

# OXFORD ACADEMY AND CENTRAL SCHOOL DISTRICT

## Reopening Plan

September 2020

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*Notice: All people who enter school property, which also includes school vehicles, or attend school sponsored events are directed and required to follow the District's Re-opening Plan and written protocols. The Plan and written protocols can be found on our website at <https://www.oxac.org>. This includes, but is not limited to, any requirements to wear face masks, wash hands, maintain social distancing, permit temperature checks, and answer screening questionnaires. Failure to follow the Plan or protocols, as well as failure to follow the directive of an appropriate school official relating to following the Plan or protocols, may result in a person being refused entrance, or an administrator directing the person to leave the school property or event. It may also result in further consequences as follows:*

*- for all people, the District may contact law enforcement for trespass where the person refuses to leave school property as directed, as well as for any other violations committed; - for students, discipline pursuant to the District's Code of Conduct for insubordination, endangering the health, safety, or welfare of others, as well as other applicable violations of the Code of Conduct; - for parents and other visitors, ban on attending school events as well as consequences pursuant to the Code of Conduct; - for school personnel formal discipline, up to and including termination.*

## **INTRODUCTION**

The COVID-19 pandemic has affected all New Yorkers. Individuals, families, and communities have suffered physically, emotionally, financially, and educationally. School communities have worked with their local health agencies and community-based organizations to ensure that students and their families continue to receive critical resources, like food and child care.

As we look to enter the 2020-2021 school year, educators find themselves having to plan for the possibilities of face-to-face learning, remote learning, and blended learning all at the same time. The purpose of this plan is to offer some frameworks around much uncertainty. That is, when we return to school face-to-face, what will be the protocols we use to keep the children and adults in our schools safe? If we are to return to school remotely, how will we ensure all students receive the education they are each entitled to?

This plan was developed by engaging a cross-section of stakeholders from our district. Reference documents included the New York State Education Department's reopening guidance for Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools, and the New York State Department of Health's Interim Guidance for In-Person Instruction at K-12 Schools During the COVID-19 Public Health Emergency. The mandatory requirements of these guidance documents served to guide the development of this plan.

The following plan is Oxford Academy's response to our students, families, employees, and community to ensure the students and adults who are in our educational care are provided with the quality education and services they expect from us in an environment that is safe and remains flexible in our rapidly changing world context.

## **SUBMISSION OF REOPENING PLANS**

Utilizing guidance from the NYS Department of Health (DOH) and the NYS Department of Education (SED), Oxford Academy is submitting this plan, which will be linked on the Oxford Academy webpage ([www.oxac.org](http://www.oxac.org))

### **In-Person Instruction:**

In-person instruction with all students is not possible in this district at this time while adhering to CDC, NYS Department of Health, and NYS Education Department Guidelines.

This is subject to change as guidelines change.

## **Remote Learning Instruction:**

### Vision and Goal of Remote Learning

- **Vision** - The Mission of the Oxford Academy and Central School District is to develop self-directed learners who are able to make intelligent choices and contribute positively to society regardless of the educational environment.
- **Statement** - To maximize student engagement and learning by developing a structured routine and providing clear expectations for all stakeholders. Professional development, training, and communication will be used to meet the needs of all stakeholders during transition periods to help ease the process.

### Faculty & Staff Expectations for Remote Learning

- Daily contact parents/students for assignments by 8:30 am
  - Post on building designated platform daily
  - Phone call to all those students who do not have internet access
- Respond in a timely manner to all students/parents question/concerns (during contractual hours)
  - Provide feedback on assignments and assessments through learning platforms within a week of it being turned in
- Contribute to Student of Concern weekly comments log created by counselors in each building
  - Follow up communication with parents of students not participating
    - Follow tiered communication procedure for reaching out to unresponsive families and students
      - Tier 1 - Teacher contact through online platforms/email
      - Tier 2 - Teacher contact through telephone
      - Tier 3 - Counselor/Principal contact through telephone
- Provide supervisor with weekly activity log throughout remote learning
- Updated yearly curriculum map will be given to Building Principals with remote learning taken into consideration by the end of September
- Will update class syllabus to include remote learning, online platform and applications expectations
- Special Education / RTI Teachers
  - Will attend classes with students when schedule permits
  - Provide services through daily scheduled video conference
  - Support Staff will attend classes with designated students
- Related Arts Teachers

