



Camden Central School District: Camden Elementary School Operational Plan 2020-2021

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 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

May1 – July 1 - District Office Administration develops Operational Plan Template based on guidance from the CDC, Dept. of Health and other State Reopening School Plans.

July 1- 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 - To Be Determined

Operational Building 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
- **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 confirmed positive case.

Individual(s)	Stakeholder Group Represented	Reopening Team Roles and Responsibilities (Options Above)
Craig Ferretti	Administrators	Both
John Harrington	Administrators	Both

Nicole Poulin	Parents-Teachers-Classroom	Plan Development
Katie Kirk	Teachers-Classroom	Plan Development
Michelle Dailey	Teachers-Classroom	Plan Development
Sara Mitchell	Parents-Teachers-Classrooms	Plan Development
Amy Paul	Teachers-Classroom	Plan Development
Jill Nobis	Teachers-Classroom	Plan Development
Kelly Lewin	Teachers-Special area	Plan Development
Greg Jerome	Teachers-Special area	Plan Development
Erica Thomas	Teachers-Special Area	Plan Development
Tera Sessler	Teachers-Reading	Plan Development
Jennifer Hitchcock	Teachers-Reading	Plan Development
Patty Kiser	Teachers-Special Education	Plan Development

Becky Ouellette	Teachers-Special Education	Plan Development
Kelly Mirabelli	Counselors/SWs-SEL	Both
Michelle Williams	Counselors/SWs-SEL	Both
Meghan Longo	Counselors/Sws-SEL	Both
Kimberly Hughes	Teachers-Health and Safety	Both
Tansha Nottingham	Nurse-Health and Safety	Both
Edy Russell	Psychologist-SEL	Plan Development

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.</p> <p>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.</p> <p>Increase outside fresh air flow</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</p>

	fresh air flow				disinfecting & cleaning
Other cleaning, sanitizing, disinfecting, and ventilation practices	<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>Plan for continuous cleaning & disinfecting following CDC Guidelines</p> <p>Plan for cleaning & disinfecting following a suspected or confirmed COVID-19 Case</p>	<p>Cleaning of spaces used by teachers who come to school to teach remotely. Sign in/out procedures would be in place to monitor traffic and dictate areas which need to be cleaned/disinfected.</p>	<p>Head of Buildings and Grounds and Head Custodians share with Principals</p>	N/A

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	<p>Reduce amount of furniture in each room/space</p> <p>Install plastic sheet barrier around teacher’s desk for teacher-student conferences</p> <p>Furniture will be spaced to allow for proper social distancing</p> <p>Face coverings when students and staff can’t be 6’ apart</p>	<p>Reduce amount of furniture in each room/space</p> <p>Install plastic sheet barrier around teacher’s desk for teacher-student conferences</p> <p>Arrange student desks six feet apart</p> <p>Place tape on floor six feet apart as visual reminders for students. These distances are measured from the center of every student. Install portable plexiglass dividers for tables. Rearrange cubby spaces in order to spread out</p> <p>No personal belongings to be left in desk each day; students’ belongings will be kept in individual storage units</p>	N/A	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
Plan for Safety Drills - fire drills & lockdowns with modifications for social distancing	<p>Safety drills will be conducted on a staggered schedule. Students and staff will follow appropriate social distancing requirements during the drills</p> <p>Face coverings will be worn for the duration of the drills</p>	<p>Safety drills will be conducted on a staggered schedule.</p> <p>Students and staff will follow appropriate social distancing requirements during the drills</p> <p>All students in both cohorts will be trained in the emergency drills.</p>	N/A	Building Principal	N/A
Plan for the use of cafeterias and	Students would eat lunch in their classrooms each day	Two places for lunch (front gym/cafeteria)	N/A	Building Administration and the Building	N/A

<p>other congregate settings, and serving meals in alternate settings such as classrooms</p>		<p>Remove cafeteria tables Place desks and students six feet apart for students to eat on. These distances are measured from the center of every student. Use one classroom per grade level for additional cafeteria space. Face coverings will be worn at all times except when eating and unable to maintain social distancing or when a mask break is provided.</p>		<p>Committee</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 (ie hand washing), and social distancing</p>	<p>All individuals will be provided training on how to properly use face coverings, proper hygiene (ie hand washing), and social distancing</p>	<p>All individuals will be provided training on how to properly use face coverings, proper hygiene (ie 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 Additional signage that is age appropriate will also be provided.</p>	<p>Use of signage consistent with DOH COVID-19 signage 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>
<p>Identifying and restricting non-essential visitors and volunteers</p>	<p>Limit the number of visitors permitted on school grounds or in buildings to only parents picking up children or essential workers.</p>	<p>Limit the number of visitors permitted on school grounds or in buildings to only parents picking up children or essential workers</p>	<p>Limit the number of visitors permitted on school grounds or in buildings to only parents picking up children or essential</p>	<p>Building Principals will identify a process for Visitors that does not have them going through the Building unless it is deemed</p>	<p>Clearly written procedure determine by Building</p>

