



Camden Central School District: Operational Plan 2020-2021(Updated)

Each school district must create a building specific Operational Plan which will serve as the local plan for all instructional and non-instructional school activities. The Operational Plan developed for each school district is tailored to the unique needs of each school. Given the dynamic nature of the pandemic, each plan should incorporate enough flexibility to adapt to changing conditions. The templates provided will be used to document both the district and building specific portions of the plan. Areas of the plan that are the same district wide will be completed by the administrator who oversees that area. These plans are intended to focus on professional learning and communications to ensure all stakeholders are fully informed and prepared for the operations of school facilities. These plans will be reviewed by the Oneida County Department of Health, Dr. Matthew McKay, Camden School Physician, and then finally the plan will be approved by the Board of Education. A summary of the approved plans will be communicated on the district's website prior to the reopening of the school year.

All decision-makers should be mindful that as long as there are cases of COVID-19 in the community, there are no strategies that can completely eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities. All school activities must be informed by the guidelines associated with each "Phase of Reopening in New York State." These designations signal how counties and/or regions may begin easing some restrictions on school, work, congregate settings, and social interactions:

Depending upon the public health conditions in any county in New York State, there will be additional guidance provided by the NYS Department of Education (NYSED) and/or the NYS Department of Health (NYSDOH) designating each phase. Cycling back and forth between less restrictive to more restrictive designations may occur as public health indicators improve or worsen. This means that our school district should account for changing conditions in our Operational Plan to ensure fluid transition from more to less restrictive conditions in each of the phase requirements as needed.

Timetable

4/13/2021

May1 – July 1	District Office Administration develops Operational Plan Template based on guidance from the CDC
July 1-	Dept. of Health and other State Reopening School Plans. Review Template with Administrative Team
July 1 – 14	Administrators develop building specific template plans
July 9 –	Check in Meeting between District and Building Administration, Directors attend as needed– 1 hour meetings
July 13 –	NYSED Guidance Document
July 15 –	Meet with Administrative Team to review NYS Guidance
July 16 – July 28	Meet with Building Level Teams to draft a specific plan
July 31 –	Plan to be submitted to the State
August -	Plan Approved
April 2021	Plan Updated to Reflect Interim Guidance for In-Person Instruction (4/9/2021)

COVID-19 Safety Coordinator and Team

In each school, the Building Principal will be the COVID-19 Safety Coordinator. Teacher and staff leaders will each be assigned defined roles and responsibilities for health and safety preparedness and response planning during the each model of operations. The COVID-19 Safety Coordinator and team will be responsible for facilitating the local planning process, monitoring implementation of the local Operational Plan, and continued monitoring of local health data.

- **Operational Plan Development:** Individuals will play a role in drafting the enclosed Operational Plan;
- **Operational Team:** Individuals will play a role in within-year decision making regarding response efforts in the event of a confirmed positive case or exposure among staff and students; or

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- **Both (Plan Development and Operational Team):** Individuals will play a role in drafting the plan and within-year decision making regarding response efforts in the event of a confirmed positive case.

Individual(s)	Stakeholder Group Represented	Reopening Team Roles and Responsibilities (Options Above)
Dr. Ravo Root	Superintendent	Both
Louise M. Rutherford	Assistant Superintendent for Curriculum & Instruction	Both
Karl Keil	Assistant Superintendent for Business	Both
Randy Bajohr	Superintendent of Buildings & Grounds	Both
Ed Snow	Director of Transportation	Both
Tena Omen	Director of Food Services	Both
Robin Wolzmuth	Department Chair of Nursing	Both
Heather Wieland	Director of Instructional Technology & Data	Both
Nick Pulizzi	Director of Student Support Services	Both
Stephen Komanecky	Director of Athletics	Both
Christopher Centner	Camden High School Principal	Both
Ed Snow	Director of Transportation	Both
Tena Omen	Director of Food Services	Both
William Snyder	Camden High School Assistant Principal	Both
Brittany DerCola	Camden Middle School	Both

	Administration	
Aaron Fiorini	Camden Middle School Administration	Both
Chuck Chafee	Camden Middle School Interim Administrator	Both
Craig Ferretti	Camden Elementary School Principal	Both
John Harrington	Camden Elementary School Assistant Principal & Assistant Director for Student Support Services	Both
Shannon Babbie	McConnellsville Elementary School Principal	Both
Alumni	Alumni members on building levels committees	Operational Team
Parent	Parent members on building level committees	Operational Team
Community Member	Community members on building level committees	Operational Team
Student	Student input was done through surveys at the building level	Operational Team

Type of Models of Operations

Camden Central Schools are preparing for Three Types of Models of Operations

- In Person Learning Model - All students and staff are in person but some students/families may opt for remote learning out of safety/health concern.

- Hybrid Learning Model - A balance of both in-person learning and remote learning for varying students (i.e., based on students who need to be in school to learn or alternating days or weeks).
- Remote Learning Model – Students are learning from home.

Cleaning, Sanitizing, Disinfecting, and Ventilation

Key Questions –

- How will we ensure the building is cleaned and ready to safely welcome staff and students?
- How will the District ensure disinfection supplies meet OSHA and [CDC requirements for COVID-19?](#)
- How often will you implement cleaning, sanitation, disinfecting, and ventilation protocols/procedures to maintain staff and student safety?
- What protocols will we put in place to clean and disinfect throughout an individual school day?
- Which stakeholders will be trained on cleaning, sanitizing, disinfecting, and ventilation protocols?
- When and how will the training be provided?
- How will we measure our preparedness to implement these cleaning plans?

Summary of Responses to Key Questions:

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment, Resources, and or Supports Needed
Plan for cleaning and disinfecting facilities as well as ventilating learning spaces, surfaces, and any other areas used by students (i.e., restrooms, drinking fountains, hallways, and transportation)	<p>Plan for continuous cleaning & disinfecting following CDC Guidelines</p> <p>Plan for cleaning & disinfecting following a suspected or confirmed COVID-19 Case</p> <p>Converted traditional water fountains to bottle fills. Increase outside</p>	<p>Plan for continuous cleaning & disinfecting following CDC Guidelines</p> <p>Plan for cleaning & disinfecting following a suspected or confirmed COVID-19 Case</p> <p>Converted traditional water fountains to bottle fills. Increase outside</p>	<p>Plan for cleaning & disinfecting spaces following CDC Guidelines that are used or for returning to In Person or Hybrid Learning Model.</p>	<p>Head of Buildings and Grounds and Building, Head Custodians, share with Principals, Director of Transportation and Director of Food Services</p>	<p>Head of Buildings & Grounds will share a plan for continuous disinfecting day and night following CDC Guidelines to include a list of chemicals, high traffic areas, cafeterias, and transportation vehicles that are cleaned regularly.</p> <p>Checklist for disinfecting</p>

	fresh air flow	fresh air flow			& cleaning
	Installation of barriers when needed	Installation of barriers when needed			

Social Distancing and Other Safety Protocols

Key Questions

- How will classrooms/learning spaces be organized to maintain social distancing and prevent the spread of illness?
- How will you group students with staff to practice social distancing when possible?
- What safeguards will be taken when social distancing may be difficult or not possible? i.e. secondary school hallways
- How will you utilize outdoor space to help meet social distancing needs?
- What hygiene routines will be implemented throughout the school day?
- Which stakeholders will be trained on social distancing and other safety protocols? When and how will the training be provided? How will preparedness to implement as a result of the training be measured?
- How will safety drills, fire drills and lockdowns be conducted with modifications ensuring social distancing between persons?

Summary of Responses to Key Questions:

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment, and Supports Needed
Plan for Classroom/ learning space occupancy that allows for separation among students and staff throughout the day, to the maximum extent feasible	Student desks will be maximally distanced within the learning spaces to the extent feasible to accommodate 25+ students. Students will wear masks/face coverings	Student desks will be socially distanced a minimum of 6' in classrooms, and 12' in music or P.E. learning spaces. Reduce the number of desks and personal belongings in the room.	Not Applicable	Teachers on the building committee will generate ideas and create samples of different layouts that promote social distancing to the rest of the staff.	Each school will receive 2 banners promoting social distancing in order to stay healthy Plastic shields, floor tape, barriers, Mic and sound system

	<p>when unable to maintain 6' social distance.</p> <p>Use of barriers will be used in areas where needed for less than 6' of distance as outlined in guidance</p>	<p>Teacher desk and conference shields installed.</p> <p>Cubbies and lockers will not be used.</p> <p>Use of barriers will be used in areas where needed for less than 6' of distance as outlined in guidance</p>			
<p>Plan for Safety Drills - fire drills & lockdowns with modifications for social distancing</p>	<p>Fire Drills will occur in staggered release, by classroom, at an assigned time.</p> <p>Lockdown Drills will be an opportunity to review the process, procedure and protocols of an actual lockdown.</p> <p>Students will wear masks/face coverings when unable to maintain 6' social distance.</p>	<p>Both Cohorts will be trained separately.</p> <p>Fire Drills will occur in staggered release, by classroom, at an assigned time.</p> <p>Lockdown Drills will be an opportunity to review the process, procedure and protocols of an actual lockdown.</p> <p>Students will wear masks/face coverings when unable to maintain 6' social distance.</p>	<p>Students learning from home will review the process, procedure and protocols of an actual lockdown.</p>	<p>Principal, Teachers</p>	<p>N/A</p>
<p>Plan for the use of cafeterias and other congregate settings, and serving meals in</p>	<p>The density of Cafeteria seating will be reduced to the maximum extent feasible given the</p>	<p>Cafeteria seating will be replaced with students desks, also socially distanced a minimum of</p>	<p>Not Applicable</p>	<p>Building Administration and the Building Committee</p>	<p>Laminated Signs, Adhesive or something to hang signs</p>

