Reopening Plan
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# Red Hook Central Schools Reopening Plan

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**INTRODUCTION**

Brief overview of guidance and members of the Reentry Team.

**HEALTH AND SAFETY**

Health and Safety is the priority of our district. This section will outline information on health checks, healthy hygiene practices, social distancing, Personal Protective Equipment and Cloth Face Coverings, Management of Ill Persons and Cleaning and Disinfection.

**FACILITIES**

Facilities section identifies general health and safety assurances, fire code compliance, doorways, emergency drills, any changes to space utilization and ventilation.

**NUTRITION**

Nutrition section identifies mandatory requirements, safety and sanitation, food service staff training, meals consumed onsite and offsite. Additional food resources will also be provided.

**TRANSPORTATION**

Transportation section outlines mandatory requirements for riding school bus and school bus staff.

**SOCIAL-EMOTIONAL WELL-BEING**

This section will review school counseling program, mental health and trauma-responsive practices.

**SCHOOL SCHEDULES**

This section will address school schedules, the hybrid model and remote learning model will be explained.

**ATTENDANCE AND CHRONIC ABSENTEEISM**

This section will outline the daily attendance requirements for the district and procedures for chronic absenteeism.

**TECHNOLOGY AND CONNECTIVITY**

This section will outline mandatory requirements for technology.

**TEACHING AND LEARNING**

This section outlines the mandatory requirements for continuity of learning.

**ATHLETICS AND CO-CURRICULAR**

This section will outline the guidelines from NYSPHSAA and use of facilities for activities.

**SPECIAL EDUCATION**

This section will identify mandatory requirements for students with disabilities.

**BILINGUAL EDUCATION AND WORLD LANGUAGES**

This section will mandatory requirements for English Language Learners.
Introduction

The district is committed to a plan that serves the students and the families in our district. The top priority was and will continue to be health and safety. The 2020-2021 school year will look very different than any other school year. The purpose of the plan is to define guidance and protocols in many areas. The plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED). The plan also emphasizes social-emotional well-being of our students and strong academic programming. It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Assistant Superintendent for Business, Bruce Martin will serve as the district’s COVID-19 Coordinator. His email address is COVID@rhcsd.org. Mr. Martin will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is complying and following the best practices per state and federal guidelines.

It is essential to note that this document is fluid and will change as necessary based on guidance from the DOH, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

This plan will be followed in the following schools:

Principal Robert McKiernan – 845-758-2241 ext. 15100, rmckiernan@rhcsd.org
Assistant Principal Margie O’Brien 845-758-2241 ext. 15200, mobrien@rhcsd.org

Linden Avenue Middle School - https://www.redhookcentralschools.org/Domain/152
Principal Karynn Zahedi - 845-758-2241 ext. 25100, kzhedi@rhcsd.org
Assistant Principal Stacie Smith - 845-758-2241 ext. 25200, ssmith@rhcsd.org

Principal Brian Boyd - 845-758-2241 ext. 35100, bboyd@rhcsd.org

Mill Road Primary School - https://www.redhookcentralschools.org/Domain/232
Principal Erin Hayes 845-758-2241 ext. 45100, ehayes@rhcsd.org
Communication/Family and Community Engagement

To help inform our reopening plan, the Red Hook School District gained feedback and input from stakeholders. Engagement efforts included online surveys, focus groups and numerous one-on-one conversations. We also had a Reentry Team in place since May that has been discussing ideas and solutions.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at https://www.redhookcentralschools.org/Page/1 and will be updated throughout the school year, as necessary, to respond to local circumstances. The district will use its existing communication modes – including School Messenger, District Website, Facebook, Twitter, and Instagram – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

All students, faculty, staff, and visitors through verbal and written communication must adhere to NYSED, CDC, and NYSDOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained. We will continue to provide updates around health and safety, scheduling, and other pertinent information via School Messenger, social media and website. In the Technology section, we have information on how families can access technology and receive technical support.

**Clear messaging will be prepared and consistently communicated before reentry and continuously throughout the year. Communication will be provided information on the following topics**

- Who to contact with questions, concerns or suggestions.
- The facts as we currently know them (NYSDOH, CDC, NYSED).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc.
- Practice proper hand hygiene. Staff can use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).

Any questions regarding communication, please contact Janet Warden at supt@rhcsd.org
Health & Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention, the New York State Department of Health and the New York State Education Department.

The following protocols and procedures will be in place in all Red Hook Central School District buildings for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator at COVID@rhcsd.org.

