meet and other applications to monitor student work, check for understanding, and know if students are completing assigned tasks.
- Teachers will provide office hours to students to further monitor student progress. When a student is not attending live sessions and/or completing assigned tasks, the teacher will reach out to the student and parents to offer support and problem-solving.

4. Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessibile to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

When needed, the teacher will collaborate with school social workers, counselors, the ENL teacher, the special education teacher (if appropriate), and the building administrator for additional support for the student and his/her family.

Teachers will use a common Google Form/ParentSquare form created by the District to communicate concerns with counselors, social workers, and building administrators.

The District and our IT Department will monitor student's ability to connect to the internet. The District will provide devices and internet access to any family who needs it. Students who receive support services will continue to receive those services. Services will be provided in school, if students are in school, as well as remotely.

5. Schools must create 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 needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

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

- District website
- ParentSquare
- District and school newsletters (printed and mailed to each home)
- Teachers' Google Classrooms/Buzz Classrooms



# Clinton Central School District Reopening Plan

School voicemail system which is accessible to teachers and administrators remotely

All students have access to school email and all parents have the opportunity to be enrolled in our mass notification systems of communication.

- 6. Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.**

We do not have pre-kindergarten programs.



# Clinton Central School District Reopening Plan

## Section 11: Special Education

- 1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.**

Parents will choose their preferred mode of instruction, based on the district's reopening plan, and will be provided general and special education instruction either in combination of in-person and remote learning, or remotely, by their general and special education teachers and related service providers. Staff will collaborate with parents to provide services to the greatest extent possible, consistent with IEPs, and will document these services on the selected district forms and contact logs. BOCES and Out of District placements will also provide individual documentation. Completion of FAPE form for each student, will document the following:

- Special Education Programs/ Services being Provided
  - Frequency and Duration
  - Method of Delivery (ex. Virtual instruction via Google meet/Zoom, online Google classroom, instructional packets with phone call support)
- How program/related service(s) goals will be assessed during COVID-19
- How program modifications and/or testing accommodations will be addressed during COVID-19

- 2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.**

All service providers will communicate with parents/guardians the provision of services and the parent's selected mode of instruction or services (hybrid or remote). Service providers will document communication with parents/guardians in the district data management system (i.e., Cleartrack).

- 3. Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.**

Targeted case managers will collaborate with parents to discuss the provision of services and supports, as well as modifications and accommodations, and how those may be adjusted to reflect the setting for the students' education (i.e. in-person during hybrid vs. virtual during remote learning). Parents will receive documentation describing the provision of services in their preferred language or mode of communication.



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- 4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.**

Students attending out of district programs will be provided the options those programs develop, and the district will support those models. Out of district placement and CPSE providers will document their provision of FAPE and communicate that with the school district and CSE office. Service providers will continue to use current quarterly reporting mechanisms as well as use the district data management system (i.e., Cleartrack) contact log to maintain records of parent interaction and student participation in programs. The district will work with outside providers to ensure students have necessary technology/resources to access their education.

- 5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.**

Programs and services will be based on the student's IEP and the method of delivery, including adaptations to accommodations and modifications in students' IEPs to ensure access. District staff (including technology coordinator) can provide technical support to students. Staff will collaborate with parents to provide services to the greatest extent possible, consistent with IEPs, and will document these services, as well as any adjustments to modifications and accommodations to ensure FAPE on the district forms and contact logs.



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## Section 12: Bilingual Education and World Language

1. Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The identification process will occur within the required time frame for any new ELL student that registered during the COVID-19 school closure period or during the summer of 2020.

2. Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

The Clinton Central School District will provide the required Unit of Study to all ELL students based on their most recent NYSESLAT testing.

3. Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

ELL teachers will collaborate with parents to discuss their child's education in the instructional preference chosen by the parent. Parents will receive documentation and communication describing their child's education in their preferred language or mode of communication.



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## Section 13: Teacher and Principal Evaluation System

1. Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

The Clinton Central School District will continue to ensure all teachers and principals are evaluated pursuant to the linked NYSED approved APPR plan.

[Clinton Central School District Approved APPR Plan](#)



# Clinton Central School District Reopening Plan

## Section 14: Certification, Incidental Teaching, and Substitute Teaching

1. Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

Clinton CSD sends letters annually to alert teachers re: expiring certifications.

Reference: TEACH online & SIRS 328 Summary: Staff Out of Certification Verification Report.