<p>alternate settings such as classrooms</p>	<p>limitations of equipment and space to do so.</p> <p>Use of barriers per guidelines as needed</p>	<p>6' from each other. Students may opt to eat at their desks in the classroom when supervision is available.</p> <p>Plans may include Classes take turns going to the cafeteria 1 day a week Classes eat outside when weather is nice; mark 6' space in circles using flags</p> <p>Use of barriers per guidelines as needed</p>			<p>People to supervise classrooms during lunch</p>
<p>Hygiene practices for students and staff including the manner and frequency of sanitizing hands and other best practices</p>	<p>All individuals will be provided training on how to properly use face coverings, proper hygiene (i.e. hand washing), and social distancing.</p> <p>Students will wear masks/face coverings when unable to maintain 6' social distance.</p>	<p>All individuals will be provided training on how to properly use face coverings, proper hygiene (i.e. hand washing), and social distancing</p>	<p>All individuals will be provided training on how to properly use face coverings, proper hygiene (i.e. hand washing), and social distancing</p>	<p>Building Administration School Nurses</p>	<p>Hand Sanitizer Stations, Gallons of Hand Sanitizer for all teachers and classrooms</p>
<p>Posting signs, in highly visible locations that promote everyday protective measures, and how to stop the spread of germs.</p>	<p>Use of signage consistent with DOH COVID-19 signage</p> <p>Additional signage that is age appropriate will also be provided.</p>	<p>Use of signage consistent with DOH COVID-19 signage</p> <p>Additional signage that is age appropriate will also be provided.</p>	<p>Use of posts/reminders during on-line learning, website, and other social media avenues that the district uses.</p>	<p>School Nurse will identify signs and Building Administration will give approval</p>	<p>Laminate Signs, Adhesive or something to hang signs</p>

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<p>Identifying and restricting non-essential visitors and volunteers</p>	<p>Limit the number of visitors permitted on school grounds or in buildings.</p> <p>Plan for screening visitors and wearing of face coverings</p>	<p>Limit the number of visitors permitted on school grounds or in buildings.</p> <p>Plan for screening visitors and wearing of face coverings</p>	<p>Not Applicable</p>	<p>Building Principals will identify a process for Visitors that does not have them going through the Building unless it is deemed necessary</p>	<p>Clearly written procedure determine by Building Administration</p>
<p>Handling interactive activities for recess, physical education classes, science labs, music rehearsals as well as other activities and classes as needed</p>	<p>Social distance will be increased to 6' in classes where exertion may cause heavier breathing.</p> <p>Common areas will be cleaned and disinfected between each use as feasible.</p> <p>PE: yoga, dance, martial arts, obstacle course one at a time, relay races, run outside, four square with Tape marking spaces on floors</p>	<p>Social distance will be increased to 12' in classes where exertion may cause heavier breathing.</p> <p>Common areas will be cleaned and disinfected between each use as feasible.</p> <p>PE: yoga, dance, martial arts, obstacle course one at a time, relay races, run outside, four square with Tape marking spaces on floors</p>	<p>Not Applicable</p>	<p>Classroom Teachers and the Building Committee will share ideas with Building Administration for approval</p>	<p>Tape Mats</p>
<p>Limiting the sharing of materials among students – Technology Tools, Science Lab Materials etc.</p>	<p>Sharing of items between students will be prohibited to the maximum extent possible</p> <p>Common areas will be cleaned and disinfected between each use as feasible.</p>	<p>Sharing of items between students will be prohibited to the maximum extent possible</p> <p>Common areas will be cleaned and disinfected between each use as feasible.</p>	<p>Not Applicable</p>	<p>Classroom Teachers and the Building Committee will share ideas with Building Administration.</p>	<p>Additional supplies as needed</p>

	<p>In all other cases, items will be separated into clean/used supplies bins, wipe or 72 hour wait period between uses</p> <p>Assign supplies & manipulatives to students</p> <p>Assign devices (clean between uses)</p>	<p>In all other cases, items will be separated into clean/used supplies bins, wipe or 72 hour wait period between uses</p> <p>Assign supplies & manipulatives to students</p> <p>Assign devices (clean between uses)</p>			
<p>Staggering the use of common spaces and hallways</p>	<p>Schedules will be adjusted so release times are staggered, reducing the number of persons passing in the hallways at any given time.</p> <p>Classrooms will be dismissed even numbered for three minutes and then odd numbered for three minutes. Total changing of classes will be six minutes</p> <p>Walking pathways will be labelled.</p> <p>Students will wear masks/face coverings when unable to maintain</p>	<p>Schedules will be adjusted so release times are staggered, reducing the number of persons passing in the hallways at any given time.</p> <p>Classrooms will be dismissed even numbered for three minutes and then odd numbered for three minutes. Total changing of classes will be six minutes</p> <p>Library/art taught in homerooms</p> <p>Walking pathways will be labelled.</p> <p>Students will wear</p>	<p>Not Applicable</p>	<p>Building Administration and the Building Committee will develop a plan</p>	<p>N/A</p>

	6' social distance. Maximum social distance will be observed at all times.	masks/face coverings when unable to maintain 6' social distance. Maximum social distance will be observed at all times.			
How will we educate students, staff and parents about our safety procedures before they enter the building	<p>Notification via social media, letters home, and a physical posting at the school building.</p> <p>Students will be told directly by administration, classroom teachers, and other staff.</p> <p>Staff will complete a virtual daily screening questionnaire to ensure health prior to reporting to work.</p>	<p>Notification via social media, letters home, and a physical posting at the school building.</p> <p>Students will be told directly by administration, classroom teachers, and other staff.</p> <p>Staff will complete a virtual daily screening questionnaire to ensure health prior to reporting to work.</p>	<p>Notification via social media, letters home, and a physical posting at the school building.</p> <p>Students will be told directly by administration, classroom teachers, and other staff.</p>	<p>School nurses will develop a plan and Building Administration will approve it. Communication needs to be accessible prior to returning to school.</p>	<p>Materials for communication</p>
Limiting the number of individuals gathered at both the beginning and end of the school day in the halls etc.	<p>Arrival procedures stipulate students walking directly to classrooms, in single-file, with no stops.</p> <p>Dismissal will be by classroom from each wing to ensure as few students are in the hallways as possible at any given time.</p> <p>All students will be screened upon entering</p>	<p>Arrival procedures stipulate students walking directly to classrooms, in single-file, with no stops.</p> <p>Dismissal will be by classroom from each wing to ensure as few students are in the hallways as possible at any given time.</p> <p>All students will be screened upon entering</p>	<p>Not Applicable</p>	<p>Building Administration and the Building Committee</p>	<p>N/A</p>

	<p>building and then report directly to their first period class. All students will leave at staggered times for dismissal.</p> <p>Students will not be permitted to remain in the building after dismissal unless the activity follows the updated guidelines.</p>	<p>the building and then report directly to their first period class. All students will leave at staggered times for dismissal.</p> <p>Students will not be permitted to remain in the building after dismissal unless the activity follows the updated guidelines.</p>			
Limit the number of individuals in the bathroom	<p>Bathrooms in common areas will be posted with a sign saying one person at a time or as size dictates.</p>	<p>Each classroom has its own bathroom. Current policy dictates one student at a time uses the facility.</p> <p>Bathrooms in common areas will be posted with a sign saying one person at a time.</p>	Not Applicable	Building Administration and the Building Committee	Signage
Train all substitute teachers on operational plan building procedures and building plan. District Office will arrange for substitutes to have an orientation.	<p>Central Office will train subs on district level expectations.</p> <p>Building Secretary will train subs for building level concerns, procedures.</p>	<p>Central Office will train subs on district level expectations.</p> <p>Building Secretary will train subs for building level concerns, procedures.</p>	Not Applicable	Building Administration and the Building Committee	N/A

Student and Staff Health

Key Questions

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- How will you communicate with students, staff, and others who interact with each other to ensure they are healthy and not exhibiting signs of illness?
- When and how will families be notified of confirmed staff or student illness or exposure and resulting changes to the local Reopening Plan?
- Both Administration and School Nurses will regularly monitor student and staff health by reviewing local school attendance data, county data and statewide data.

Summary of Responses to Key Questions:

Requirements	In Person Learning Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Monitoring students and staff for symptoms and history of exposure	Staff will complete daily questionnaire and temperature checks Students will complete daily temperature checks with periodic health questionnaire	Staff will complete questionnaire and complete daily temperature checks Students will complete daily temperature checks and with periodic health questionnaire	School Nurse will keep records of COVID-19 cases	School Nurse will keep records and Building Administration will share new cases	Administration will share new cases
Isolating or quarantining students, staff, or visitors if they become sick during school or demonstrate a history of exposure	Students and Staff will be held in a quarantined area until vacating the building. Area will adhere to guidelines Visitors will be discouraged from entering buildings. Designated quarantine space will be established.	Students and Staff will be held in a quarantined area until vacating the building. Area will adhere to guidelines Visitors will be discouraged from entering buildings. Designated quarantine space will be established.	Not Applicable	School Nurse will share a plan for the Building Administration to review and approve	Supplies as needed
Plan for returning isolated or quarantined staff and	All records held in confidence with limited access	All records held in confidence with limited access	Not Applicable	NYS Department of Health will inform Building Administration	N/A

<p>students to school so there is no stigma</p>	<p>Educate students and staff regarding transmission risks</p> <p>Provide counseling opportunities for individuals as needed.</p> <p>Nurse will contact family to coordinate medical follow-up and student return to school.</p> <p>Staff will adhere to confidentiality guidelines</p>	<p>Educate students and staff regarding transmission risks</p> <p>Provide counseling opportunities for individuals as needed.</p> <p>Nurse will contact family to coordinate medical follow-up and student return to school.</p> <p>Staff will adhere to confidentiality guidelines</p>		<p>of # days out. Building Administration will develop a plan to transition students back into school</p>	
<p>Notifying staff, families, and the public about school closures and within-school-year changes in safety protocols</p>	<p>District has a policy to communicate emergency closures through the district web page, ParentSquare, Social Media and local media outlets.</p> <p>All forms of communications will be available in multiple languages upon request.</p>	<p>District has a policy to communicate emergency closures through the district web page, ParentSquare, Social Media and local media outlets.</p> <p>All forms of communications will be available in multiple languages upon request.</p>	<p>District has a policy to communicate emergency closures through the district web page, ParentSquare, Social Media and local media outlets.</p> <p>All forms of communications will be available in multiple languages upon request.</p>	<p>District Office will work with Building Principals to communicate with staff and student families</p>	<p>N/A</p>
<p>Actions for confirmed COVID-19 cases</p>	<p>District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of</p>	<p>District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of</p>	<p>District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of</p>	<p>District Office</p>	<p>N/A</p>

	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	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	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		
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Other Considerations for Students and Staff

Key Questions

- What is the local policy/procedure regarding face coverings for staff? What is the policy/procedure for students?
- What special protocols will you implement to protect students and staff at higher risk for severe illness?
- How will you ensure enough substitute teachers are prepared to step in when staff becomes ill?
- How will the School District strategically deploy instructional and non-instructional staff to ensure all students have access to quality learning opportunities as well as supports for social emotional wellness at school and at home?