To ensure employees and students comply with communication requirements, Red Hook Central School District will:

- Post signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE.
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school district must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.
- Where feasible, entry and exit in and out of all buildings will be limited to a single location.
- A face covering must be worn by all individuals, students, staff, and visitors on Red Hook Central School District property when social distancing cannot be maintained.

Daily Health Screening

Daily Temperature screenings will be performed at home prior to transport to school for students. Staff will self-screen from home prior to attending school as well. A virtual questionnaire or application will be made available by the District for this purpose. If the application is not filled out daily, students will have their temperature taken prior to entering the school.

- Staff should complete this screening prior to arriving at work. Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day. Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.
- Copies of the questionnaire for visitors will be available.
- All staff must sign in and out of each building with the main office each time they enter and exit the building.
- For multiple individuals entering the building simultaneously, they will be required to stand at the marked-out locations on the floor, maintaining social distance until they can be signed in and screened.
- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Should a person fail the medical screening, specific procedures should be followed. Please reference the Suspect or Confirmed COVID-19 Case section for guidance.
Social Distancing

- All individuals on RHCSD premises must maintain social distancing and face covering when social distancing cannot be maintained.

- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as breakrooms, hallways or bathrooms, the face covering must be worn.

All students and staff will be required to wear face coverings when social distance requirements cannot be maintained. The District will provide, to the extent possible, masks for individuals who forget their mask, damage their mask, or are in need of a replacement.

- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.

- In-person gatherings will be limited as much as possible and we will use teleconferencing or videoconferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open well-ventilated spaces with appropriate social distancing among participants.

- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Signage and reminders concerning proper social distancing will be posted and reviewed periodically.

Personal Hygiene

Hand washing - Students and staff must practice good hand hygiene to help reduce the spread of COVID-19.

- Hand hygiene includes:
- Signage encouraging hand washing and correct techniques;
- Traditional hand washing, (with soap and warm water, lathering for a minimum of 20 seconds) which is the preferred method;
- Use of paper towels or touch-free paper towel dispensers where feasible;
- Use of no-touch trash can where feasible;
- Extra time in the schedule to encourage frequent hand washing.

Signage and reminders concerning proper hygiene will be posted and reviewed periodically.

- Students and staff should wash hands as follows
- Upon entering the building and classrooms;
- After sharing objects or surfaces;
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping, or blowing nose or coughing into hands;
- Anytime hands are visibly soiled;
- When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available students and staff may use a hand sanitizer. In order for the sanitizer to be effective it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It will be noted the sanitizers are flammable and students must be monitored and supervised when using these.
Using hand sanitizers will include:

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

Suspected or Confirmed COVID Cases

Each school and/or district reopening plan requires that ill students and staff be seen by the school nurse and if a school nurse is unavailable, ill students and staff will be sent home for follow up with a healthcare provider. Health Offices will be notified when an ill student/staff member is coming to the office. Students will be escorted by an adult. All students/staff members must be wearing a mask upon arrival to the Health Office. If there are several students/staff members waiting to see the school nurse, social distancing will be enforced.

Students and staff with symptoms of illness must be sent to the health office. A school nurse (Registered Professional Nurse, RN) is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient.

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room if they can be separated by at least 6 feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students will be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center; Other measures include:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- 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.

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

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

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

- Have a plan for cleaning, disinfection, and notifying Public Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting your building or facility if someone is sick.


- Close off areas used by the person who is sick.

- Open outside doors and windows to increase air circulation in the area.

- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.

- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.

- Vacuum the space if needed.

- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

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

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

Return to school will be coordinated with the local DOH and meet the CDC guidelines listed below.

If a student or staff member is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms, OR a person does not get a COVID-19 test but has symptoms (i.e. not seen by a healthcare provider), they should not be at school and should stay at home until:

- It has been at least 10 days since the onset of symptoms; AND
- It has been at least 24 hours since the individual has had a fever (without using fever reducing medicine); AND
- Other symptoms have improved
If a student or staff member is diagnosed with COVID-19 by a healthcare provider based on a test but is asymptomatic and stays asymptomatic, they should not be in school and stay home until:

- It has been 10 days since their diagnosis

If a student or staff member is known to have been exposed to COVID-19 due to contact with an infected individual, they should not attend school and remain home until:

- If the individual does not develop symptoms:
  - It has been at least 14 days since exposure
- If the individual develops symptoms:
  - It has been at least 10 days since the onset of symptoms; AND
  - It has been at least 24 hours since the individual has had a fever (without using fever reducing medicine); AND
- Other symptoms have improved

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

**Closure Considerations**

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

- Having school administrators collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Establishing a decision-making tree at the district level.
- Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
  - Closing off areas used by ill person(s) and locking off area(s), signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
  - Opening outside doors and windows to increase air circulation in the area.
  - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
  - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
  - In consultation with the local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
In accordance with guidance for quarantine at home after close contact, the classroom or office COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.