	Plan for screening visitors and wearing of face coverings	Plan for screening visitors and wearing of face coverings at all times except when you are granted permission to take a mask break or when a person is eating.	workers Plan for screening visitors and wearing of face coverings	necessary	Administration
Handling interactive activities for recess, physical education classes, science labs, music rehearsals as well as other activities and classes as needed.	Cohorts would be divided to limit number of students in these situations at any given time Proper social distancing techniques would be taught to students and monitored throughout these lessons	Face shields/curtains for each teacher, moveable teacher curtain/ shield (for PE teacher) Limiting equipment/ materials to one student each/only during the lesson. All areas/ equipment/ materials disinfected at the end of each lesson	N/A	Classroom Teachers, Special area teachers and the Building Committee will share ideas with Building Administration for approval	Movable plastic curtain/shield for PE teacher needed. (Disinfecting sprayer for larger PE apparatus equipment - e.g. gymnastics)
Limiting the sharing of materials among students – Technology Tools, Science Lab Materials etc.	Sharing of equipment will be discouraged Individualized plastic bins for toys for PreK/Kg Individualized math manipulative bags/boxes Individual Toothbrush holders for pencils No communal supplies Shared data for online math manipulatives Hand sanitizer before and after using technology Individualized book bins for student use	Sharing of equipment will be discouraged Individualized plastic bins for toys for PreK/Kg Individualized math manipulative bags/boxes Individual Toothbrush holders for pencils No communal supplies Shared data for online math manipulatives Hand sanitizer before and after using technology Individualized book bins for student use	N/A	Classroom Teachers and the Building Committee will share ideas with Building Administration.	N/A
Staggering the use of common spaces	One way traffic in hallways Wearing of face coverings	One way traffic in hallways	N/A	Building Administration and the Building	N/A

and hallways	<p>when passing Rope with knots every six feet for kids to distance Teaching kids how to social distance using a pool noodle Alter special schedule to decrease traffic in hallway Utilize different entrances/exits for specials to avoid contact Adjust the times on specials schedule to limit the number of classes in the hallway at a particular time Have classrooms use different traffic patterns if/when passing to the cafeteria for lunch</p>	<p>Wearing of a mask when passing Rope with knots every six feet for kids to distance Teaching kids how to social distance using a pool noodle Alter special schedule to decrease traffic in hallway Utilize different entrances/exits for specials to avoid contact Adjust the times on specials schedule to limit the number of classes in the hallway at a particular time Have classrooms use different traffic patterns if/when passing to the cafeteria for lunch</p>		Committee will develop a plan	
How will we educate students, staff and parents about our safety procedures before they enter the building	<p>Communication will be in multiple languages and multiple modes as needed, such as Parent Square as well as our Facebook page Video messages will be shared Detailed procedures mailed home to all parents and guardians as well</p>	<p>Communication will be in multiple languages and multiple modes as needed, such as Parent Square as well as our Facebook page Video messages will be shared Detailed procedures mailed home to all parents and guardians as well</p>	N/A	School nurses will develop a plan and Building Administration will approve it. Communication needs to be accessible prior to returning to school.	N/A
Limiting the number of individuals gathered at both the beginning and end of the school day in the halls etc.	<p>Parents dropping off students in the morning will be asked to stay in their vehicles and release students from there. In some special circumstances,</p>	<p>Parents dropping off students in the morning will be asked to stay in their vehicles and release students from there.</p>	N/A	Building Administration and the Building Committee	N/A