Summary of Responses to Key Questions:

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Protecting students and staff at higher risk for severe illness	Protocols for accommodations to allow individuals safely participate in educational activities, where appropriate to accommodate their specific circumstances	Protocols for accommodations to allow individuals safely participate in educational activities, where appropriate to accommodate their specific circumstances	Not Applicable	District Office will work with school attorneys on process and paperwork.	N/A
Develop a Social Emotional Learning	Capturing Kids Hearts Greeting when students	Capturing Kids Hearts Greeting when students	3 W's-Wear Your Mask; Wash Your hands; Watch	School Counselors, Social Workers and	N/A

<p>(SEL) plan to transition all students back to school. Listen, inform, and support students in need.</p>	<p>enter the building</p> <p>Provide examples of Behavior Expectations- Teachers/Counselors/Social Workers/Nurses Provide Videos with examples</p> <p>Provide Teachers and Parents with information on behaviors to look for and how to provide support</p> <p>Provide Teachers with information/Resources on Mindfulness</p>	<p>enter the building</p> <p>Provide examples of Behavior Expectations- Teachers/Counselors/Social Workers/Nurses Provide Videos with examples</p> <p>Provide Teachers and Parents with information on behaviors to look for and how to provide support</p> <p>Provide Teacher with information/Resources on Mindfulness</p>	<p>Your Space</p> <p>Capturing Kids Hearts Greeting through Google Classroom Meets</p> <p>Provide examples of Behavior Expectations- Teachers/Counselors/Social Workers/Nurses Provide Videos with examples</p> <p>Provide Teachers and Parents with information on behaviors to look for and how to provide support</p> <p>Provide Teacher with information/Resources on Mindfulness</p>	<p>School Psychologists will develop specific building plans and share with Principals for approval.</p>	
<p>Develop a plan to both identify and support students in need of social and emotional supports.</p>	<p>Teachers can fill out referral for Counselor/Social Worker</p> <p>Parents can contact Counselor/Social Worker/Teacher for Support via, phone/email/ParentSquare</p> <p>Continue efforts at MTSS</p> <p>In school Counseling</p>	<p>Teachers can fill out referral for Counselor/Social Worker</p> <p>Parents can contact Counselor/Social Worker/Teacher for Support via, phone/email/ParentSquare</p> <p>Continue efforts at MTSS</p> <p>In school Counseling/Virtual</p>	<p>Teachers can fill out referral for Counselor/Social Worker (Via Email)</p> <p>Parents can contact Counselor/Social Worker/Teacher for Support via, phone/email/ParentSquare</p> <p>Continue efforts at MTSS</p> <p>Virtual Counseling</p>	<p>School Counselors, Social Workers and School Psychologists will develop specific building plans and share with Principals for approval.</p>	<p>RTI Edge Training for Teachers, Psychologist, Counselor, Social Worker</p> <p>Purchase of online SEL Curriculum</p> <p>Headphones for all students</p>

	Referral to Outside counseling/Supports	Counseling Referral to Outside counseling/Supports	Referral to Outside counseling/Supports		
Face Coverings, hygiene, and social distancing	<p>Face coverings are strongly recommended at all times</p> <p>Face coverings will be used in areas where social distancing cannot be done (i.e. hallways, buses.)</p> <p>All individuals will be provided training on how to properly use face coverings, proper hygiene (i.e. hand washing), and social distancing</p>	<p>Face coverings are strongly recommended at all times</p> <p>Face coverings will be used in areas where social distancing cannot be done (i.e. hallways, buses.)</p> <p>All individuals will be provided training on how to properly use face coverings, proper hygiene (i.e. hand washing), and social distancing</p>	<p>Face coverings will be used by any individual in the building</p>	<p>Building Principals School Nurses</p>	<p>District will provide face coverings</p>

Transportation

Key Questions

- How will we transport students to reduce spread?
- How will students entering a building at the drop-off point be directed?
- How will students leaving the building during the day be directed?
- How will students be transported to outside programs?

- What cleaning measures will be needed?
- How will field trips be evaluated?
- How will after-school rides be done?
- Other considerations

Summary of Responses to Key Questions:

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
<p>Seating plan to reduce illness including wheelchair configuration to ensure social distancing</p>	<p>Student temperature taken daily by driver before embarking.</p> <p>Students will be seated one student per seat first then students will be doubled up if needed. Any students sitting in doubled up seats will wear a face shield as well as a mask. Seating charts will be completed for each route and students will be placed in assigned seats.</p> <p>Students will wear a mask or face covering while riding the bus, unless medically unable.</p> <p>NYAPT guidance will be followed.</p> <p>Group Stops:</p>	<p>Student temperature taken daily by driver before embarking.</p> <p>Students will be seated one student per seat first then students will be doubled up if needed. Any students sitting in doubled up seats will wear a face shield as well as a mask. Seating charts will be completed for each route and students will be placed in assigned seats.</p> <p>Students will wear a mask or face covering while riding the bus, unless medically unable.</p> <p>NYAPT guidance will be followed.</p> <p>Group Stops:</p>	<p>Not Applicable</p>	<p>Transportation Director</p>	<p>N/A</p>

	<p>Students will wear masks at all group bus stops</p> <p>Communication will be sent to parents and students regarding social distancing at group bus stops.</p>	<p>Students will wear masks at all group bus stops</p> <p>Communication will be sent to parents and students regarding social distancing at group bus stops.</p>			
<p>Use of Face coverings and other PPE by students and staff during transportation</p>	<p>Face coverings will be worn by all individuals by individuals who are able on the school buses.</p> <p>Drivers, monitors, attendant who must have direct physical contact with a child must wear disposable gloves.</p> <p>Hand sanitizer will not be used on school buses in any form by any individual.</p> <p>Students who do have face coverings cannot be denied transportation.</p> <p>Students who do not have mask covering will be provided with one.</p> <p>Students with a disability that cannot</p>	<p>Face coverings will be worn by all individuals by individuals who are able on the school buses.</p> <p>Drivers, monitors, attendant who must have direct physical contact with a child must wear disposable gloves.</p> <p>Hand sanitizer will not be used on school buses in any form by any individual.</p> <p>Students who do have face coverings cannot be denied transportation.</p> <p>Students who do not have mask covering will be provided with one.</p> <p>Students with a disability that cannot</p>	<p>Not Applicable</p>	<p>Transportation Director</p>	<p>PPE for transportation staff both on school buses and in dispatch office, employee lunch/ break rooms & bus garages.</p> <p>Spare disposable face coverings and face shields where needed for students on buses</p>

	wear face coverings will not be forced to do so or denied transportation	wear face coverings will not be forced to do so or denied transportation			
Plan for drop-off at building	Bus arrival and disembarkation will be staggered. Timeframe for student drop off by parents will be widened to accommodate increased traffic.	Bus arrival and disembarkation will be staggered. Timeframe for student drop off by parents will be widened to accommodate increased traffic.	Not Applicable	Transportation Director & Building Principal	N/A
Plan for pick-up at building	Bus arrival and embarkation will be staggered. Timeframe for student pick up by parents will be widened to accommodate increased traffic.	Bus arrival and embarkation will be staggered. Timeframe for student pick up by parents will be widened to accommodate increased traffic.	Not Applicable	Transportation of Director & Building Principal	N/A
Plan for group bus stops	Students will be socially distanced to the maximum extent feasible, and must wear masks where the 6' minimum cannot be observed.	Students will be socially distanced to the maximum extent feasible, and must wear masks where the 6' minimum cannot be observed.	Not Applicable	Transportation of Director	N/A
Plan for transportation to outside programs including transportation of students who are homeless or in foster care	Students are entitled to transportation to the extent required by law.	Students are entitled to transportation to the extent required by law.	Not Applicable	Transportation of Director & Building Principal	N/A

Communication with parents/guardians on the health & safety protocols that need to be followed prior to a student boarding a bus	Communication with families and households will be accomplished via messages posted on the school website, school Facebook page, various forms of social & print media, and through Parent Square app. Communication will be presented in multiple languages upon request.	Communication with families and households will be accomplished via messages posted on the school website, school Facebook page, various forms of social & print media, and through Parent Square app. Communication will be presented in multiple languages upon request.	Communication with families and households will be accomplished via messages posted on the school website, school Facebook page, various forms of social & print media, and through Parent Square app. Communication will be presented in multiple languages upon request.	Building Principal Director of Transportation	N/A
Plan for transportation to outside programs or schools like nonpublic, parochial, private & charter schools	Students are entitled to transportation to the extent required by law.	Students are entitled to transportation to the extent required by law.	Not Applicable	Director of Transportation	N/A
Cleaning Processes	Busses will be cleaned 2x daily by fogger, once in AM and once in PM after the last run.	Busses will be cleaned 2x daily by fogger, once in AM and once in PM after the last run.	Busses will be cleaned 2x daily by fogger, once in AM and once in PM after the last run.	Transportation of Director	N/A
Field trips evaluations	Field trip attendance will be limited and discretionary. Virtual Field trips will be substituted as often as possible.	Field trip attendance will be limited and discretionary. Virtual Field trips will be substituted as often as possible.	Virtual Field trips will be substituted as often as possible.	Transportation Director & Building Principal	N/A
Plan for after-school runs	After school runs will not occur at this time except for those runs that are needed for approved	After school runs will not occur at this time except for those runs that are needed for approved	Not Applicable except for those runs that are needed for approved activities (ie. Sports) by	Transportation Director & Building Principal	N/A

	activities (i.e. Sports) by the updated guidance.	activities (i.e. Sports) by the updated guidance.	the updated guidance.		
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CHILD NUTRITION (i.e. Food Service)