Additional close contacts at school outside of a classroom should also quarantine at home.

Closing of schools could be a regional decision or an executive order.

- **7 metrics - NYS Dashboard**
  - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
  - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020

- **Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).**
- **Buildings may consider closing if required cleaning products (bleach and water can be used as a cleaning product) and PPE are not available**

**Training**

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

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

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

**Training for Screeners**

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

**Visitor and Vendor Practices**

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

**Any questions please contact Tom Cassata at tcassata@rhcsd.org**
Facilities

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

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

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

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed:

- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, for review.

- Currently no physical changes or additions to facilities are planned. There are no anticipated new building construction or temporary quarter projects planned in the district. If changes are necessary, they will comply with the requirements and a submission will be made to OFP, for review.

- The district will complete the required Visual Inspection.

- The district plans to conduct the Lead-In-Water Testing in compliance with NYS DOH regulations, once students and staff return to the buildings.

- All existing and new alcohol-based hand-rub dispenser locations will be installed in accordance with FCNYS 2020 Section 5705.5.

- The limited locations where dispensers are installed will comply with the applicable codes.

- Detailed floor plans will be submitted to OFP for dividers if proposed in classrooms and/or other spaces.

- There are no anticipated new facilities for leasing planned in the district. If such plans are identified, a submission will be made to OFP for evaluation.

- Tents may be deployed for use in the district. If tents are proposed, plans will adhere to BCNYS and submitted to OFP, for review.

- A review of the minimum standards will be performed prior to altering the number of toilets and sink fixtures available.

- The district plans to maintain a minimum of one drinking fountain per one hundred occupants. In the event the minimum cannot be maintained, a written plan will be provided. Cup/bottle filling stations are the anticipated alternate to drinking fountains.
• HVAC systems throughout the district provide the code required ventilation. The districts preventative maintenance procedures will be reviewed to ensure the systems are operating properly. Operable windows may be utilized to enhance ventilation.

• Only project submissions dedicated to “COVID-19 Reopening” will be labeled as such.

• All plastic separators will comply with 2020 BCNYS, section 2606. “Plexiglass” will not be used. All panels will be constructed using polycarbonate sheet or film.

**Emergency Response Protocols & Drills**

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled. All emergency drills and response protocols will follow guidance from the New York State Education Department and the Department of Health.

**Ventilation**

RHCSD will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

• Modifications are being explored to the Building Management Systems to allow fresh air dampers to introduce more outside air.

• Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.

• Fan motors speeds will be increased where applicable to ensure volume and flow of 15cfm minimum.

• More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.

• Filter replacement schedules will be more frequent.

**Cleaning and Disinfection**

RHCSD will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

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

- Bathrooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)
Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

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

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

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

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use. Disinfectants must be products that meet EPA criteria for use against SARS-CoV-2, the virus that causes COVID-19, and be appropriate for the surface.

*Any questions please contact Perry Sheldon at psheldon@rhcsd.org*
All schools in the RHCSD will follow School Food Authority (SFA) policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency will currently be available at no cost to all children. All communications will be provided through a variety of communication methods including website, social media, emails, and robocalls.

Red Hook Central School District has identified Lawrence Anthony as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for Free and Reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Free/Reduced applications are available for multi-language families. Phone in and in-person support to complete the application is available from our Food Services Director.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely. For information about how meal information will be communicated, visit the Communication/Family and Community Engagement section of our reopening plan.

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

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

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals. Food Services will follow all CDC, NYSED and NYSDOH food safety protocols. Washing rinsing and sanitizing all food service workstations, utensils and related equipment. Quaternary and bleach solutions at 200 ppm and final rinse dishwashers at 180 degrees.

All meals will be counted through our Point of Sale (POS) system where allergy information is updated and stored for alerts. Time will be allowed for students to wash hands prior to mealtime. Signage will be posted and demos performed. Pre-portioned food will be given to each child. Tables are washed, rinsed and sanitized with a bleach or quaternary sanitizer of 200 ppm between meal services. All meals will be unitized with all required components to conform to the nutritional guidelines. Production records will be kept for verification. Menus are mailed out and available on-line for multi-language families. Social distancing will be enforced with the use of signage, 6 feet floor markers and appropriate seating capacity of desks and tables.