	<p>a staff member can meet a child at the vehicle and escort them into school if necessary. Students will enter the building and go directly to their classrooms.</p> <p>Common areas will be clearly marked for social distancing Common areas will have proper signage to promote social distancing Dismissal (parent pick up and bus) will be staggered to decrease density Parents picking up students will use the outside entrance to the sign out area (gym) by PreK entrance (Entrance C) We will use cones/ floor markings to regulate social distancing for parents while waiting in line to sign out their students. Parents/students will be social distanced at all times during parent pick-up</p>	<p>In some special circumstances, a staff member can meet a child at the vehicle and escort them into school if necessary.</p> <p>Students will enter the building and go directly to their classrooms. Common areas will be clearly marked for social distancing Common areas will have proper signage to promote social distancing Dismissal (parent pick up and bus) will be staggered to decrease density Parents picking up students will use the outside entrance to the sign out area (gym) by PreK entrance (Entrance C) We will use cones/ floor markings to regulate social distancing for parents while waiting in line to sign out their students. Parents/students will be social distanced at all times during parent pick-up</p>			
Limit the number of individuals in the bathroom	Create schedule of windows of time to use bathroom per classroom for community/student bathrooms	Plan windows of time to use bathroom per classroom for community/student bathrooms (ex: 2nd grade-Dailey: 1-1:15 pm)	N/A	Building Administration and the Building Committee	N/A
Train all substitute	Detailed online training for all	Detailed online training for	N/A	Building Administration	N/A

teachers on operational plan building procedures and building plan. District Office will arrange for substitutes to have an orientation.	substitutes about key procedures in how to keep students safe (building specific)	all substitutes about key procedures in how to keep students safe (building specific)		and the Building Committee	
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Student and Staff Health

Key Questions

- 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	Temperatures taken before getting on bus and entering building	Temperatures taken and recorded before getting on bus and entering	N/A	School Nurse will keep records and Building Administration will	N/A

history of exposure	(students and staff) Daily staff survey to monitor (google) Nurses will monitor regularly any students or staff with symptoms Information guide to parents that clearly explains potential exposure protocols	building (students and staff) Daily staff survey to monitor (google) Information guide to parents that clearly explains potential exposure protocols		share new cases School nurse will create an easy read document (3 days no fever without the use of antipyretics)	
Isolating or quarantining students, staff, or visitors if they become sick during school or demonstrate a history of exposure	Nurses office, two beds and two chairs (max of 4 people in nurses office at a time) Designate a separate space as the quarantine space and use as needed. Ensure that each family needs to have a “back up” person/household to retrieve student if parent cannot come get child, or if there is no one home to meet child with shuttle bus	Nurses office, two beds and two chairs (max of 4 people in nurses office at a time) Designate a separate classroom as the quarantine space and use as needed. Ensure that each family needs to have a “back up” person/household to retrieve student if parent cannot come get child, or if there is no one home to meet child with shuttle bus	N/A	School Nurse will share a plan for the Building Administration to review and approve School nurses and Principal to develop a workflow for sick vs healthy kids.	N/A
Plan for returning isolated or quarantined staff and students to school so there is no stigma	Nurse will coordinate with the family/individual to arrange for a potential return. All records will be held in confidential manner with limited access Educate staff and students about transmission risks provide counseling opportunities as needed	Nurse will coordinate with the family/individual to arrange for a potential return. All records will be held in confidential manner with limited access Educate staff and students about transmission risks provide counseling opportunities as needed	Nurse will coordinate with the family/individual to arrange for a potential return. All records will be held in confidential manner with limited access Educate staff and students about transmission risks provide counseling opportunities as needed	NYS Department of Health will inform Building Administration of # days out. Building Administration will develop a plan to transition students back into school	N/A
Notifying staff, families, and the public about school	District policy regarding the closure of school will be followed.	District policy regarding the closure of school will be followed.	District policy regarding the closure of school will be followed.	District Office will work with Building Principals to communicate with	N/A

closures and within-school-year changes in safety protocols	Communication will be through Parent Square, Facebook, local media and school website. All forms of communication will be available in multiple languages upon request.	Communication will be through Parent Square, Facebook, local media and school website. All forms of communication will be available in multiple languages upon request.	Communication will be through Parent Square, Facebook, local media and school website. All forms of communication will be available in multiple languages upon request.	staff and student families	
Actions for confirmed COVID-19 cases	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 COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with local health department.	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 COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with local health department	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 COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with local health department	Building Principal & District Office	N/A

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	N/A	District Office will work with school attorneys on process and paperwork.	Supplies & Equipment as Needed
Develop a Social Emotional Learning (SEL) plan to transition all students back to school. Listen, inform, and support students in need.	Weekly Classroom push-in lessons. Second Step SEL lessons Mindfulness activities Morning Meetings and community building activities	Weekly Classroom push-in lessons. Second Step SEL lessons Mindfulness activities Morning Meetings and community building activities	CaroSEL online social/emotional program (if purchased) Second Step recorded lessons	School Counselors, Social Workers and School Psychologists will develop specific building plans and share with Principals for approval.	N/A
Develop a plan to both identify and support students in need of social and emotional supports.	Online referral/checklist for students/families in need of support. Weekly support team meeting Newsletter to parents MTSS process	Online referral/checklist for students/families in need of support. Weekly support team meeting Newsletter to parents MTSS process	Online referral process. Weekly support team meeting. Contact w/staff and families to assess needs.	School Counselors, Social Workers and School Psychologists will develop specific building plans and share with Principals for approval.	N/A
Face Coverings, hygiene, and social	Face coverings are strongly recommended at all times	Face coverings are strongly recommended at	Face coverings will be used by any individual	Building Principals School Nurses	District will