Key Questions

- Where will students be fed to promote social distancing?
- How will food be served?
- How will students clean hands before eating?
- What cleaning measures will be in place?
- Other considerations

Summary of Responses to Key Questions:

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Plan for seating	Students will be seated in a socially distanced manner.	Students will be seated in a socially distanced manner.	Not Applicable	Director of Food Services & Building Principal	
Plan for feeding that is in compliance with Child Nutrition Program requirements	Hot & cold lunch options available. Breakfast and lunch provided for each student 5x weekly	Hot & cold lunch options available. Breakfast and lunch provided for each student 5x weekly	Hot & cold lunch options available. Breakfast and lunch provided for each student 5x weekly	Director of Food Services	
Measures to protect students with food allergies if providing meals in spaces outside of the cafeteria	Work with the cafeteria and school nurse to coordinate pertinent precautions. Students with allergies will be provided with appropriate meal	Work with the cafeteria and school nurse to coordinate pertinent precautions. Students with allergies will be provided with appropriate meal	Work with the cafeteria and school nurse to coordinate pertinent precautions. Students with allergies will be provided with appropriate meal	Director of Food Services & Building Principal	

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	options.	options.	options.		
Plan for student hand cleaning	Hand sanitizer stations in cafeteria area for before and after eating	Hand sanitizer stations in cafeteria area for before and after eating	Not Applicable	Director of Food Services & Building Principal	
Communication on the discouragement of sharing food & beverages with other individuals	Communication to families on discouragement of sharing food & beverages Signage to discourage the sharing of food & beverages	Communication to families on discouragement of sharing food & beverages Signage to discourage the sharing of food & beverages	Not Applicable	Director of Food Services & Building Principal	Signage
Cleaning processes	All surfaces are cleaned and disinfected daily. All eating areas will be cleaned after every use.	All surfaces are cleaned and disinfected daily. All eating areas will be cleaned after every use.	All surfaces should be cleaned and disinfected daily.	Director of Food Services	

Professional Development for Health and Safety

The success of your plan for a healthy and safe reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of your professional learning plan.

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- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

Topic	Audience	Lead Person and Position	Session Format	Materials, Resources, and or Supports Needed	Start Date	Completion Date
Coronavirus Awareness	All Staff	Building Principal	On-line	Use of Computer to take Safe Schools Course	Aug. 1, 2020	Sept. 4, 2020
Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings	All Staff	Building Principal	On-line	Use of Computer to take Safe Schools Course	Aug. 1, 2020	Sept. 4, 2020
Coronavirus: Cleaning & Disinfecting Your Workplace	All Staff	Building Principal	On-line	Use of Computer to take Safe Schools Course	Aug. 1, 2020	Sept. 4, 2020
Coronavirus: Managing Stress & Anxiety	All Staff	Building Principal	On-line	Use of Computer to take Safe Schools Course	Aug. 1, 2020	Sept. 4, 2020
Blood-borne Pathogens	All Staff	Building Principal	On-line	Use of Computer to take Safe Schools Course	Aug. 1, 2020	Sept. 4, 2020

School Culture - SEL

Key Questions

Considerations:

- Equity for ALL staff and students
- Create a welcoming school culture of safety, caring, learning, and high expectations.
- Create conditions in which ALL teachers can focus on teaching and all learning.
- Create conditions in which ALL students can learn and grow by gathering data that identifies the needs of all learners.
- Provide instructional opportunities as needed for all learners to be successful.
- Understand the need for social emotional and mental health support for students and staff.
- Develop a comprehensive communication plan for staff, families, and community.

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Plan for equitable learning for all	<p>Create a Google Form survey similar to the one used during character education last year- one for each team and each grade level- students complete- results analyzed to assess needs, make plans based on results</p> <p>Teams use journaling to keep track of students' thoughts and fears. Pass information on to</p>	<p>Create a Google Form survey similar to the one used during character education last year- one for each team and each grade level- students complete- results analyzed to assess needs, make plans based on results</p> <p>Teams use journaling to keep track of students' thoughts and fears. Pass information on to</p>	<p>Create a Google Form survey similar to the one used during character education last year- one for each team and each grade level- students complete- results analyzed to assess needs, make plans based on results</p> <p>Teletherapy will be used when necessary</p>	School Counselors, Social Workers and School Psychologists will develop specific building plans and share with Principals for approval.	Google Form created

	<p>counseling.</p> <p>Incorporate an extended “home room” where SEL activities can occur regularly. These could include conducting a monthly survey of needs, sharing Good News, discussion of current topics of concern, opportunities for journaling, etc.</p>	<p>counseling.</p> <p>Incorporate an extended “home room” where SEL activities can occur regularly. These could include conducting a monthly survey of needs, sharing Good News, discussion of current topics of concern, opportunities for journaling, etc.</p>			
<p>Plan for a Welcoming Environment for teaching and learning</p>	<p>Information to teachers for providing support to students</p> <p>Modeling Positive Behaviors</p> <p>Modeling Positive Coping Strategies/Self-Regulation Strategies</p> <p>Provide Teacher with information/Resources on Mindfulness</p>	<p>Information to teachers for providing support to students</p> <p>Modeling Positive Behaviors</p> <p>Modeling Positive Coping Strategies/Self-Regulation Strategies</p> <p>Provide Teacher with information/Resources on Mindfulness</p>	<p>Information to teachers for providing support to students</p> <p>Modeling Positive Behaviors</p> <p>Modeling Positive Coping Strategies/Self-Regulation Strategies</p> <p>Provide Teacher with information/Resources on Mindfulness</p>	School Social Worker	N/A
<p>Use data to identify needs to guide pace of instruction</p>	<p>Informal assessment, and departmental assessments</p>	<p>Informal assessment and departmental assessments</p>	<p>Prioritize the curriculum, participation</p>	<p>Classroom Teachers</p> <p>School Social Worker</p>	<p>RTI Edge Training for</p>

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	Use of contact log data from previous school year	Use of contact log data from previous school year	Use of contact log data from previous school year		Teachers, Psychologist, Counselor, Social Worker
Plan to address SEL needs	<p>Communication with Teachers</p> <p>Monthly Counseling Newsletter</p> <p>MTSS Data</p>	<p>Virtual SEL Lessons via Google Classroom</p> <p>Communication with Teachers/Parents</p> <p>Monthly Counseling Newsletter</p> <p>MTSS Data</p>	<p>Virtual Lessons via Google Classroom</p> <p>MTSS Data</p> <p>Counseling Support by phone or online as needed</p> <p>Communication with Parents/Teachers</p> <p>Monthly Counseling Newsletter</p>	School Social Worker	<p>Purchase of Online SEL Curriculum</p> <p>Headphones for all students</p>
Plans for communication with all building stakeholders	<p>Faculty meetings with Mental Health Supports</p> <p>Email</p> <p>Counselor/Social Worker Referrals</p>	<p>Faculty meetings with Mental Health Supports</p> <p>Email; Parent Square; Google Meets</p> <p>Counselor/Social Worker Referrals</p>	<p>Virtual Faculty meetings with Mental Health Supports</p> <p>Email; Parent Square; Google meets</p> <p>Counselor/Social Worker Referrals</p>	School Social Worker	N/A

ATTENDANCE AND CHRONIC ABSENTEEISM

Key Questions

Considerations:

- How will your school collect and report daily teacher/student engagement or attendance in each learning model following all requirements for compulsorily school age students?
- How will attendance be reported in SIRS?
- How will you monitor attendance?
-

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Collect & reporting of teacher/student engagement or attendance including how it is reported in SIRS	Use of SchoolTool to keep track of engagement and attendance by staff	Use of School Tool to keep track of engagement and attendance by staff	Use of School Tool to keep track of engagement and attendance by staff	Director of Technology And Building Principals	N/A
Communication to parents/guardians on the importance of student engagement or attendance	Perfect attendance awards will not be counted for this school year. Explanation of how engagement or attendance will be taken and monitored daily.	Perfect attendance awards will not be counted for this school year. Explanation of how engagement or attendance will be taken and monitored daily.	Perfect attendance awards will not be counted for this school year. Explanation of how engagement or attendance will be taken or monitored daily.	Building Principal	N/A

Instructional Leadership

Key Questions

Considerations:

- Establish priorities - assessing needs for academics.

- Determine the non-negotiables.
- Create class schedules that support a well-rounded education.
- Create teacher collaboration, support and planning time in schedules.
- Provide coaching, observation, and feedback processes and expectations.