- Provide daily instruction through online platforms to fulfill daily student schedule
- Complete additional tasks assigned by Building Principals
- Instructional Expectations
  - Provide daily instruction through videos, and activities to promote learning
  - Provide students without internet access physical materials to promote learning as a last resort.
  - Follow daily schedule to meet students and provide support
  - 1st month of the year focus Reteach / Building Relationships / Training & Working on technology
    - Higher expectation as year moves on
  - All general lesson expectations
    - Lesson objectives are clearly communicated
    - Content and skills will be reinforced and introduced in a variety of ways
    - Opportunities to interact with the teacher or with other students via video, audio, chat, or discussions will be provided, especially if lesson is not created by teacher
    - A variety of formative and summative assessments are intentionally planned, made clear to students, and timely feedback is given
- Start the year using Google Classroom and platforms online, even if we are in the building to help students learn how to use and be self-directed learners

### Parent(s), Guardian(s), & Student Expectations for Remote Learning

- Families will be provided trainings/webinars and guides to help parents and students with technology on online platforms and applications by the school district
  - All trainings/webinars will be posted on school website and social media
  - If possible, family conferences will be conducted at beginning of closure to help all stakeholders with technology
- Families provide best form of communications regularly throughout the closure
  - Phone Number / Email
  - Best time to reach
- Families will communicate changes in remote learning ability if it impacts daily access to instruction and attendance
  - In these events please contact your student's teacher, counselor, or Building Principal
- Follow daily schedule set forth by each Building Principal
  - Attendance is mandatory for all designated meeting times

- Failure to attend designated meeting times will result in activation of each buildings attendance procedure/policy found in the student handbook
- Be provided with and acknowledge each building's remote learning grading procedure
  - Students will turn in assignments/assessments per the assigned due date
- Be provided with and acknowledge each buildings remote learning behavior procedure
  - **Be visible in a video conference.** Students should dress appropriately and should be in a comfortable work space with their iPad or laptop. It should be a quiet place with minimal distraction. The background should be appropriate for a child's learning environment.
  - **Focus and engage.** While in a video conference, the microphone should be muted and released only when speaking in the virtual class. Keep video conference platform open and do not navigate to other tabs or web pages unless directed by the teacher.
  - **Respect.** Respect the privacy of other participants. Do not take screenshots or pictures of the teacher or fellow students. Do not make any audio or video recordings. These behaviors violate policies and could result in disciplinary action. Also the use of headphones when engaging in a voice/video chat, will help to ensure the privacy of others. Teachers will communicate to the administration inappropriate behavior that violates the Technology Acceptable Use Policy and Student Code of Conduct. Appropriate action will be enforced if necessary. **REMINDER:** Audio or video recording of an OXAC Staff member without his/her permission is a violation of the District Code of Conduct.

### Common Issues to Address for Remote Learning Instructional Scenarios

- How will instruction take place during remote learning?
  - Teachers and students will follow daily schedule set forth by each Building Principal
    - The schedule will include
      - Individual Class Periods through video conferencing
        - Instruction will be done through video lessons
        - Teachers will be available to help support learning through prerecorded lessons
        - Assignments and assessments will be given to students through online platforms
        - For students that do not have online access, physical copies will be provided and teachers will communicate through phone/email