Meals offsite/remote
Curbside meals will be available at each school location per SED specifications.

Any questions please contact Lawrence Anthony at lanthony@rhcsd.org
Transportation

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

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses. We will be following up with a survey to find out who will be driving their children.

All buses will be wiped down between primary and secondary runs (seats/handrails). All buses will be cleaned and disinfected between a.m. & p.m. runs. School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses. Prior to school reopening, all transportation staff will be instructed and continuously reminded that buses are not to be equipped with hand sanitizers.

All transportation staff will be required to wear a face covering with optional face shield and will be instructed prior to the start of school. All transportation staff will be trained and provided periodic refreshers on proper use of Personal Protective Equipment (PPE), social distancing, and signs and symptoms of COVID-19 by a healthcare professional. All transportation staff will wear gloves. Any staff member that has direct physical contact with a child will wear gloves. This will be made clear prior to school re-opening. All transportation staff will be instructed to perform self-health assessment daily via district platform. Training will be from a healthcare professional. District will notify all students that masks are required on the bus. Drivers will remind them daily. Any student who refuses to wear a mask will not be denied transportation. All bus drivers will have a supply of masks on their bus. They will provide a mask to anyone who needs one or does not have one. Students with a disability which prevents them from wearing a mask, social distancing will be implemented and not denied transportation. Transportation staff will train students about social distancing on the school bus and will continuously remind them.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet. Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions. All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Cleaning and Disinfecting

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

Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus

• Daily Cleaning
  ○ All trash removed
  ○ Floors swept
• High Touch Surfaces
  ◦ Bus seats and seat backs
  ◦ Seat belts
  ◦ Door handles, handrails
  ◦ Driver operator area
• Cleaning and disinfecting products approved by the EPA will be used according to instructions.
• Eating and drinking will be prohibited on the bus
• Buses will be inspected to ensure cleaning/disinfecting protocols are followed on district owned and contracted buses
• All cleanings/inspections will be documented (via trackable log)

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

Director of Transportation Jeffrey Popp will be notified, and RHCSD will then notify building administration and a plan will be implemented to contact parents of students on that bus. Bus will be taken out of service for 24 hours before the bus can be used again after a report of COVID. Bus will be disinfected following CDC guidelines.

**Students on Transportation**

• As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;
• Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
• Students must social distance (six (6) feet separation) on the bus;
• Students who do not have a mask can NOT be denied transportation;
• Students who do not have masks must be provided one by the district;
  ◦ Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

**Training Provided to Office Personnel, Drivers, Mechanics, Aides**

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

- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Survey parents regarding transportation including an “opt-out” option
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling option

Density Reduction, Social Distancing, Bus Capacity

- CDC guidelines suggest creating distance between children on the school bus when possible.
- As a density reduction strategy, another consideration is to seat one student per seat, all students wearing masks. This results in approximately 22 students on a 66-passenger bus
- Allow siblings or those that live in the same household to sit together
- Students shall wear face masks (if required) while in transit when social distancing is not possible
- Attendance will be documented and retained for contact tracing

Loading/Unloading & Pickup/Drop-off

- Dismissal times will be staggered to best suit building needs and to promote social distancing
- Will add or modify bus routes to reduce load levels on buses

Transporting to BOCES and out of district locations.

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

Any questions please contact Jeff Popp at jpopp@rhcsd.org
In planning for our re-entry in September, the District has formed Task force teams to examine the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students.

We are committed to prioritizing social emotional well-being, not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. In support of this belief, a Social-Emotional Learning team was created consisting of certified teachers, certified school counselors, licensed mental health professionals, community members and school administrators. This task force team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional supports to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students’ social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences.

Counselors, in conjunction with local health professionals and county agencies providing wrap around supports, will play an extremely important role in the adjustment period when buildings reopen and access to school-based student services counseling staff will be invaluable supports to our students. Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists, LCSWs, and/or LMHCs) will meet to create an asset map of already existing foundational assets within school districts and community-based organizations and build upon them. In addition, it will be critical to determine students who might be at risk for needing mental health supports. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens.