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Establish priorities and encourage professional development to address these areas	Google Meet Classroom Management/code of conduct Parental guidelines for meets	Google Meet Classroom Management/code of conduct Parental guidelines for meets	Google Meet Classroom Management/code of conduct Parental guidelines for meets	Building Principal Teachers Service Providers	N/A
Create an adaptable master schedule that will allow schools to move between the various learning plans.	Master schedule prioritized for learning, safety and flexibility.	Master schedule prioritized for learning, safety and flexibility.	Master schedule prioritized for learning, safety and flexibility.	Building Principal	N/A
Plan for time for teachers to work together to plan	Coordinate grade level specials when possible Bring back grade level plan at the end of the day	Coordinate grade level specials when possible Bring back grade level plan at the end of the day	Phone calls Google Meet Emails	Building Principal	N/A
Plan for observations & feedback to follow current APPR plan	Will follow current APPR plan. Observation schedule will be developed. Process improvement and feedback oriented	Will follow current APPR plan. Observation schedule will be developed. Process improvement and feedback oriented	Will follow current APPR plan. Observation schedule will be developed. Process improvement and feedback oriented. Virtual observation procedures will be	Building Principal	N/A

			developed.		
Have teachers identify a few exemplary virtual lessons that will serve as model lessons	Teachers will compile a list of exemplary lessons by topic and grade level via a shared Google document .	Teachers will compile a list of exemplary lessons by topic and grade level via a shared Google document .	Teachers will compile a list of exemplary lessons by topic and grade level via a shared Google document .	Building Principal	N/A
Establish expectations related to the frequency and types of virtual lessons being implemented with various learning plans	Training on how to navigate Google Classroom other sites used by grade level to prepare for possible hybrid/virtual learning plans There will be 180 minutes of instruction and learning per subject weekly.	Collaborate with grade level and post the same lessons and worksheets for all students There will be 180 minutes of instruction and learning per subject weekly.	Collaborate with grade level and post the same lessons and worksheets for all students Post new work on Monday morning to be due the following Friday There will be 180 minutes of instruction and learning per subject weekly.	Building Principal	N/A
Plan for use of teacher aids & assistants	Proceed as usual	Lunch duty Small group work	Student check-ins read-alouds	Building Principal	N/A

TECHNOLOGY AND CONNECTIVITY

Technology

Key Questions

Considerations:

- Provide supportive technology to support uses, needs, and platforms; reflective to be proactive.
- Assess teachers' needs specific to distance learning and plan professional learning to build capacity.

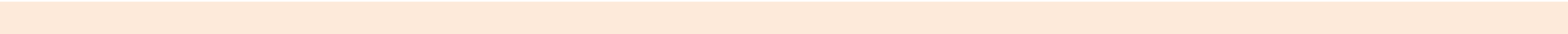
Requirements	In School Model	Hybrid Learning Model	Remote Learning	Lead Individual	Equipment and
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	Model			and Position	Supports Needed
Coordinate priorities and resources based on various learning models.	1:1 devices for grades 5-12	1:1 devices for grades 5-12	1:1 devices for grades 3-12	Director of Technology And Building Principals	Student Chromebooks Staff Chromebooks
Create a plan for device deployments	Students in grades 5-12 without a device will receive them in June 2021, either on the day(s) they attend school, or delivered via transportation, or picked up at school building Devices will be provided to all Instructional and Instructional Support Staff	Students in grades 5-12 without a device will receive them in June 2021, either on the day(s) they attend school, or delivered via transportation, or picked up at school building Devices will be provided to all Instructional and Instructional Support Staff	Students in grades 3-12 without a device will receive them in June 2021, either on the day(s) they attend school, or delivered via transportation, or picked up at school building Devices will be provided for all Instructional and Instructional Support Staff	Director of Technology	Tripods for iPod/Chromebook to assist with recording/streaming instruction Software for recording/streaming instruction- Screencastify, etc.
Create and implement ongoing surveys to inform our district and building plans. Establish information databases for this information.	Create and disseminate any surveys deemed necessary via parent square Analyze data collected from survey(s)	Create and disseminate any surveys deemed necessary via parent square Analyze data collected from survey(s)	Create and disseminate any surveys deemed necessary via parent square Analyze data collected from survey(s)	Director of Technology and District Office Administration	Direction from Superintendent of Schools regarding what information is needed to be collected from various stakeholder groups

<p>PD for staff, students, families</p>	<p>Train students on Google classroom</p> <p>Provide opportunities for families to learn how Google Classroom works</p>	<p>Provide PD on how a blended model will work</p> <p>Provide a blended model of tech support</p> <p>Provide continued PD for staff</p> <p>Provide opportunities for families to learn how Google Classroom works</p> <p>Train students on Google classroom</p> <p>Share resources available to staff when teaching on-line. Provide training on how to use these resources</p>	<p>Train students on Google classroom through video</p> <p>Provide opportunities for families to learn how Google Classroom works through video</p> <p>Provide on-demand PD for staff</p> <p>Share resources available to staff when teaching on-line. Provide training on how to use these resources</p>	<p>Director of Technology & District Office</p>	<p>Model Schools or other trainer to share expertise on blended model and online learning</p> <p>Video tutorials on specific programs utilized by the district for staff and parents.</p>
<p>Tech Support</p>	<p>Provide tech support within the building via: -“Geek Squad” at CMS and CHS</p>	<p>Provide tech support remotely and within the building via: -Spiceworks Help Desk -“Geek Squad” at CMS and CHS</p>	<p>Provide tech support remotely via: -Spiceworks Help Desk</p>	<p>Director of Technology</p>	<p>Techs and “Geek Squad” trained in programs.</p>
<p>Provide multiple ways for students to participate in learning & demonstrate mastery of Learning Standards if there is not sufficient access to devices and/or high</p>	<p>Not Applicable</p>	<p>Work with staff to provide multiple ways for students to participate in learning & demonstrate mastery of Learning Standards if there is not sufficient access to devices</p>	<p>Work with staff to provide multiple ways for students to participate in learning & demonstrate mastery of Learning Standards if there is not sufficient access to devices</p>	<p>Building Principals Director of Technology</p>	<p>N/A</p>

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speed internet		and/or high speed internet	and/or high speed internet		
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TEACHING & LEARNING

Key Questions

Considerations:

- Is there a continuity of learning plan for 2020-2021 for the district?
- Is instruction aligned with the outcomes in the New York State Learning Standards?
- Is their equity in all school instructional decisions?
- Is instruction aligned to the academic program that includes regular and substantive interaction with an appropriately certified teacher in each learning model?
- How will families/caregivers receive communication if they have questions about their instruction and/or technology?

Requirements	In School Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Continuity of Learning Plan for 2020-2021	Plan submitted to the State	Plan submitted to the State	Plan submitted to the State	District Office	Not Applicable
Instruction is aligned with New York State Learning Standards	All instruction will be aligned to the New York State Learning Standards	All instruction will be aligned to the New York State Learning Standards	All instruction will be aligned to the New York State Learning Standards	District Office Building Principals	Not Applicable
Equity for all student be built in all learning models	Equity for all students will be at the heart of instructional decisions with clear opportunities for instruction and learning that is accessible to all and aligned with State standards. There will be routine scheduled times for students to interact and seek feedback and support from teachers.	Equity for all students will be at the heart of instructional decisions with clear opportunities for instruction and learning that is accessible to all and aligned with State standards. There will be routine scheduled times for students to interact and seek feedback and support from teachers.	Equity for all students will be at the heart of instructional decisions with clear opportunities for instruction and learning that is accessible to all and aligned with State standards. There will be routine scheduled times for students to interact and seek feedback and support from teachers.	District Office Building Principals	Not Applicable

<p>Communication plan for how students and families/care-givers can contact the school and teachers for feedback and assistance</p>	<p>Plan for continued communication to students and families and caregivers to include communication of questions about instruction. Plan will be communicated in multiple languages when needed, be widely disseminated, and be done in multiple ways (e.g. e-mail, web based, and/or by phone.</p>	<p>Plan for continued communication to students and families and caregivers to include communication of questions about instruction. Plan will be communicated in multiple languages when needed, be widely disseminated, and be done in multiple ways (e.g. e-mail, web based, and/or by phone.</p>	<p>Plan for continued communication to students and families and caregivers to include communication of questions about instruction. Plan will be communicated in multiple languages when needed, be widely disseminated, and be done in multiple ways (e.g. e-mail, web based, and/or by phone.</p>	<p>Building Principal</p>	<p>N/A</p>
<p>Plan for Early Learning</p>	<p>Prekindergarten will meet the same requirements for teaching & learning that K-12 has outlined above in this section of the template.</p> <p>Prekindergarten program will follow guidelines by the Office of Early Learning as required and work with other eligible agencies as needed.</p>	<p>Prekindergarten will meet the same requirements for teaching & learning that K-12 has outlined above in this section of the template.</p> <p>Prekindergarten program will follow guidelines by the Office of Early Learning as required and work with other eligible agencies as needed.</p>	<p>Prekindergarten will meet the same requirements for teaching & learning that K-12 has outlined above in this section of the template.</p> <p>Prekindergarten program will follow guidelines by the Office of Early Learning as required and work with other eligible agencies as needed.</p>	<p>Pre-K Coordinator</p>	<p>N/A</p>

Staffing

Key Questions

Considerations:

- Recruitment and retention plans for teacher, counselor, or nurse shortages
- New teacher support
- Professional development plan and calendar to support curriculum, and teachers' social and emotional health
- Clear, direct expectations on safety concerns and district policy to support a safe school environment
- Plan to support older or health compromised staff members.
- Define any new roles as needed.

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Recruitment & Retention plan	All staff will hold valid and appropriate certificates for their assignments. Communication of plans in each phase will be done with staff. Professional learning opportunities will be offered to staff through each phase.	All staff will hold valid and appropriate certificates for their assignments. Communication of plans in each phase will be done with staff. Professional learning opportunities will be offered to staff through each phase.	All staff will hold valid and appropriate certificates for their assignments. Communication of plans in each phase will be done with staff. Professional learning opportunities will be offered to staff through each phase.	District Office & building principal/directors	N/A
Plan for new hires	Hiring will be done as openings become available.	Hiring will be done as openings become available.	Hiring will be done as openings become available.	District Office & building principal/directors	N/A
Accommodations plan for staff	Accommodations will be handled to allow staff to safely participate in their	Accommodations will be handled to allow staff to safely participate in their	Accommodations will be handled to allow staff to safely participate in their	District Office & building principal/directors	N/A

	work setting.	work setting	work setting		
New roles for staff to implement plans	Building principals will work with District Office in outlining any new roles for staff during each phase as necessary.	Building principals will work with District Office in outlining any new roles for staff during each phase as necessary.	Building principals will work with District Office in outlining any new roles for staff during each phase as necessary.	District Office & building principal/directors	N/A

Student Support Services (i.e. Special Education)

Key Questions

Considerations:

- What are best practices for resuming classroom teaching and learning for students with special needs
- How can a plan be developed using best practices to meet our students' needs?
- Engage in conversations about sensitivities and needs in respect to IEPs
- What professional learning/development is needed for staff, students, and families?
- How will IEP needs be measured to ensure the needs are being met?
- What special equipment or support might be needed to have a successful program?
- How will communication with all stakeholders be done in each model?
- What are other considerations?