- Group Help sessions through video conferencing
      - Include manipulatives, white boards - hands on activities
      - Group students based on ability
    - Individual Office Hours through video conferencing
      - Meet on need basis
  - Weekly calendar of assignments/assessments will be provided to students/families
    - Daily goals for instructional activities will be sent out to students/families by 8:30 am each morning
- How will students/families be prepared to transition to remote learning?
  - Plan will be published on website
  - Remote learning expectations, technological specifics, and adaptations will be included and addressed in all class syllabus'
  - Webinar/Training videos for platforms and applications will be placed on website and social media
  - Guides will be provided to support remote learning
    - Parents - how to support students education during remote learning
    - Students - how to be a successful student during remote learning
  - If we begin the year in remote learning, consider holding parent-teacher conferences to go over technology and expectations for remote learning
    - In person or remote depending on NYS guidance
  - Online platforms and applications will be embedded in regular instruction in the classroom at the beginning of the year to help students and parents understand how to use them
  - Student devices will be taken home nightly in the event a transition to remote learning occurs
    - All students UPK-12 will be provided with an electronic device
- How we will transition to remote learning?
  - Announcements will be made via social media, website, and robocalls
  - Plan will be located on the district's website to remind all stakeholders of expectations
  - Student devices will be taken home nightly in the event a transition to remote learning occurs
  - Each building will schedule pickup of instructional materials once remote learning is announced
    - Teachers will provide physical copies of instructional materials
    - Students/Families will be able to pick-up any instructional materials necessary to continue with remote learning
  - Each building will have bi-weekly student return of assignments/assessment materials and will be able to pick up new materials
  - Technology support will be provided by Technology Department ([jdavis@oxac.org](mailto:jdavis@oxac.org) or [dtomlinson@oxac.org](mailto:dtomlinson@oxac.org))
- How will students without access to technology be taught?

- Each building will compile a list of students/families that do not have access to the internet
  - These students will be provided with physical copies of instructional materials on a biweekly basis
- Teachers will communicate with these students through phone on a weekly basis (minimum 3 contacts per week)
- District may equip vehicles with Wi-Fi/hotspot access and set them up at designated locations throughout the community for students to upload & download materials daily
  - Designated locations will be communicated to families via school website, social media, and robocall
  - Guidance for how to successfully connect to the Wi-Fi/hotspot, as well as upload & download materials will be provided to students/families
- How will assessments be assigned and collected during remote learning?
  - Assigned
    - Weekly/Unit Assessments provided by teachers
      - Through technology applications/platforms
      - Have printed out assessments from platforms/applications
    - Calendar of all assessments on Google document to collaborate with grade level and special education teachers
      - Updated weekly to communicate with all stakeholders for planning purposes
  - Collection
    - Online submissions on platforms
      - Google Classrooms/Class Dojo
      - Submission through platform online
    - Physical collection
      - Weekly/Biweekly
- How will mental health services be provided during remote learning?
  - Create/Post 5-10 minute weekly video on a social emotional skill to online platform
  - Expand counselors page on website and social media
    - Provide physical handouts and activities to students during student collection & material return
      - Post handouts and activities on website and social media
    - Online submission for students/parents having issues
    - Hotline for students/parents having issues
  - Office hours with groups/individual signups in the afternoon through video conferencing
  - Connect with classroom teachers to provide support & collaborate with common themes to reinforce
    - Break out in video conferencing from entire group with students having common or recurring issues
  - Consistent communication with struggling students/families to provide support

- Use a tiered communication approach to struggling students/families
      - Tier 1 - Teacher communication through email/online platforms
      - Tier 2 - Teacher communication through phone
      - Tier 3 - Counselor/Building Principal communication through phone
    - Students/families will be identified through teacher recommendation and knowledge of community
    - Will connect students/families with community services to provide additional support
  - Create online social gatherings with adult supervision to connect students with each other
  - Establish student contests and activities to promote social interaction with peers
  - Referral to Chenango County Mental Health for students with increasing issues
- How will students with disabilities be provided their services during distance learning?
  - Students with resource room/consultant services will have daily video conferencing to provide services
  - Teachers will be able to attend video conference lessons to support students
  - Aides will be able to attend video conference lessons to support students
  - Other services (speech, occupational therapy, physical therapy, counseling) will be provided on video conferencing during afternoon sessions on an individual schedule basis
  - Students can meet with teachers during office hours
- What platform(s) will be communicated through for instructional updates?
  - Primary School
    - Google Classroom - Grades/Announcements
    - Class Dojo - Parent Communication
  - Middle School
    - Google Classroom - Instructional/Announcements
    - Electronic Newsletter - Announcements
    - Student/Parent Email – Communication
  - High School
    - Google Classroom - Instructional/Announcements
    - Electronic Newsletter - Announcements
    - Student/Parent Email – Communication
- What platform(s)/application(s) will be used to provide instruction during distance learning?
  - Primary School
    - Nearpod - Interactive Whiteboard
    - EDPuzzle - Videos
    - IXL - ELA, Science, & Social Studies
    - Zearn - Math