We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Supports will include resources focused on identifying and delivering responsive SEL supports, including mental health check-ins, planning and goal setting, opportunities for self-reflection, and social interactions as applicable [see School Counseling Plans below]. Many of these supports have already been implemented in RHCSDD during the closure. Additionally, all RHCSDD employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the RHCSDD community on our website. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.
Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. Districts should support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

**Emotional reactions to coming out of quarantine may include:**

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

**Addressing Social-Emotional Health:**

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
  - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
  - The warning signs for quarantine related mental health needs
  - How to access crisis support and other mental health services

**Mental Health Professionals support in schools:**

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

- Each school and district ensure 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 district will continue utilizing the counseling plan. During regular student services meetings the members of the department will discuss changes to the plan based on current needs.
  - The district will continue to use the district-based Guidance Advisory Council and the Mental Health Committee, which consist of various stakeholders, to inform and guide its work/changes.
- 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 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.
  - The district will continue to use the district-based Guidance Advisory Council and the Mental Health Committee [which has subcommittees for wellness and ACES], which consist of various stakeholders, to inform and guide its work/changes.
- 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.
  - The counseling staff [psychologists, LCSWs, LMHCs, and school counselors] have already built web-based supports for each building of age appropriate resources for parents, students, and staff. The team will continue to develop these resources and dedicate a page on the district’s web page for SEL through which staff, students, or parents/guardians can make a referral to address any social/emotional/mental health concerns.
  - The counseling staff has developed a process to meet via teletherapy for students with mandated counseling and have coordinated with families to provide individual and group sessions for students in need.
  - The counseling staff plans to utilize counseling check-in sessions during in-person, remote, and/or hybrid models to connect with each student on their case load as weekly check-ins for students’ SEL needs/status.
  - Special Education Case Managers will also be checking in with students and families on a weekly basis or more depending on the individual student’s needs; all Case Managers and PPS staff will have regular “office hours” during times of remote/hybrid learning.
  - All counselors’ contact information is readily available on the district’s website and the process for referral is available there as well.
  - The PPS staff will support all teachers for Tier 1 SEL supports, Tier 2 when necessary, and will assist building, grade level, and department leaders in providing Tier 2 and Tier 3 SEL supports.
  - During in-person attendance, the PPS staff will be creating age appropriate activities to help teachers transition students back to an on-campus experience, build relationships, and ascertain students’ social-emotional baseline as a step one.
Step two will include activities for students and staff to practice their physical and mental hygiene; giving students and staff a written and visual process to follow for hand washing, mask wearing, respiratory health, social distancing, etc. is important but the additional step of practicing the behaviors so they become habit is essential.

Step three for re-entry and to help reduce increased levels of anxiety is helping students and staff develop the tools needed for a “Go Bag” in anticipation of the need to pivot to a remote learning setting due to increases in COVID-19 cases; the “Go Bag” will include physical resources needed for home learning such as technology, internet hot spots, educational materials as well as technological knowhow to engage in an on-line learning environment as success fully and productively as possible including needed log-in information, navigation knowledge for the tools utilized for on-line learning, and tips for positive engagement in a remote environment.

Once these three steps have been completed then students can move onto a more academically focused experience.

- 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.
- In addition to the counseling staff, the district employs staff who are certified trainers in Therapeutic Crisis Intervention for Schools [TCI-S] and Safety Cares. Most elementary staff have been trained in Safety Cares and de-escalation supports; a team at the middle school and high school have been trained in TCI-S; the district has trained all teachers and administrators in Trauma Informed Care and Adverse Childhood Experiences, and have started to train support staff in the same.
- Workshops have been offered to parents and community members on the topics of adverse childhood experiences, the effects of trauma on the developing brain, and resilience and perseverance; these workshops will continue and incorporate the impact of COVID-19 on students and families and incorporate tools to manage its effects with the goals of mitigating its impact on student learning and mental health.
- The district has staff participating in trainings offered by the BOCES and RBERN in supporting students during the COVID-19 public health crisis; the county Directors of PPS/Special Education have been collaborating on a weekly basis to share resources to support staff during the pandemic.
- The professional development committee meets on a regular basis to discuss and determine needs for professional development offerings; grade level teams and departments meet regularly to discuss academic and SEL needs of their students and each has a chairperson. Team Leaders/Department Chairs meet regularly with the Assistant Superintendent for Curriculum, Instruction, and Staff Development to plan for addressing identified needs.

Any questions, please contact Jack Costello, Director of Pupil Personnel Services, jcostello@rhcisd.org or your child’s building principal.
Pursuant to the New York State Education Department guidelines, schools are preparing plans for In-Person Instruction, Hybrid Model and Remote Learning Model.

**In-Person Instruction:**
Currently, based on mandated requirements from the New York State Department of Health, schools must maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Therefore, a full in person schedule which includes 100% capacity daily is not feasible.