<p>distancing</p>	<p>Face coverings will be used in areas where social distancing cannot be done (ie hallways, buses.)</p> <p>All individuals will be provided training on how to properly use face coverings, proper hygiene (ie hand washing), and social distancing</p> <p>A schedule for breaks in wearing face coverings will be followed when abled.</p>	<p>all times</p> <p>Face coverings will be used in areas where social distancing cannot be done (ie hallways, buses.)</p> <p>All individuals will be provided training on how to properly use face coverings, proper hygiene (ie hand washing), and social distancing</p> <p>A schedule for breaks in wearing face coverings will be followed when abled.</p>	<p>in the building at any time</p>		<p>provide face coverings</p>
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Transportation

Key Questions

- How will we transport students to reduce spread?
- How will students enter 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
Seating plan to reduce illness including wheelchair configuration to ensure social distancing	<p>Students will be seated one student per seat.</p> <p>Students will wear a mask or face covering while riding the bus, unless medically unable.</p> <p>Seating charts will be completed for each route and students will be placed in assigned seat.</p> <p>NYAPT guidance will be followed.</p> <p>Seat behind driver will be vacant</p>	<p>Students will be seated one student per seat.</p> <p>Students will wear a mask or face covering while riding the bus, unless medically unable.</p> <p>Seating charts will be completed for each route and students will be placed in assigned seat.</p> <p>NYAPT guidance will be followed.</p> <p>Seat behind driver will be vacant</p>	N/A	Transportation Director	N/A
Use of Face coverings and other PPE by students and staff during transportation	<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</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</p>	N/A	Transportation Director	PPE for transportation staff both on school buses and in dispatch office, employee lunch/break rooms & bus garages.

	<p>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 wear face coverings will not be forced to do so or denied transportation.</p>	<p>transportation.</p> <p>Students who do not have mask covering will be provided with one.</p> <p>Students with a disability that cannot wear face coverings will not be forced to do so or denied transportation</p>			Spare disposable face coverings for students on buses
Plan for drop-off at building	<p>Students will disembark from their bus and will be escorted into the building one bus at a time, utilizing the two front entrances to our building.</p> <p>Students will be escorted to their classroom one bus by a staff member</p> <p>Students will be wearing face coverings and will be social distancing</p>	<p>Students will disembark from their bus and will be escorted into the building one bus at a time, utilizing the two front entrances to our building.</p> <p>Students will be escorted to their classroom one bus by a staff member</p> <p>Students will be wearing face coverings and will be social distancing</p>	N/A	Transportation Director & Building Principal	N/A
Plan for pick-up at building	<p>Students will be escorted by their teachers to their respective buses, maintaining proper social distances as they dismiss.</p> <p>Classes will be called for dismissal on a staggered schedule to decrease the density in the hallways at dismissal</p> <p>Dismissal will start earlier due to the above changes to limit number of people in hallways and bus pickup area at any given time</p>	<p>Students will be escorted by their teachers to their respective buses, maintaining proper social distances as they dismiss.</p> <p>Classes will be called for dismissal on a staggered schedule to decrease the density in the hallways at dismissal</p> <p>Dismissal will start earlier due to the above changes to limit number of people in hallways and bus pickup area at any given time</p>	N/A	Transportation of Director & Building Principal	N/A
Plan for group bus stops	<p>Students will wear masks at all group bus stops</p>	<p>Students will wear masks at all group bus stops</p>	N/A	Transportation of Director	N/A