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Plan for instruction in all settings	All planning must take safety precautions into account. Masks, social distancing and plastic barriers must be considered when planning	Same as in-person Use google classroom as "home base" when in school or online Explicit instruction for	Instruction delivered through Google Classroom with synchronous and asynchronous lessons District transportation	Director of Student Support Services	-Chromebook -Document camera -Speech apps for tele-

	<p>Increase focus on social-emotional health and wellness</p> <p>Focus on establishing and re-establishing relationship with students</p> <p>Consistent expectations for safety procedures Survey internet access of families</p>	<p>students in how to use digital platform</p> <p>Tele-therapy and in-person sessions for related services</p> <p>Provide materials for students to take home on the days they are not physically in class</p> <p>Self-contained classes (15:1:1, 12:1:1) to attend in-person every day in-person classes are in session</p>	<p>used to drop off instructional materials</p> <p>Tele-therapy for related services</p>		<p>therapy</p> <p>-Screencastify</p> <p>-Tripods</p>
Plan for how to handle IEP needs	<p>IEP will be followed and all supports and services in the IEP will be provided in-person</p> <p>CSE meetings may still take place remotely for safety purposes</p>	<p>Checklists used to ensure that IEP services are being provided</p> <p>Purposeful staff collaboration to ensure that all IEP components are being delivered either in-person or online</p> <p>Increased focus on documentation of student progress</p>	<p>Same as hybrid</p> <p>Tele-therapy for related services</p>	Director of Student Support Services	N/A
Professional Learning and Development needs	<p>COVID-19 related trainings</p> <p>Social-emotional</p>	<p>Same as in-person</p> <p>Technology support for aides/assistants as well.</p>	Same as in-person and hybrid	Director of Student Support Services	Training from BOCES and online PD providers

	<p>trainings for students and staff</p> <p>Safety precautions for paraprofessionals</p> <p>Motivational strategies for students</p>	<p>(ex. Google meets, Screencastify, Ensemble for videos and live-streaming)</p> <p>Online instruction trainings for teachers</p> <p>Trainings on blended/flipped classrooms</p>			
Plan Accountability of meeting IEP needs	<p>Case manager communication with classroom teachers</p> <p>IEP acknowledgement forms</p> <p>Discuss student progress at SBET meetings</p> <p>CSE meetings held accordingly</p>	<p>Same as in-person, but SBETs and CSEs may be held remotely</p>	<p>Same as in-person, but SBETs and CSEs may be held remotely</p>	<p>Director of Student Support Services</p>	<p>N/A</p>
Plan for communication to stakeholders	<p>Teachers will review all student IEPs and sign acknowledgement form.</p> <p>Case manager communication with teachers</p> <p>Case manager to provide parents with log-in/password info.</p> <p>Parent Square and</p>	<p>Same as in-person</p> <p>Video presentation tutorial for parents on how to use digital platform</p>	<p>Same as hybrid</p> <p>Weekly department and committee meetings held remotely</p> <p>SBETs and Dept. meetings held remotely</p>	<p>Director of Student Support Services</p>	<p>N/A</p>

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	<p>Student Square for MS & HS</p> <p>Case manager letter home to parents Utilize team planning opportunities when possible</p> <p>SBET meetings</p> <p>Special Education Department Meetings</p>				
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BILINGUAL EDUCATION AND WORLD LANGUAGES (I.E. ELL)

Key Questions

Considerations:

- What are best practices for resuming classroom teaching and learning for ELL students?
- How can a plan be developed using best practices to meet our students' needs?
- Engage in conversations about sensitivities and needs in respect to ELLs
- What professional learning/development is needed for staff, students, and families?
- How will ELL needs be measured to ensure the needs are being met?
- What special equipment or support might be needed to have a successful program?
- How will communication with all stakeholders be done in each model?
- What are other considerations?

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
ELL Identification Process	Schools will have 30 school days at the start of the school year to complete the ELL identification process for any new student who enrolled during the COVID-19 school, during the summer or with-in 10 days of the new school year. Requirement changes to 10 days per Commissioner's Regulations	Schools will have 30 school days at the start of the school year to complete the ELL identification process for any new student who enrolled during the COVID-19 school, during the summer or with-in 10 days of the new school year. Requirement changes to 10 days per Commissioner's Regulations	Not Applicable	District Office ELL teacher	N/A
Plan for instruction in all settings	Instructional Units of Study will be provided to all ELLs based on their	Instructional Units of Study will be provided to all ELLs based on their	Instructional Units of Study will be provided to all ELLs based on their	Building Principal ELL Staff	N/A

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	most recently measured English proficiency level	most recently measured English proficiency level	most recently measured English proficiency level		
Plan for how to handle ELL needs	ELL staff will ensure that ELL students are receiving the supports needed to be successful during instruction and learning	ELL staff will ensure that ELL students are receiving the supports needed to be successful during instruction and learning	ELL staff will ensure that ELL students are receiving the supports needed to be successful during instruction and learning	District Office, Building Principal & ELL Staff	N/A
Professional Learning and Development needs	ELL staff will attend professional learning opportunities as needed to meet the needs of their students	ELL staff will attend professional learning opportunities as needed to meet the needs of their students	ELL staff will attend professional learning opportunities as needed to meet the needs of their students	District Office, Building Principal	N/A
Plan Accountability of meeting ELL needs	ELL staff will ensure that record keeping for accountability is complete.	ELL staff will ensure that record keeping for accountability is complete.	ELL staff will ensure that record keeping for accountability is complete.	District Office, Building Principal & ELL Staff	N/A
Plan for communication to stakeholders in the language spoken by caregivers	Regular communication in the preferred language and mode will be done to ensure that ELL students and caregivers are engaged in the child's education.	Regular communication in the preferred language and mode will be done to ensure that ELL students and caregivers are engaged in the child's education.	Regular communication in the preferred language and mode will be done to ensure that ELL students and caregivers are engaged in the child's education.	District Office, Building Principal & ELL Staff	N/A

BEFORE CARE AND AFTERCARE PROGRAMS

Key Questions

- Does your building offer before care and aftercare programs?
- If yes, what is the plan for these programs?

Summary of Responses to Key Questions:

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Plan for Before and Aftercare Programs	The district does not offer before or aftercare programs. The district will supply a list of regional providers that offer daycare.	The district does not offer before or aftercare programs. The district will supply a list of regional providers that offer daycare.	The district does not offer before or aftercare programs. The district will supply a list of regional providers that offer daycare.	District Office	Not Applicable

Extra-Curricular Activities/Clubs and Sports

Key Questions

Considerations:

- What extracurricular activities/clubs need to be in place for each model protocol for meetings and practices?
- What extracurricular activities/clubs protocols are needed to hold meetings and practices for each model?
- How are sports being handled in each model?

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
List of activities/clubs & athletics	There are no extracurricular activities	There are no extracurricular activities	There are no extracurricular activities	Building Principal & Athletic Director	N/A

	except for those approved activities (ie. Sports) by the updated guidance which go beyond the regular school day.	except for those approved activities (ie. Sports) by the updated guidance which go beyond the regular school day.	except for those approved activities (ie. Sports) by the updated guidance which go beyond the regular school day.		
Plan for meetings & practices for activates & clubs	Clubs will proceed in a socially distanced manner.	Clubs will proceed in a socially distanced manner.	Availability to attend remotely will be made available.	Building Principal	
Plan for athletics Crosswalk DOH pg. 4	These programs will be done in accordance to any update guidance by NYS Dept. of Health, NYSED, NYSPHSAA and/or local and county agencies.	These programs will be done in accordance to any update guidance by NYS Dept. of Health, NYSED, and/or local and county agencies.	These programs will be done in accordance to any update guidance by NYS Dept. of Health, NYSED, and/or local and county agencies.	Building Principal & Athletic Director	Hand sanitizer, masks, Sport-specific equipment, thermometers

ADJUSTMENTS TO FACILITIES

Key Questions

Considerations:

- Will any major adjustments be made to facilities to make the plan work?
- If yes, what are those adjustments?

Requirements	In Person Model	Hybrid Learning Model	Remote Learning Model	Lead Individual and Position	Equipment and Supports Needed
Fire Code Compliance Changes or additions	No changes to the facilities are needed	No changes to the facilities are needed	No changes to the facilities are needed	Not Applicable	Not Applicable

to facilities require review by the Office of Facilities Planning (OFP)					
Doorways of Stairways and Corridors	Doors are normally held in an open position & are automatically released by fire alarm system.	Doors are normally held in an open position & are automatically released by the fire alarm system.	Doors are normally held in a closed position when the building is closed.	Head of Buildings & Grounds/Building Principal	Not Applicable
Emergency Drills	Schools shall conduct standard operations & procedures to the best of their abilities without deviating from current requirements.	Schools shall conduct standard operations & procedures to the best of their abilities without deviating from current requirements.		Head of Buildings & Grounds/Building Principal	Not Applicable
Inspections	Inspections will be done to meet submission deadline for Building Condition Survey or Visual Inspections when needed.	Inspections will be done to meet submission deadline for Building Condition Survey or Visual Inspections when needed.	Inspections will be done to meet submission deadline for Building Condition Survey or Visual Inspections when needed.	Head of Buildings & Grounds	Not Applicable
Lead Testing	Lead-In-Water testing will be conducted	Lead-In-Water testing will be conducted	Sampling not to be conducted if the building is vacant or has been vacant due to COVID-19 closure.	Head of Buildings & Grounds	Not Applicable
Changes to Space Utilization and/or Alterations	No changes will be done	No changes will be done	Not Applicable	Not Applicable	Not Applicable
Space Expansion	No changes will be done	No changes will be done	Not Applicable	Not Applicable	Not Applicable