**Hybrid Schedule:**
To meet CDC Guidance which requires students to be in cohorts to the extent practicable to limit potential exposure to the COVID-19 virus, the Red Hook Primary and Intermediate Schools will develop a fixed cohort of students to attend school daily in an AM/PM model. Cohort A will attend in the am session and Cohort B will attend in the pm session daily. The grouping of the students is based on 50 percent of the student population in each grade level to ensure that social distancing can occur in all classes. The rationale behind this model is as follows:

- Mill Road Elementary School puts a premium on face to face instruction. Young students benefit most from face time and in-person instruction with their teacher. The AM/PM model consists of daily interaction in order to optimize this instruction.
- Each session will run for 2 ½ hours inclusive of core subjects (ELA, Math, Science, Social Studies) and one special area class per day. Follow up activities, skill practice, and support services will be assigned for the remote (home) portion of each student’s schedule.
- Detailed schedules of the academic subjects will be posted to this document once they are finalized.

To meet CDC Guidance which requires students to be in cohorts to the extent practicable to limit potential exposure to the COVID-19 virus, the Red Hook High School (Grades 9-12) and Linden Avenue Middle School (Grades 6-9) will develop a fixed cohort of students to attend school on a fixed daily schedule which will operate on an alternating “A/B” hybrid schedule. Cohort A students and Cohort B students will follow a repeating two-week schedule which will be ABAAB (week 1) and ABBAB (week 2). Students will attend a full school day with their cohort (7:40 am – 2:20 pm).

- On “A” days, students on an “A” schedule will report to school on “A” days and meet with their teachers for live instruction for core academic courses, physical education and some elective courses. Those students on a “B” schedule will be meeting remotely with teachers in their elective courses and/or working on assignments for both their “A” and “B” courses.
- On “B” days, students on a “B” schedule will report to school on “B” days and meet with their teachers for live instruction for core academic courses, physical education and some elective courses. Those students on a “A” schedule will be meeting remotely with teachers in their elective courses and/or working on assignments for both their “A” and “B” courses.
- In-person instruction will occur in approximately 50-minute instructional periods and students will have lunch prior to the close of the school day in their class rooms.
- Many classes will need to operate in a remote learning model due to limitations of a cohort model and social distancing requirements.
- Detailed schedules of the academic subjects will be posted to this document once they are finalized.

**Remote Learning Model:**
When Red Hook Central School District is required to move to a Remote Learning Model due to an exposure of the COVID-19 virus or an Executive Order by New York State, the District will follow the established schedules of the Hybrid Models for the Elementary and Secondary schools. The routine of the established schedules will support students and families as they move to a remote learning environment.

Any questions, please contact Dr. Kitty Summers, Assistant Superintendent for Curriculum, Instruction & Staff Development at ksummers@rhcsd.org or your building principal.
Attendance and Attendance Reporting

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

Chronic Absenteeism

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

The Red Hook Central School District addresses chronic absenteeism as follows:

Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction

- Explain the importance of attendance to the entire school community
- Track daily attendance with a tool that helps to quickly see how these data points impact student behavior.
- Each school regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk to intervene before isolated absences become chronic absenteeism.
- Establish intervention plans to increase student engagement.

Please contact your child’s building principal with any questions.
Technology & Connectivity

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

The district will survey parents and staff to determine the level of access to computing devices and highspeed internet access in their places of residence. Our survey questions will be crafted to produce useful data regarding the total number of devices available for students to use for remote learning and the specific type of internet access. This survey will be conducted at the end of July/beginning of August to provide us with actionable data prior to the start of the 2020-21 school year.

During the March – June 2020 mandated closure of schools, the district repurposed existing classroom devices for distribution to families who requested a device. We will continue this model of providing devices to students until these resources are exhausted. Additional student-use devices will be purchased to address unmet needs. All faculty members have a school-issued laptop for use both in district and at their place of residence. Families who requested assistance with internet access at home were issued a district-purchased and managed wifi hotspot. We will continue to address the need for internet access in the same manner for the 2020-21 school year. For those few families who live in areas where cell service is insufficient and the provided wifi hotspots ineffective, open guest access to our exterior wifi access points will be made available from all our schools’ parking lots.

RHCSD will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet, Microsoft Teams meetings or chat, or Zoom web conferencing) and asynchronous technologies (i.e. Google Classroom or Microsoft Teams). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students’ homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.
To assure high-quality teaching and learning a continuity of learning plan has been developed for the 2020-21 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that instruction is aligned with the New York State Learning Standards and assures equity and quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan include 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. A Parent Handbook will be sent to all families with contact information and explicit expectations outlined. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus two of the four in-service days on providing support to staff in the areas of student engagement, social-emotional health and technology integration. The additional day will be utilized for collaboration among teachers and administrators to ensure that there is a common understanding of each of the plans (in-school, hybrid and remote).