- Learning A to Z - Reading
  - Middle School
    - IXL - All subjects
  - High School
    - Writable - ELA
    - EDPuzzle - Videos
    - Castle Learning - All Subjects
- How will we take attendance and participation for students during distance learning?
  - Attendance
    - Primary School
      - Daily Morning Meeting → UPK-4
        - Teachers will take attendance in PowerSchool
        - Attendance procedure in Student-Handbook will be followed
    - Middle School/High School
      - Daily Lessons - all subjects → 5th through 12th grade
      - Teachers will take attendance in PowerSchool
      - Attendance procedure in Student-Handbook will be followed
  - Participation
    - Participation will be based on completing 75% of the weekly assignments from the teacher
      - Teacher observation and discretion will be taken into consideration based on the needs of each student
      - Teachers will keep log of daily activity of students on google sheet or through google classroom
- What schedule will students follow with distance learning?

### Primary School Remote Learning Schedule

UPK

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:15-8:25</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>8:25-8:40</b>	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity

<b>8:45-9:00</b>	Music	Library	PE	Art	PE
<b>Supplemental Activity</b>	Math Hands on	ELA Hands on	Math Hands on	ELA Hands on	Teacher Choice Hands on
<b>Afternoon Skill Groups</b>					

\*\*\*Afternoon Skill Groups - Students will be grouped by interest and ability to experience a specific hands on skill development activity. Groups and activities will rotate throughout the week\*\*\*

### Kindergarten

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30-8:45</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>8:45-9:00</b>	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity
<b>9:05-9:20</b>	PE	Art	Music	PE	Library
<b>Supplemental Activity</b>	Zearn	IXL	Zearn	IXL	Teachers Choice
<b>Afternoon Reading Groups</b>					

\*\*\*Afternoon Reading Groups - Students will be grouped by interest and ability to experience a specific designed reading group. Groups and activities will rotate throughout the week\*\*\*

1st Grade

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:45-9:00</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>9:00-9:20</b>	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity
<b>9:25-9:45</b>	Art	PE	Library	Music	PE
<b>Supplemental Activity</b>	Zearn	IXL	Zearn	IXL	Teachers Choice
<b>Afternoon Reading Groups</b>					

\*\*\*Afternoon Reading Groups - Students will be grouped by interest and ability to experience a specific designed reading group. Groups and activities will rotate throughout the week\*\*\*

2nd Grade

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9:00-9:15</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>9:15-9:35</b>	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity	Math Lesson & Activity	ELA Lesson & Activity
<b>9:45-10:05</b>	PE	Music	Art	PE	Library
<b>Supplemental</b>	Zearn	IXL	Zearn	IXL	Teachers Choice

<b>Activity</b>					
<b>Afternoon Reading Groups</b>					

\*\*\*Afternoon Reading Groups - Students will be grouped by interest and ability to experience a specific designed reading group. Groups and activities will rotate throughout the week\*\*\*

3rd Grade

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9:00-9:15</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>9:15-9:45</b>	Math Lesson & Activity	Math Lesson & Activity	Math Lesson & Activity	Science/SS Lesson & Activity	Math Lesson & Activity
<b>9:50-10:20</b>	ELA Lesson & Activity	Science/SS Lesson & Activity	ELA Lesson & Activity	ELA Lesson & Activity	ELA Lesson & Activity
<b>10:25-10:45</b>	Music	PE	Library	PE	Art
<b>Supplemental Activity</b>	Science/SS	ELA	Science/SS	Math	Teachers Choice
<b>Afternoon Reading Groups</b>					

\*\*\*Afternoon Reading Groups - Students will be grouped by interest and ability to experience a specific designed reading group. Groups and activities will rotate throughout the week\*\*\*

4th Grade

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9:15-9:30</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>9:30-10:00</b>	Math Lesson & Activity	Math Lesson & Activity	Math Lesson & Activity	Science/SS Lesson & Activity	Math Lesson & Activity
<b>10:05-10:35</b>	ELA Lesson & Activity	Science/SS Lesson & Activity	ELA Lesson & Activity	ELA Lesson & Activity	ELA Lesson & Activity
<b>10:50-11:10</b>	Music	PE	Library	PE	Art
<b>Supplemental Activity</b>	Science/SS	ELA	Science/SS	Math	Teachers Choice
<b>Afternoon Reading Groups</b>					