Tents for Additional Space	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Plumbing Facilities & Fixtures	<p>Toilet & Sink fixtures will meet the minimum standards of New York State building Code. No changes are being made to the present fixtures.</p> <p>Drinking water facilities – Drinking fountains will be replaced with bottle fillers wherever possible. Students will be supplied with disposable cups at specific locations where bottle fillers cannot be installed.</p>	<p>Toilet & Sink fixtures will meet the minimum standards of New York State building Code. No changes are being made to the present fixtures.</p> <p>Drinking water facilities – Drinking fountains will be replaced with bottle fillers wherever possible. Students will be supplied with disposable cups at specific locations where bottle fillers cannot be installed.</p>	<p>Toilet & Sink fixtures will meet the minimum standards of New York State building Code. No changes are being made to the present fixtures.</p> <p>Drinking water facilities – Drinking fountains will be replaced with bottle fillers wherever possible. Students will be supplied with disposable cups at specific locations where bottle fillers cannot be installed.</p>	Head of Buildings & Grounds Building Principals	<p>Disposable cups</p> <p>Bottle fillers fixtures</p>
Ventilation Systems	Maintain adequate, code required ventilation (natural or mechanical as designed) per the guidelines.	Maintain adequate, code required ventilation (natural or mechanical as designed) per the guidelines.	Maintain adequate, code required ventilation (natural or mechanical as designed) per the guidelines.	Head of Buildings & Grounds	Not Applicable

Learning & Instruction Professional Development

The success of your plan for a balanced and instructionally sound reopening requires all stakeholders to be prepared with the necessary knowledge and skills to implement the plan as intended. For each item that requires professional development, document the following components of our professional learning plan.

- **Topic:** List the content on which the professional development will focus.
- **Audience:** List the stakeholder group(s) who will participate in the professional learning activity.
- **Lead Person and Position:** List the person or organization that will provide the professional learning.
- **Session Format:** List the strategy/format that will be utilized to facilitate participant learning.
- **Materials, Resources, and or Supports Needed:** List any materials, resources, or support required to implement the requirement.
- **Start Date:** Enter the date on which the first professional learning activity for the topic will be offered.
- **Completion Date:** Enter the date on which the last professional learning activity for the topic will be offered.

Professional Learning Opportunities for Staff

Highly Recommended:

- **1. [Blended Learning An Asynchronous Exploration \(MO BOCES Districts\)](#)**
 - Program: Staff & Curriculum
 - Audience: PreK-12 Educators
 - Dates: 8/3/2020 to 8/12/2020
- **2. [The Flipped Classroom \(MO BOCES Districts\)](#)**
 - Program: Staff & Curriculum
 - Audience: PreK-12 Educators
 - Dates: 8/18/2020
- **3. [The Rotation Model \(MO BOCES Districts\)](#)**
 - Program: Staff & Curriculum
 - Audience: PreK-12 Educators
 - Dates: 8/20/2020 to 8/28/2020

Recommended on As Needed to Meet Individual Staff Needs:

Madison-Oneida BOCES Professional Learning Opportunities:

- **1. Getting started with the SORA ebooks shelf, for elementary librarians**
 - Program: SLS
 - Dates: 7/9/2020
- **2. Noodletools Basics and More! An online platform for students to organize their inquiry and research projects**
 - Program: SLS
 - Audience: School librarians, teachers
 - Dates: 7/14/2020
- **3. Getting Started with LibGuides**
 - Program: SLS
 - Dates: 7/22/2020
- **4. "101" Empowering your Students with ADHD!**
 - Program: Staff & Curriculum
 - Audience: K-12 Educators, Administrators, Counselors, Social Workers, Library Media Specialists, Nurses, & open to all school personnel
 - Dates: 7/22/2020
- **5. Rethink, Design and Plan your School Library's Virtual Presence**
 - Program: SLS
 - Dates: 7/28/2020
- **6. The School Library Program in a Shifting Educational Environment: Re-envisioning & Adapting**
 - Program: SLS
 - Dates: 8/4/2020
- **7. Using HyperSlides to Create Interactive Virtual Library Spaces and Engaging Lessons**
 - Program: SLS
 - Dates: 8/5/2020
- **8. Need Elementary Science Content (Grades K-5)?**
 - Program: SLS
 - Dates: 8/11/2020
- **9. Using TeachingBooks to enhance Virtual Literacy (PK-12) Lessons**
 - Program: SLS
 - Dates: 8/11/2020
- **10. A Roundup of Elementary eBook Resources**
 - Program: SLS
 - Dates: 8/11/2020
- **11. New to SORA by Overdrive? Need Digital Books (Grades K-12)?**
 - Program: SLS
 - Dates: 8/11/2020
- **12. Creating Links to Streaming Video from the Media Library**
 - Program: SLS
 - Dates: 8/12/2020

- **13. Using Imagequest to Create Visually Engaging Lessons**
 - Program: SLS
 - Dates: 8/12/2020
- **14. Creating Interactive Lessons using Google Slides & Online Resources**
 - Program: SLS
 - Dates: 8/12/2020
- **15. Explore Content from Middle School Subscription Resources**
 - Program: SLS
 - Dates: 8/12/2020
- **16. Capturing Kids' Hearts (CAMDEN CSD)**
 - Program: Staff & Curriculum
 - Audience: Camden PreK - 12 Staff/Administrators
 - Dates: 8/20/2020 to 8/21/2020
- **17. Creating Links to Streaming Video from the Media Library**
 - Program: SLS
 - Dates: 8/25/2020
- **18. Using Imagequest to Create Visually Engaging Lessons**
 - Program: SLS
 - Dates: 8/25/2020

MODEL SCHOOLS TRAINING

- **1. IND: Go Beyond with Google Slides**
 - Program: Model Schools - District Hosted PD
 - Audience: Teachers and Coaches
 - Dates: 7/8/2020
- **2. RFS: Teaching Math with Google Apps - Book Study Follow-up**
 - Program: Model Schools - District Hosted PD
 - Audience: Secondary Math Teachers
 - Dates: 7/8/2020
- **3. Motivating Students through Technology**
 - Program: Model Schools - Online PD
 - Dates: 7/9/2020
- **4. DOL: Google Classroom for the Middle School Classroom (Online Course)**
 - Program: Model Schools - District Hosted PD
 - Audience: Teachers
 - Dates: 7/13/2020
- **5. DOL: Google Classroom Basics (Online Course)**
 - Program: Model Schools - District Hosted PD
 - Audience: Teachers
 - Dates: 7/13/2020

- **6. Google Classroom from a Student's Point of View**
 - Program: Model Schools - Regional Webinars
 - Dates: 7/13/2020
- **7. Google Level 1 Cert Exam Prep**
 - Program: Model Schools - Online PD
 - Dates: 7/13/2020
- **8. DOL: Google Classroom for the Elementary Classroom (Online Course)**
 - Program: Model Schools - District Hosted PD
 - Audience: Teachers
 - Dates: 7/13/2020
- **9. DOL: Google Classroom for the High School Classroom (Online Course)**
 - Program: Model Schools - District Hosted PD
 - Audience: High School Teachers
 - Dates: 7/13/2020
- **10. IND: Tools to Engage Students**
 - Program: Model Schools - District Hosted PD
 - Audience: Teachers and Coaches
 - Dates: 7/14/2020 to 7/16/2020
- **11. Choose Your Own Adventure Course**
 - Program: Model Schools - Online PD
 - Dates: 7/14/2020
- **12. RFS: Pre-K Technology Lab: You Bring the Work, We Bring the Support**
 - Program: Model Schools - District Hosted PD
 - Audience: Pre-K teachers and teaching assistants
 - Dates: 7/14/2020
- **13. VVS: SeeSaw - Engaging Students in Online Learning**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-6 Educators
 - Dates: 7/14/2020
- **14. VVS: FlipGrid Basics**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-12 Educators
 - Dates: 7/14/2020
- **15. IND: Website Design in Google Sites**
 - Program: Model Schools - District Hosted PD
 - Audience: Teachers and coaches
 - Dates: 7/15/2020
- **16. VVS: Google Slides - More than a Presentation Tool**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-12 Educators
 - Dates: 7/15/2020
- **17. VVS: Google Forms Branching for Differentiated Instruction & Feedback**
 - Program: Model Schools - District Hosted PD

- Audience: PK-12 Educators
- Dates: 7/16/2020
- **18. Leading Dynamic Virtual Presentations**
- Program: MORIC Data
- Audience: Instructional Leaders
- Dates: 7/16/2020
- **19. Virtual Meeting Faux Pas**
- Program: Model Schools - Regional Webinars
- Dates: 7/16/2020
- **20. Gamify Virtual Learning with Classcraft**
- Program: Model Schools - Regional Webinars
- Dates: 7/16/2020
- **21. VVS: Blended Learning Basics**
- Program: Model Schools - District Hosted PD
- Audience: PK-12 Educators
- Dates: 7/16/2020
- **22. IND: Google for the Beginner**
- Program: Model Schools - District Hosted PD
- Audience: Teachers and Coaches
- Dates: 7/20/2020 to 7/22/2020
- **23. Creative Uses of Google Sheets**
- Program: Model Schools - Regional Webinars
- Dates: 7/20/2020
- **24. VVS: SeeSaw - Connecting with Families**
- Program: Model Schools - District Hosted PD
- Audience: PK-6 Educators
- Dates: 7/20/2020
- **25. IND: Intro to eDoctrina**
- Program: Model Schools - District Hosted PD
- Audience: Teachers
- Dates: 7/21/2020
- **26. Interactive Notebooks using Google Slides**
- Program: Model Schools - Regional Webinars
- Dates: 7/21/2020
- **27. VVS: Streamlining Grade Level Google Classrooms**
- Program: Model Schools - District Hosted PD
- Audience: K-12 Educators
- Dates: 7/21/2020
- **28. Start Writing with Google Keep**
- Program: Model Schools - Regional Webinars
- Dates: 7/22/2020
- **29. VVS: SeeSaw - Engaging Students in Online Learning**
- Program: Model Schools - District Hosted PD