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

Assessing student learning gaps or areas of need will be critical. Students will be allowed time to adjust to the routine of school before formal assessments are administered (Fountas and Pinnell benchmark assessments, NWEA). Teachers will continue to use other methods of assessment such as unit tests, quizzes and exit tickets to assess learning. Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students’ success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students’ mastery of course content. Elementary teachers will utilize the standards-based report card with a 1-4 rating system. A narrative will also be provided by special area teacher. Secondary teachers will base seventy-five percent of the course grade on student performance on submitted work and assessments and twenty-five percent will account for student participation for each marking period. On-going feedback to students will be a component of the learning environment.

For information relating to teaching and learning in BOCES Special Education and Career and Technical Education programs, please see the BOCES website https://www.dcboces.org/
In Person Instruction:
Currently, based on mandated requirements from the New York State Department of Health, schools must maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Therefore, a full in person schedule which includes 100% capacity daily is not feasible.

Hybrid Model:
Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students’ desks/seats are positioned no less than six feet apart. The students will be scheduled utilizing a cohort model in all K-12 grades.

All instruction will continue to be aligned to the New York State Learning Standards. Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria. Teachers may opt to teach their class outside when possible following all social distancing requirements. Whenever possible students will utilize outside space for physical education instruction and adhere to 12 feet between students when engaging in physical activity.

A robust and rigorous educational program will be provided to all students K-12. Elementary students will attend class daily utilizing a cohort model and an AM/PM schedule. Teachers will provide instruction in Literacy (Phonics, Writing, Reading), Math, Social Studies, Science, Genius Hour, and Garden. Library, Art and Music will be taught weekly. Secondary students will attend classes on a fixed cohort model of A/B and will follow a routine two-week schedule. Teachers at the Middle School will provide instruction in English, Math, Social Studies, and Science. The Creative Arts will be incorporated into the A/B schedules. World Languages, Leadership, Health, and Music will be fully remote classes and available when students are at home following an established schedule. Teachers at the High School will provide instruction in all core areas and physical education courses where possible. Students will follow their established schedules with minimum changes based on teacher availability and schedules. Students at the Secondary level will be sent schedules in late August.

Remote Instruction:
Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid learning model and schedule that can continue as is in a fully remote environment. Class time will be shortened during a fully remote environment to minimize the effects of excess screen time for students. All instruction will continue to be aligned to the New York State Learning Standards.

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

Remote learning opportunities for secondary students will include a minimum of two synchronous lessons weekly in each course which will be recorded. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform for elementary students which is Google Classroom and for secondary students Microsoft Teams. Teachers will establish a common, coordinated set of guidelines when using the platform with students.

Any questions, please contact Dr. Kitty Summers, Assistant Superintendent for Curriculum, Instruction and Staff Development at ksummers@rhcisd.org, or the building principals.

Career and Technical Education (CTE)
While planning for CTE instruction, whether in-person, remote or hybrid models, RHCSD continues to collaborate with Dutchess BOCES to ensure high school instructional plans are aligned. Dutchess BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work-based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

Any questions, contact high school administration at rmckieinan@rhcisd.org
The current regulations set forth by the Governor’s office prohibit interscholastic athletics at this point. The New York State Public High School Athletic Association (NYSPHSAA), has pushed back the start of interscholastic athletics until September 21, 2020 and is awaiting further guidance from the Governor’s office. Section IX, in conjunction with the Mid-Hudson Athletic League and Orange County Athletic League, is working diligently on several models regarding creative scheduling that will allow some form of interscholastic athletics to be held once the Governor deems appropriate.

Interscholastic Athletics

As a result of the COVID19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

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

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

Season I (Winter Sports)

- Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
*Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or Season III.

Season II (Fall Sports)

- Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling.

Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

Season III (Spring Sports)

- Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
*Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Extracurricular Activities/Clubs

The district understands the critical importance of extra-curricular activities in the overall positive development of our students. To that end, extracurricular activities/club will plan to meet on a remote basis until the guidelines set by CDC and the New York State Department of Health permit in-person participation in meetings and activities.

Any questions, please contact building administration or Tom Cassata, at tcassata@rhcsd.org.
RHCSD reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the RHCSD provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The RHCSD will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (eg. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The RHCSD is committed to providing meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children’s education during the reopening process.