	<p>Communication will be sent to parents and students regarding social distancing at group bus stops</p> <p>Students will be taught to social distance at group bus stops</p> <p>Driver will speak with students who he/she observes are not social distancing.</p> <p>Principal will speak with students in cases where students are not listening to warnings from the driver.</p>	<p>Communication will be sent to parents and students regarding social distancing at group bus stops</p> <p>Students will be taught to social distance at group bus stops</p> <p>Driver will speak with students who he/she observes are not social distancing.</p> <p>Principal will speak with students in cases where students are not listening to warnings from the driver.</p>			
<p>Plan for transportation to outside programs including transportation of students who are homeless or in foster care</p>	<p>Students are entitled to transportation to the extent required by law.</p>	<p>Students are entitled to transportation to the extent required by law.</p>	N/A	<p>Transportation of Director & Building Principal</p>	N/A
<p>Communication with parents/guardians on the health & safety protocols that need to be followed prior to a student boarding a bus</p>	<p>The district will communicate with parents regarding safety protocols using Parent Square, the local newspaper as well as social media</p> <p>A FAQ for transportation will be developed and shared with parents.</p>	<p>The district will communicate with parents regarding safety protocols using Parent Square, the local newspaper as well as social media</p> <p>A FAQ for transportation will be developed and shared with parents.</p>	N/A	<p>Building Principal</p> <p>Director of Transportation</p>	N/A
<p>Plan for transportation to outside programs</p>	<p>Students are entitled to transportation to the extent required by law.</p>	<p>Students are entitled to transportation to the extent required by law.</p>	N/A	<p>Director of Transportation</p>	N/A

or schools like nonpublic, parochial, private & charter schools					
Cleaning Processes	Buses will be disinfected twice a day between runs	Buses will be disinfected twice a day between runs	N/A	Transportation of Director	N/A
Field trips evaluations	Field trips will be limited and if one is planned, we will ensure that social distancing occurs on transportation and while at the site of field trip. Students and staff will be required to wear masks as well.	Field trips will be limited and if one is planned, we will ensure that social distancing occurs on transportation and while at the site of field trip. Students and staff will be required to wear masks as well.	N/A	Transportation Director & Building Principal	N/A
Plan for after-school runs	N/A	N/A	N/A	Transportation Director & Building Principal	N/A

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 eat lunch in their classrooms Lunches will be delivered to the rooms for students.	Lunches will be pre-packaged in closed containers for easy disbursement Two places for lunch (front gym/cafeteria) Remove cafeteria tables Place desks six feet apart for students to eat on One classroom per grade level for additional cafeteria space will be used for larger cohorts of students Face coverings will be worn when not eating and unable to maintain social distancing	N/A	Director of Food Services & Building Principal	N/A
Plan for feeding that is in compliance with Child Nutrition Program	All meals will be in compliance with Child Nutrition program requirements. Hot and cold meals will be	All meals will be in compliance with Child Nutrition program requirements. Hot and cold meals will be	All meals will be in compliance with Child Nutrition program requirements. Hot and cold meals will	Director of Food Services	N/A

requirements	offered. Breakfast and lunch will be provided for all students regardless of learning mode for five days a week.	offered. Breakfast and lunch will be provided for all students regardless of learning mode for five days a week.	be offered. Breakfast and lunch will be provided for all students regardless of learning mode for five days a week.		
Measures to protect students with food allergies if providing meals in spaces outside of the cafeteria	Appropriate options will be provided for students with allergies	Appropriate options will be provided for students with allergies	Appropriate options will be provided for students with allergies	Director of Food Services & Building Principal	N/A
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	N/A	Director of Food Services & Building Principal	N/A
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	N/A	Director of Food Services & Building Principal	Signage
Cleaning processes	All eating areas will be cleaned and disinfected after use	All eating areas will be cleaned and disinfected after use	N/A	Director of Food Services	Supplies & Equipment as needed

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.

- **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
Bloodborne 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	Ensure that instruction is continuous for all students despite limitations created by social distancing	Paper/pencil packets for all students for non-attendance days Student/parent instruction on how to use Google Classroom Work with families to ensure they have access to internet	Small group instruction Student/ parent instruction on how to use Google Classroom Make Chromebooks available for all students Work with families to ensure they have access to internet	Building Principal and all teachers and staff	N/A
Plan for a Welcoming Environment for teaching and learning	Faculty and staff will plan a “Welcome Back to school” day on the day each cohort returns Capturing Kids’ Hearts Greeting Initiative - welcome all students as they enter the building.	Faculty and staff will plan a “Welcome Back to school” day on the day each cohort returns Capturing Kids’ Hearts Greeting Initiative - welcome all students as they enter the building.	Capturing Kids’ Hearts - participate in google classroom meets	Counselor/ Social Worker	N/A
Use data to identify needs to guide pace of instruction	Use of diagnostic testing in ELA and Math (iReady/F&P) Ongoing formative assessments to assess students’ current progress at any given time	Use of diagnostic testing in ELA and Math (iReady/F&P) Ongoing formative assessments to assess students’ current progress at any given time	Provide social opportunities via Google Meet for students to interact with teachers and each other	Classroom teachers/ Building Principal	N/A
Plan to address SEL needs	Administer the BIMAS screening for all students (KG-4th) Classroom lessons Individual/ group counseling Mindfulness activities	Administer the BIMAS screening for all students (KG-4th) Classroom lessons Individual/ group counseling Mindfulness activities	Counseling support by phone or online as needed. Provide online SEL lessons Frequent parent/teacher contacts	Counselor/Social Worker	N/A