\*\*\*Afternoon Reading Groups - Students will be grouped by interest and ability to experience a specific designed reading group. Groups and activities will rotate throughout the week\*\*\*

- All grades levels will have office hours from 1pm to 3pm to meet with students to answer questions and concerns
- Special Education services will be provided throughout the day based on student schedules
- RTI services will be provided throughout the day based on student schedules

## Middle School Remote Learning Schedule

Each student will receive a schedule telling them what group they are in and what related arts they are scheduled for.

8:20 to 9:00 - Related Arts (Art, Music, Home and Careers, Tech, PE) per student schedules.

	ELA	MATH	SCIENCE	SS
9:05 to 9:40	Class #1	Class #2	Class #3	Class #4
9:45 to 10:20	Class #4	Class #1	Class #2	Class #3
10:25 to 11:00	Class #3	Class #4	Class #1	Class #2
11:05 to 11:40	Class #2	Class #3	Class #4	Class #1

11:40 to 12:30 - LUNCH

12:30 to 1:05 - 7 & 8 Spanish

1:00 to 3:00 - Office Hours for all Teachers

- All grades levels will have office hours from 1pm to 3pm to meet with students to answer questions and concerns
- Special Education services will be provided throughout the day based on student schedules
- RTI services will be provided throughout the day based on student schedules

## High School Remote Learning Schedule

ALL REMOTE LEARNING HIGH SCHOOL	
A DAY ALL REMOTE	B DAY ALL REMOTE
8:00 AM TO 9:30 AM SPANISH	8:00 AM TO 9:30 AM AG/ART
9:30 AM to 11:30 AM SCIENCE	9:30 AM TO 11:30 AM MATH
11:30 AM to 1:30 PM ELA	11:30 AM TO 1:30 PM SOCIAL STUDIES
1:30 PM TO 3 PM TECH/HEALTH	1:30 PM TO 3 PM MUSIC/PE

Special education services will be provided throughout the day based on the student schedule

RTI/AID services will be provided throughout the day based on the student schedule

Weekly schedule for option 1 would be Monday: A, Tuesday: B, Wednesday: A, Thursday: B, Friday: Office Hours/Planning

**Hybrid of In-Person and Remote Learning Instruction:**

The determination to move to the next phase will be made in accordance with guidance from CDC, NYS Department of Health, NYS Education Department, Chenango County Department of Health, and the safe and efficient implementation of the procedures and protocols within those guidances.

**Phase I.**

Students report to school one day per week on designated days. When students are not in school they are learning remotely. Below is a schedule of students/grades and what days they will be receiving in-person instruction.

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>PRIMARY SCHOOL</b>	UPK-1 (1/2 OF CLASSES) CLASS A	GRADES 2-4 (1/2 OF CLASSES) CLASS A	VIRTUAL LEARNING  CLEANING	UPK-1 (1/2 OF CLASSES) CLASS B	GRADES 2-4 (1/2 OF CLASSES) CLASS B
<b>MIDDLE SCHOOL</b>	GRADE 5	GRADE 6	VIRTUAL LEARNING  CLEANING	GRADE 7	GRADE 8
<b>HIGH SCHOOL</b>	GRADE 9	GRADE 10	VIRTUAL LEARNING  CLEANING	GRADE 11	GRADE 12

Any students not scheduled in the building will be learning remotely on that day.

Teachers and staff will provide in-person and remote instruction and support from school.

Schedule reflects five days of instruction per week.

## Phase II. (Revised as of 9/30/2020)

Students report to school two days per week on designated days. When students are not in school they are learning remotely. Below is a schedule of students/grades and what days they will be receiving in-person instruction.

### STARTING OCTOBER 19TH.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>PRIMARY SCHOOL</b>	UPK-4 (50 % of Total in Each Grade) Group A	UPK-4 (50% of Total in Each Grade) Group A	All VIRTUAL LEARNING  CLEANING	UPK-4 (50% of Total in Each Grade) Group B	UPK-4 (50% of Total in Each Grade) Group B
<b>MIDDLE SCHOOL</b>	GRADE 5 and 7	GRADE 6 and 8	All VIRTUAL LEARNING  CLEANING	GRADE 5 and 7	GRADE 6 and 8
<b>HIGH SCHOOL</b>	GRADE 9 and 10	GRADE 9 and 10	All VIRTUAL LEARNING  CLEANING	GRADE 11 and 12	GRADE 11 and 12

Any students not scheduled in the building will be learning remotely from home that day.