- Audience: PK-6 Educators
- Dates: 7/27/2020
- **30. VVS: Creating an Online Learning Environment with Google Classroom**
- Program: Model Schools - District Hosted PD
- Audience: K-12 Educators
- Dates: 7/28/2020
- **31. Building Relationships with Students in an Online Environment**
- Program: Model Schools - Regional Webinars
- Dates: 7/28/2020
- **32. Using Technology for Authentic Assessments in the Elementary Classroom**
- Program: Model Schools - Regional Webinars
- Dates: 7/28/2020
- **33. Hacking G Suite with the Explore Tool**
- Program: Model Schools - Regional Webinars
- Dates: 7/29/2020
- **34. VVS: Video Creation - Asynchronous Instruction & Modeling with Screencastify**
- Program: Model Schools - District Hosted PD
- Audience: PK-12 Educators
- Dates: 7/29/2020
- **35. Motivating Students in an Online Environment**
- Program: Model Schools - Regional Webinars
- Dates: 7/30/2020
- **36. Alternatives to Assessment**
- Program: Model Schools - Online PD
- Dates: 8/3/2020
- **37. Designing Online Learning**
- Program: Model Schools - Online PD
- Dates: 8/3/2020
- **38. Using Data for Social Justice in Remote Instruction**
- Program: MORIC Data
- Audience: Teachers and Instructional Leaders
- Dates: 8/3/2020
- **39. VVS: Video Creation - Asynchronous Instruction & Modeling with Screencastify**
- Program: Model Schools - District Hosted PD
- Audience: PK-12 Educators
- Dates: 8/4/2020
- **40. Maximizing Virtual Manipulatives in Elementary Mathematics**
- Program: Model Schools - Regional Webinars
- Dates: 8/4/2020
- **41. VVS: Texthelp PDF Reader - Annotating Documents to Provide Feedback via Google Classroom**
- Program: Model Schools - District Hosted PD
- Audience: K-12 Educators
- Dates: 8/4/2020

- **42. VVS: Google Forms Branching for Differentiated Instruction & Feedback**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-12 Educators
 - Dates: 8/5/2020
- **43. Using Data for Social Justice in Remote Instruction**
 - Program: MORIC Data
 - Audience: Teachers and Instructional Leaders
 - Dates: 8/5/2020
- **44. VVS: Interactive & Individualized Instruction through Google Meet**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-6 Educators
 - Dates: 8/5/2020
- **45. VVS: SeeSaw - Connecting with Families**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-6 Educators
 - Dates: 8/5/2020
- **46. VVS: Google Forms - Assignments, Assessments, and Surveys**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-12 Educators
 - Dates: 8/6/2020
- **47. VVS: SeeSaw - Engaging Students in Online Learning**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-6 Educators
 - Dates: 8/6/2020
- **48. VVS: Finding Engaging Content for Online Lessons**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-12 Educators
 - Dates: 8/10/2020
- **49. Google Sites: More than a Website**
 - Program: Model Schools - Online PD
 - Dates: 8/11/2020
- **50. VVS: Read & Write for Google Chrome**
 - Program: Model Schools - District Hosted PD
 - Audience: PK-12 Educators
 - Dates: 8/11/2020
- **51. The Bare Essentials: Using Data to Choose Essential Standards for Instruction**
 - Program: MORIC Data
 - Dates: 8/11/2020
- **52. VVS: Creating an Online Learning Environment with Google Classroom**
 - Program: Model Schools - District Hosted PD
 - Audience: K-12 Educators
 - Dates: 8/12/2020
- **53. VVS: Hyper-docs, Choice Boards, and Playlists**

- Program: Model Schools - District Hosted PD
- Audience: PK-12 Educators
- Dates: 8/13/2020
- **54. Back to Basics: i-Ready Intro**
- Program: MORIC Data
- Audience: Any and all district stakeholders that need or would like a refresher in i-Ready navigation
- Dates: 8/17/2020
- **55. Digital Badging**
- Program: Model Schools - Regional Webinars
- Dates: 8/18/2020
- **56. Back to Basics: eDoctrina Intro**
- Program: MORIC Data
- Audience: Any and all district stakeholders that need or would like a refresher in i-Ready navigation
- Dates: 8/19/2020
- **57. Creating a Virtual Field Trip with Google Tours**
- Program: Model Schools - Regional Webinars
- Dates: 8/19/2020
- **58. Leveraging Nearpod in the Classroom**
- Program: Model Schools - Regional Webinars
- Dates: 8/21/2020
- **60. Creating a Virtual Classroom with Google Sites**
- Program: Model Schools - Regional Webinars
- Dates: 8/24/2020

OHM BOCES

- **1. ONLINE: Walk through the Crosscutting Concepts**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 7/7/2020
- **2. Introduction to the New York State Arts Standards**
- Program: PPD
- Audience: Teachers and Administrators
- Dates: 7/9/2020
- **3. ONLINE: Walk through the Science and Engineering Practice**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 7/9/2020
- **4. ONLINE: Defying Gravity: Getting Your Students Onto Buzz (July 13 - 31)**
- Program: ISS Web Based Instruction
- Audience: Teachers, Administrators, Librarians
- Dates: 7/13/2020

- **5. ONLINE: July 13-17 Buzz Mini Session: Creating Projects in Buzz**
 - Program: ISS Web Based Instruction
 - Audience: Teachers, Administrators, Librarians
 - Dates: 7/13/2020
- **6. ONLINE: Webinar: Getting Started Using Digital Resources Parts I, II, III**
 - Program: School Library System/Media Services
 - Audience: Teachers, Administrators, Librarians
 - Dates: 7/14/2020 to 7/28/2020
- **7. ONLINE: Introduction to Buzz for Teachers of World Languages**
 - Program: Distance Learning
 - Dates: 7/15/2020
- **8. ONLINE: Tips, Tricks, and Tech Tools for Teachers of World Languages**
 - Program: Distance Learning
 - Dates: 7/16/2020
- **9. ONLINE: Walk through the Science and Engineering Practice**
 - Program: Science Center
 - Audience: Teachers in the Science Service
 - Dates: 7/21/2020
- **10. ONLINE: Walk through the Crosscutting Concepts**
 - Program: Science Center
 - Audience: Teachers in the Science Service
 - Dates: 7/23/2020
- **11. ONLINE: July 27-31 Buzz Mini Session: Standards Based Mastery In Buzz**
 - Program: ISS Web Based Instruction
 - Audience: Teachers, Administrators, Librarians
 - Dates: 7/27/2020
- **12. ONLINE: Walk through the Crosscutting Concepts**
 - Program: Science Center
 - Audience: Teachers in the Science Service
 - Dates: 7/28/2020
- **13. ONLINE: Walk through the Science and Engineering Practice**
 - Program: Science Center
 - Audience: Teachers in the Science Service
 - Dates: 7/30/2020
- **14. You First! Social Emotional Learning for Adults**
 - Program: PPD
 - Dates: 7/31/2020
- **15. ONLINE: The Wizard and I: Buzz Intermediate (August 1-31)**
 - Program: ISS Web Based Instruction
 - Audience: Teachers, Administrators, Librarians
 - Dates: 8/1/2020
- **16. Virtual Principals' LRI - Summer 2020**
 - Program: PPD

- Dates: 8/3/2020 to 8/4/2020
- **17. ONLINE: Power Up For Virtual Learning (Half Summer Session 2)**
- Program: ISS Web Based Instruction
- Audience: Teachers, Administrators, Librarians
- Dates: 8/5/2020
- **18. ONLINE: August 10-14 Buzz Mini Session: Utilizing Student Choice**
- Program: ISS Web Based Instruction
- Audience: Teachers, Administrators, Librarians
- Dates: 8/10/2020
- **19. ONLINE: Webinar: Effective use of Media in an Online or Blended Classroom**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Teacher Assistants, Librarians
- Dates: 8/11/2020
- **20. ONLINE: Using Anchoring Phenomena**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/13/2020
- **21. ONLINE: Kickstart your year with Think Like a Scientist!**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/13/2020
- **22. ONLINE: Kickstart your year with Think Like a Scientist!**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/18/2020
- **23. ONLINE: Kickstart your year with Think Like a Scientist!**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/19/2020
- **24. ONLINE: Remote Science**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/19/2020
- **25. ONLINE: Preparing for Day 1 for Teachers of World Languages**
- Program: Distance Learning
- Dates: 8/20/2020
- **26. ONLINE: Remote Science**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/20/2020
- **27. ONLINE: Using Anchoring Phenomena to Develop Driving Questions**
- Program: Science Center
- Audience: Teachers in the Science Service

- Dates: 8/26/2020
- **28. ONLINE: Kickstart your year with Think Like a Scientist!**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/27/2020
- **29. ONLINE: Remote Science**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/27/2020
- **30. ONLINE: Discovery Education Level 1: Getting Started**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **31. ONLINE: Discovery Education Level 2: Board Building**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **32. ONLINE: Course: Digital Resources Smackdown**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **33. ONLINE: Learn 360**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **34. ONLINE: Using Gale Databases with Middle and High School Learners**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **35. ONLINE: World Almanac for Kids**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **36. ONLINE: Standards Aligned Digital Resources**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **37. ONLINE: Using SNAP to find Standards Aligned Resources**
- Program: School Library System/Media Services
- Audience: Teachers, Administrators, Librarians
- Dates: 8/28/2020
- **38. ONLINE: Kickstart your year with Think Like a Scientist!**
- Program: Science Center

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- Audience: Teachers in the Science Service
- Dates: 8/31/2020
- **39. ONLINE: Using Anchoring Phenomena to Develop Driving Questions**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/31/2020
- **40. ONLINE: Remote Science**
- Program: Science Center
- Audience: Teachers in the Science Service
- Dates: 8/31/2020
- **41. ONLINE: Course: Online Learning Coach Academy for Librarians Part III: Supporting Online Learning**
- Program: School Library System/Media Services.....Audience: Librarians.....Dates: 9/24/2020