	Use of literature to address specific SEL topics	Use of literature to address specific SEL topics			
Plans for communication with all building stakeholders	Communication with building stakeholders will be done using Parent Square, social media, and the district's website All communication will be done in multiple modes and offered in multiple languages.	Communication with building stakeholders will be done using Parent Square, social media, and the district's website All communication will be done in multiple modes and offered in multiple languages.	Communication with building stakeholders will be done using Parent Square, social media, and the district's website All communication will be done in multiple modes and offered in multiple languages.	Building Principal	

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/attendance by staff	Use of SchoolTool to keep track of engagement/attendance by staff	Use of SchoolTool to keep track of engagement/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
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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	Conduct a needs assessment to help determine the professional development teachers would need Provide professional development opportunities and ongoing support in these areas	Conduct a needs assessment for technology to help determine the professional development teachers would need for this model Provide professional development opportunities and ongoing support in these areas	Conduct a needs assessment for technology to help determine the professional development teachers would need for this model Provide professional development	Building Principal	N/A

			opportunities and ongoing support in these areas		
Create an adaptable master schedule that will allow schools to move between the various learning plans.	Create an adaptable master schedule which will allow us flexibility in providing special area lessons to our students	Create an adaptable master schedule which will allow us flexibility in providing special area lessons to our students	N/A	Building Principal	N/A
Plan for time for teachers to work together to plan	Using our Professional Development plan, we will create opportunities for grade level teachers and support teachers to work together to improve the instruction which is provided to our students Planning periods will be aligned by grade level to allow for weekly planning sessions.	Using our Professional Development plan, we will create opportunities for grade level teachers and support teachers to work together to improve the instruction which is provided to our students Planning periods will be aligned by grade level to allow for weekly planning sessions.	Using our Professional Development plan, we will create opportunities for grade level teachers and support teachers to work together to improve the instruction which is provided to our students Planning periods will be aligned by grade level to allow for weekly planning sessions.	Building Principal	N/A
Plan for observations & feedback to follow current APPR plan	We will follow our current APPR plan An observation schedule will be developed As usual, the process will provide feedback to teachers and suggestions for improving lessons	We will follow our current APPR plan An observation schedule will be developed As usual, the process will provide feedback to teachers and suggestions for improving lessons	Virtual observations procedures will be developed	Building Principal	N/A
Have teachers identify a few	Have teacher share lessons with grade level teams	Have teacher share lessons with grade level teams	Have teacher share lessons with grade	Building Principal	

exemplary virtual lessons that will serve as model lessons	Identify online exemplary lessons already created	Identify online exemplary lessons already created	level teams Identify online exemplary lessons already created		
Establish expectations related to the frequency and types of virtual lessons being implemented with various learning plans	Teachers will compile a list of exemplar lessons by topic and grade level via a shared Google Document. There will be 180 minutes of instruction and learning per subject weekly.	Teachers will compile a list of exemplar lessons by topic and grade level via a shared Google Document. There will be 180 minutes of instruction and learning per subject weekly.	Teachers will compile a list of exemplar lessons by topic and grade level via a shared Google Document. There will be 180 minutes of instruction and learning per subject weekly.	Building Principal	N/A
Plan for use of teacher aids & assistants	Follow normal schedule and perform regular duties as assigned by teachers or principal	Monitor hand washing/bathroom Follow normal instructional schedule	Join Google Meets as appropriate	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 Model	Lead Individual and Position	Equipment and Supports Needed
Coordinate priorities and resources based on various learning models.	<p>1:1 devices for grades 5-12</p> <p>Device carts for CES and McVille</p>	<p>1:1 devices for grades 5-12</p> <p>Take home devices provided based on student need for grades PK-4</p>	<p>1:1 devices for grades 3-12</p> <p>Take home devices provided based on student need for grades PK-2</p>	Director of Technology And Building Principals	<p>Student Chromebooks</p> <p>Staff Chromebooks</p>
Create a plan for device deployments	<p>Devices handed out last spring to students in grades PK-4 will be collected in September 2020</p> <p>Students in grades 5-12 without devices will receive them in September 2020</p> <p>Devices will be provided to all Instructional and Instructional Support Staff</p>	<p>Any student currently in grades PK-4 that has a student device from last spring will keep it unless no longer needed.</p> <p>Students in grades 5-12 without a device will receive them in September 2020, either on the day(s) they attend school, or delivered via transportation, or picked up at school building</p> <p>Devices will be provided to all Instructional and Instructional Support Staff</p>	<p>Any student currently in grades PK-2 that has a student device from last spring will keep it unless no longer needed.</p> <p>Students in grades 3-12 without a device will receive them in September 2020, either on the day(s) they attend school, or delivered via transportation, or picked up at school building</p> <p>Devices will be provided for all Instructional and Instructional Support Staff</p>	Director of Technology	<p>Tripods for ipods/chromebooks to assist with recording/streaming instruction</p> <p>Software for recording/streaming instruction - Screencastify, etc.</p>
Create and implement ongoing surveys to inform our district and building plans. Establish information databases for this information.	<p>Create and disseminate any surveys deemed necessary via parent square</p> <p>Analyze data collected from survey(s)</p>	<p>Create and disseminate any surveys deemed necessary via parent square</p> <p>Analyze data collected from survey(s)</p>	<p>Create and disseminate any surveys deemed necessary via parent square</p> <p>Analyze data collected from survey(s)</p>	Director of Technology and District Office Administration	Direction from Superintendent of Schools regarding what information is needed to