Schedule reflects five days of instruction per week.

50% student population in buildings at any given time to continue the year.

## Phase III. (Revised as of 1/12/21)

Primary students report to school four days per week. When MS and HS students are not in school, they are learning remotely. Below is a schedule of students/grades and what days they will be receiving in-person instruction.

### A Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>PRIMARY SCHOOL</b>	UPK-4 100%	UPK-4 100%	Remote/Planning	UPK-4 100%	UPK-4 100%

<b>MIDDLE SCHOOL</b>	GRADE 5 and 7	GRADE 6 and 8	GRADE 5 and 7	GRADE 5 and 7	GRADE 6 and 8
<b>HIGH SCHOOL</b>	GRADE 9 and 10	GRADE 9 and 10	GRADE 9 and 10	GRADE 11 and 12	GRADE 11 and 12

**B Week**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>PRIMARY SCHOOL</b>	UPK-4 100%	UPK-4 100%	Remote/Planning	UPK-4 100%	UPK-4 100%
<b>MIDDLE SCHOOL</b>	GRADE 5 and 7	GRADE 6 and 8	GRADE 6 and 8	GRADE 5 and 7	GRADE 6 and 8
<b>HIGH SCHOOL</b>	GRADE 9 and 10	GRADE 9 and 10	GRADE 11 and 12	GRADE 11 and 12	GRADE 11 and 12

Any students not scheduled in the building will be learning remotely from home that day.

Schedule reflects five days of instruction per week.

100% student population in Primary and 50% of populations in MS and HS buildings.

**Phase IV:**

100% in-person instruction in all buildings adhering to all CDC and NYS Health Department regulations.

Operational Activity: Determinations will be made regularly on how classes, shared spaces, and activities may be adapted in various phases of learning and operations. Policies regarding field trips, special congregate events, and visitors considered at risk for COVID-19 transmission, as well as protocols and procedures for social distancing, PPE usage, and cleaning and disinfection will be consistently reviewed.

**Special Education Services and ELL Support:**

Oxford Academy's reopening plan will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Our school reopening plan considers in-person services a priority for high-needs students.

Out-of-District placements and In-District self-contained placements will attend in-person daily.

Related services will be provided in-person and through tele-therapy depending on the student's IEP and 504 Plan.

CSE and CPSE procedures will proceed per the district Special Education Plan located on our website.

## **COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT**

Oxford Academy will continue to keep communication between school, families and the community members effective. Through surveys with parents and teachers, the district has established what it feels is a unique, workable reopening plan.

The district has developed communication plans for students, parents/guardians, staff and visitors.

### **Communication**

To ensure the district and its employees comply with communication requirements, Oxford Academy will do the following:

- Post signage throughout all buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Establish a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through:
  - Oxford Academy's website
  - Email
  - PowerSchool (email and voice messaging)
  - Social media
  - Print copy mailings
- Maintain a log of every person, including workers and visitors, who may have close contact with other individuals at the work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means.

## **HEALTH AND SAFETY**

The health and safety of the children and adults in our schools is our first priority. Whether instruction is provided in-person, remotely, or through some combination of the two, we will take preventive actions every day to prevent the spread of COVID-19.

### Universal Expectations

*The following Universal Expectations apply to all models that include in-person instruction and will be referenced throughout this document.*

## **I. General Expectations for Social Distancing for Faculty, Staff, Students, and Visitors**

To ensure all faculty, staff, students, and visitors comply with physical distancing requirements, anyone within Oxford Academy facilities will practice social distancing expectations:

1. Ensure 6 ft. distance between individuals, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than 6 ft. apart from one another, individuals must wear acceptable face coverings.
2. Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
3. Post social distancing markers that denote 6 ft. of spacing in commonly used and other applicable areas on the site
4. Essential in-person gatherings (e.g. meetings) will be held in open, well-ventilated spaces with appropriate social distancing among participants, following DOH guidelines for in-person gatherings
5. Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