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

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

For information about meaningful parent engagement regarding the provision of services to a child to meet the requirements of the IDEA, visit the Communication/Family and Community Engagement section of our reopening plan.

Special Education Plans to address NYSED Assurances:

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 services.

All Annual Review meetings were held and IEPs were developed to provide FAPE in a typical setting. Each meeting concluded with the discussion that we may need to reconvene or request consent for an amendment without a meeting depending on what the fall looks like in terms of in-person, remote, or hybrid configuration. Members of the committee left with the understanding that supports may require changing based on each student’s needs in relation to the educational model utilized/allowed

Compensatory services were discussed and summer ESY
services were utilized for students who responded well to remote sessions/teletherapy, some in-person ESY sessions were approved based on parental interest and student needs, and other decisions were deferred until the fall to determine student loss and how to best support the gap with the approved configuration for learning.

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 communication with parents.

Each Case Manager is responsible for documenting the contacts with parents and students, method of contact, result of contact, and progress of IEP goals. A district template was produced for case managers use. Related Service providers continue to utilize session logs in Frontline IEP in which they indicate method used (in-person/teletherapy).

Case Managers and Related Service Providers continue to review the IEP goals, services, and supports to determine which are most important based on the method of instruction [in-person, remote, hybrid] and the best way to support each goal based on the method employed. Progress of each goal is monitored and if a goal becomes unachievable or inappropriate due to the method of instruction then the goal is modified to meet the student’s need either through a CSE/CPSE meeting or via an amendment without a meeting with parental consent.

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.

Each special education student has a case manager who is in regular contact with families. The district employs staff who translate written and verbal communication in parent/guardian preferred language.

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 individual education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The CPSE and the CSE for K-2 are chaired by the same person and report to the same Director of Pupil Personnel Services so the coordination is seamless. They also share the same secretary. The district spans two counties and has regular contact with both county offices to coordinate meetings and providers. Each county supplies the office with updated lists of providers on a regular basis. One of the counties has a county representative participate in each CPSE meeting as well. Providers are invited to all meetings and either report out in person, telephonically, or via written report. Year-end progress reports are provided to the CPSE and CSE by all providers and progress reports are sent home per the IEP.

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.

During an in-person model, IEPs will be followed as written.

During a hybrid model, students in special classes 8:1:1, 8:1:2, and 12:1:2 will participate in-person as often as possible 4-5 days per week and receive related services in-person; special class students in a 12:1:1 or 15:1 will be on campus at the same ratio as their non-disabled peers with additional support on-campus or remotely with a special educator to support access to the general education curriculum and provide supports necessary for access to a free appropriate public education while maintaining health and safety protocols; they may receive related services in-person or via teletherapy based on the individual student’s needs; students in an integrated co-taught model and/or consultant teaching model [direct and indirect] will participate on-campus at the same time as their non-disabled peers with an additional support period.
with a special educator during remote learning time; depending on the needs of the student this may be done remotely
or in-person; students in an integrated or consultant teacher model will receive related services via a teletherapy model
unless the individual student’s needs require in-person services.

During a remote only model, students in special classes 8:1:1 and 8:1:2 will have daily contact with their teacher and
related services personnel as agreed upon with parent via individual or group sessions through teletherapy; if allowed
by NYSED and DOH, limited numbers of students may be brought in for in-person related services for those who are
unable to access or benefit from teletherapy.

*Any questions, please contact Jack Costello, Director of Pupil Personnel Services at jcostello@rhcsd.org*

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**Bilingual Education**

RHCSD provides world language instruction in German, Spanish, and French 7-12 and English as a New Language (ENL)
instruction for ELLs/MLLS K-12.

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

RHCSD is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, we will
provide the required instructional Units of Study to all ELLs based on their most recently measured English language
proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the
parents/guardians and other family members of ELLs to ensure that they are engaged in their children’s education
during the reopening process which includes telephone contact, text messages, social media, emails and regular mail
in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language
and mode of communication. We will utilize our in-district staff members to assist with all translations whenever
necessary to support our English Language Learners and their families to clearly communicate expectations and to
answer any questions.
RHCSD will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The district also has access to the OUBCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

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

Any questions please contact, Dr. Kitty Summers, Assistant Superintendent for Curriculum, Instruction and Staff Development at ksummers@rhcsd.org.

Staffing

Teacher and Principal Evaluation System

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

Certification, Incidental Teaching and Substitute Teaching

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

Student Teachers

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

Any questions, contact Dr. Kitty Summers at ksummers@rhcsd.org.