					be collected from various stakeholder groups
PD for staff, students, families	<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>	Director of Technology & District Office	<p>Model Schools or other trainer to share expertise on blended model and online learning</p> <p>Video tutorials on specific programs utilized by district for staff and parents.</p>
Tech Support	<p>Provide tech support within the building via: "Geek Squad" at CMS and CHS</p> <p>District Techs at CES,McV</p>	<p>Provide tech support remotely and within the building via: Spiceworks Help Desk "Geek Squad" at CMS and CHS</p> <p>District Techs at CES,McV</p>	<p>Provide tech support remotely via: Spiceworks Help Desk</p>	Director of Technology	<p>Techs and "Geek Squad" trained in programs.</p>
Provide multiple ways for students to participate in learning & demonstrate	N/A	<p>Work with staff to provide multiple ways for students to participate in learning & demonstrate mastery of Learning Standards if</p>	<p>Work with staff to provide multiple ways for students to participate in learning & demonstrate mastery of</p>	<p>Building Principals</p> <p>Director of Technology</p>	N/A

mastery of Learning Standards if there is not sufficient access to devices and/or high speed internet <i>Crosswalk – Recovering & Rebuilding – pg. 85-88</i>		there is not sufficient access to devices and/or high speed internet	Learning Standards if there is not sufficient access to devices 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	N/A
Instruction is	All instruction will be	All instruction will be	All instruction will be	District Office	N/A

aligned with New York State Learning Standards	aligned to the New York State Learning Standards	aligned to the New York State Learning Standards	aligned to the New York State Learning Standards	Building Principals	
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	N/A
Communication plan for how students and families/care-givers can contact the school and teachers for feedback and assistance	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.	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.	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.	Building Principal	N/A
Plan for Early Learning	Prekindergarten will meet the same requirements for teaching & learning that K-12 has outlined above in this section of the template. Prekindergarten program	Prekindergarten will meet the same requirements for teaching & learning that K-12 has outlined above in this section of the template. Prekindergarten program	Prekindergarten will meet the same requirements for teaching & learning that K-12 has outlined above in this section of the template. Prekindergarten program will follow guidelines by the	Pre-K Coordinator	N/A

	will follow guidelines by the Office of Early Learning as required and work with other eligible agencies as needed.	will follow guidelines by the Office of Early Learning as required and work with other eligible agencies as needed.	Office of Early Learning as required and work with other eligible agencies as needed.		
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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	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	District Office & building principal/directors	N/A

	each phase		offered to staff through each phase		
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 work setting	Accommodations will be handled to allow staff to safely participate in their work setting	Accommodations will be handled to allow staff to safely participate in their work setting	District Office & building principal/directors	N/A
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	<p>All planning must take safety precautions into account. Masks, social distancing and plastic barriers must be considered when planning</p> <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</p> <p>Survey internet access of families</p>	<p>Same as in-person</p> <p>Use google classroom as “home base” when in school or online</p> <p>Explicit instruction for students in how to use digital platform</p> <p>Teletherapy 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>Instruction delivered through Google Classroom with synchronous and asynchronous lessons</p> <p>District transportation used to drop off instructional materials</p> <p>Teletherapy for related services</p>	Director of Student Support Services	<ul style="list-style-type: none"> - Chromebook - Document camera -Speech apps for teletherapy -Screen castify -Tripods
Plan for how to handle IEP needs <i>Recovering & Rebuilding pg. 21-24</i>	<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>	Same as hybrid Teletherapy for related services	Director of Student Support Services	N/A
PD needs	<p>Covid related trainings</p> <p>Social-emotional trainings for</p>	<p>Same as in-person</p> <p>Technology support for</p>	Same as in-person and	Director of Student Support Services	Training from