## **II. General Expectations for Personal Protective Equipment (PPE) for Faculty, Staff, Students, and Visitors**

To ensure all faculty, staff, students, and visitors comply with protective equipment requirements, you agree that Oxford Academy will do the following:

1. Oxford Academy will provide faculty, staff, students and visitors with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
2. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded by individual users.
3. Training will be provided to all faculty, staff, students and visitors on the proper use of face coverings including:
  - a. How to Wear Face Covering Appropriately
  - b. How to Put on/Remove Face Covering

- c. How to Properly Remove a Face Covering
  - d. Proper Care of Face Coverings
4. When in contact with shared objects or frequently touched areas, employees and students are encouraged to wash hands before and after contact
  5. Touching of shared objects and surfaces is discouraged
  6. Frequently touched surfaces and objects will be cleaned and disinfected several times a day to further reduce the risk of germs on surfaces and objects

### **III. General Expectations for Hygiene and Cleaning for Faculty, Staff, Students, and Visitors**

To ensure all faculty, staff, students, and visitors comply with hygiene and cleaning requirements, Oxford Academy will do the following:

1. Adhere to hygiene and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs onsite that document date, time, and scope of cleaning to be maintained by the Buildings and Grounds Department.
2. Provide and maintain hand hygiene stations for personnel, including hand washing with soap, water, and paper towels, or hand sanitizer for areas where hand washing is not feasible.
3. Staff and student training will be provided to promote healthy hygiene practices. Training will include, but is not limited to:
  - a. Proper hand washing techniques
  - b. Use of hand sanitizer
  - c. Respiratory etiquette, including covering coughs and sneezes
  - d. Proper use of face coverings
  - e. Encourage staff to stay home when sick
4. Post signs on how to stop the spread of COVID-19, proper hand washing technique, promote everyday protective measures, and the proper wearing of a face covering
5. Conduct regular cleaning and disinfection daily, or more frequently as needed, along with frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas

#### Health Checks:

Mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus will occur daily.

Parents/guardians are encouraged to take their students temperature in the morning. Anyone with a 100°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The following are listed as the most common symptoms of COVID-19:

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

Additional observable signs in which a student should remain at home include:

- flushed cheeks;
- rapid or difficulty breathing;
- fatigue and/or irritability; and
- frequent use of the bathroom.

Mandatory screenings of students at school will include a daily temperature check and periodic completion of a screening questionnaire.

Once at school students and staff exhibiting the above signs with no other explanation for them should be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school will contact the parent/guardian to come pick up their ill child or send the staff member home.

Health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students are required to have a daily temperature check upon entering a building or boarding school transportation and will be asked to complete a periodic screening questionnaire.

Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students will be supervised in the isolated area while awaiting transport home. Student/parent will be referred to a healthcare provider with resources on COVID-19 testing.

Students, faculty and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. This information may be collected by contacting the building nurse by phone.

Faculty, staff, contractors, vendors and visitors are encouraged to complete required screenings prior to arrival at school. If that is not possible, screenings will begin for faculty and staff at 7:30 am in the nurse's suites, along with a mandatory questionnaire.

A screening questionnaire determines whether the individual has:

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

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

Technology support will be designated to review the incoming reports of screenings by staff and parent/guardians and attesting that they are completed. The school nurse will be the contact person for staff or students to inform if they later experience COVID-19 symptoms.

District procedures which may require the parent/guardian to report the results of such screening rely on the parent/guardian to complete the report. If the parent/guardian symptom screen evaluation is done at home the school must:

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

### Screenings

Temperature:

Oxford Academy staff conducting temperature screenings will have:

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

Social Distancing:

- Oxford Academy may ask parents/guardians to take their child's temperature before coming to school.
- The district will ask the parent/guardian to confirm that the child does not have fever, shortness of breath or cough.

## Healthy Hygiene:

Healthy hygiene practices will be taught and re-taught in school for both students and staff. Schools will provide adequate supplies and time to allow for frequent hand hygiene. Signs instructing students, employees and the community on the following will be posted in highly visible areas throughout the school buildings

- Stay home if you feel sick.
- Cover your nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard used PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Time in the school day schedule will be allotted for hand hygiene.