	<p>students and staff</p> <p>Safety precautions for paraprofessionals</p> <p>Motivational strategies for students</p>	<p>aides/assistants as well. (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>	<p>hybrid</p>		<p>BOCES and online PD providers</p>
<p>Plan Accountability of meeting IEP needs</p>	<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 hybrid with SBETs and CSEs being held remotely</p>	<p>Director of Student Support Services</p>	<p>N/A</p>
<p>Plan for communication to stakeholders</p>	<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 information.</p> <p>Parent square and Student square for MS & HS</p> <p>Case manager letter home to parents</p> <p>Utilize team planning opportunities when possible</p> <p>SBET meetings</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>

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 of the start at 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	N/A	District Office ELL teacher	N/A

		10 days per Commissioner's Regulations			
Plan for instruction in all settings	Instructional Units of Study will be provided to all ELLs based on their most recently measured English proficiency level	Instructional Units of Study will be provided to all ELLs based on their most recently measured English proficiency level	Instructional Units of Study will be provided to all ELLs based on their most recently measured English proficiency level	Building Principal ELL Staff	N/A
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
PD 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 <i>Recovering & Rebuilding pg. 23-24</i>	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	<p>The district does not offer before or aftercare programs.</p> <p>The district will supply a list of regional providers that offer daycare</p>	<p>The district does not offer before or aftercare programs.</p> <p>The district will supply a list of regional providers that offer daycare</p>	<p>The district does not offer before or aftercare programs.</p> <p>The district will supply a list of regional providers that offer daycare</p>	N/A	N/A

Extra-Curricular Activities/Clubs and Sports

Key Questions

Considerations:

- What extra-curricular activities/clubs need to be in place for each model protocols for meetings and practices?
- What extra-curricular 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/clubs which go beyond the regular school day.	There are no extracurricular activities/clubs which go beyond the regular school day.	N/A	Building Principal & Athletic Director	N/A
Plan for meetings & practices for activities & clubs	There are no extracurricular activities/clubs which go beyond the regular school day.	There are no extracurricular activities/clubs which go beyond the regular school day.	N/A	Building Principal	N/A
Plan for athletics	Fall sports (football, cross-country, tennis, field hockey, soccer, cheerleading)	Fall sports (football, cross-country, tennis, field hockey, soccer, cheerleading)	Coaches will send workouts for athletes to conduct at home. On-campus activity will not be permitted.	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
<p><i>Fire Code Compliance</i></p> <p>Changes or additions to facilities require review by the Office of Facilities Planning (OFP)</p>	No changes to the facilities are needed	No changes to the facilities are needed	No changes to the facilities are needed	N/A	N/A
Doorways of Stairways and Corridors	Doors are normally held in open position & are automatically released by fire alarm system.	Doors are normally held in open position & are automatically released by fire alarm system.	Doors are normally held in closed position when building is closed.	Head of Buildings & Grounds/Building Principal	N/A
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.	Schools shall conduct standard operations & procedures to the best of their abilities without deviating from current requirements.	Head of Buildings & Grounds/Building Principal	N/A
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	Head of Buildings & Grounds	N/A

			Inspections when needed.		
Lead Testing	Lead-In-Water testing will be conducted	Lead-In-Water testing will be conducted	Sampling not to be conducted if building is vacant or has been vacant due to COVID-19 closure.	Head of Buildings & Grounds	N/A
Changes to Space Utilization and/or Alterations	No changes will be done	No changes will be done	N/A	N/A	N/A
Space Expansion	No changes will be done	No changes will be done	N/A	N/A	N/A
Tents for Additional Space	N/A	N/A	N/A	N/A	N/A
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 foundations 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 foundations 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 foundations 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).	Maintain adequate, code required ventilation (natural or mechanical as designed).	Maintain adequate, code required ventilation (natural or mechanical as	Head of Buildings & Grounds	N/A

			designed.		
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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.
- **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
- 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