Oxford Academy will provide the following:

- Acceptable face coverings for faculty, staff, students and visitors
- Adequate facilities and supplies for hand washing including soap and water (lathering for a minimum of 20 seconds);
- Paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolize germs);
- Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes can be used in high touch surfaces when soap and water is not available;
- Time in the schedule to allow for frequent hand washing; and
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

At a minimum, students and staff should wash hands, as follows:

- Upon entering the building and each classroom;
- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing nose, or coughing into hands;
- Upon coming in from outdoors; and
- Anytime hands are visibly soiled.

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.

A supply of tissues will be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Hand hygiene should always be performed after sneezing, coughing and handling dirty tissues or other soiled material.

### Social Distancing

Oxford Academy will enforce social distancing and / or use of face masks on all school property. The District has created an in-person schedule to ensure that student groupings are capable of maintaining 6 feet of social distance or mask use in each classroom and throughout the school buildings.

Arrival and dismissal times will be staggered to allow appropriate social distancing on buses as well as in classrooms. Designated areas for student drop-off and pick-up will limit contact of parents/guardians in the building.

Oxford Academy will also:

- Turn desks (including teachers) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
- Open windows to improve ventilation. (e.g., allergies, or potential fall);
- Limit use of shared supplies to one group of students, clean between use by cohorts of students;
- Limit gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such spaces are wearing acceptable face coverings;
- Will allow playground use to continue with proper safeguards in place.
- Ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require projecting the voice such as Band, Chorus, PE, extracurriculars, inter-scholastic and intramural sports.
- Cancel/limit student assemblies, athletic events/practices, performances, school-wide parent meetings.
- Limit visitors to school buildings.

### Medically Vulnerable/High-Risk Groups

Oxford Academy will make accommodations to meet the needs of students, faculty and staff with documented, pre-existing or debilitating conditions that may impede learning or job performance per CDC guidance.

These may include:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma
  - serious heart conditions
  - immunocompromised
  - severe obesity (body mass index [BMI] of 30 or higher)
  - diabetes

- chronic kidney disease undergoing dialysis
- liver disease
- sickle cell anemia
- children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Transitioning these students back to school requires:

- Planning and coordination of:
  - school health services personnel
  - special education personnel
  - pupil personnel services and
  - administration.

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

- Additional PPE for staff caring for such students;
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

Oxford Academy will ensure adequate supplies of PPE on hand for use by school health professionals to assess and care for ill students and staff members;

Such PPE includes, but is not limited to:

- face masks (disposable surgical masks)
- respirators (N95) masks that are fit tested
- eye protection or face shields
- gloves
- disposable gowns.

### Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance.

All students and staff members must wear cloth face coverings:

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

Oxford Academy will provide acceptable face covering to students and employees and will have an adequate supply in case of need for replacement. Students and employees are allowed to wear their own acceptable face covering if they so choose. Students and employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so. In this case, social distancing is required.

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

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

Oxford Academy will instruct students, parents/guardians and staff, contractors and vendors on:

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

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

### Management of Ill Persons

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

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

If there are several students waiting to see the school nurse, arrangements will be made to have students wait at least 6 feet apart.

School nurses and other school health professionals assessing or providing care to ill students and staff should follow transmission-based precautions which includes the use of appropriate PPE (see section on PPE). Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate

PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet

Oxford Academy will:

- Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
  - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
  - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
  - Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.
  - If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

If a separate room is not available, Oxford Academy will keep at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. It is recommended that:

- Students should be escorted from isolation area to the parent/guardian;
- The parent or guardian be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- Symptomatic students or staff members follow CDC's Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, the building nurse will call 911 and notify the operator that the person may have COVID-19;
- Oxford Academy staff will be made aware of the symptoms of Multisystem **Inflammatory Syndrome** in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth. Oxford Academy will notify the parent/guardian if their child shows any of the following symptoms

and recommend the child be referred for immediate follow up with a healthcare provider:

- fever
  - abdominal pain
  - vomiting
  - diarrhea
  - neck pain
  - rash
  - bloodshot eyes
  - feeling extra tired
- A nurse or Principal must call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs:
    - trouble breathing
    - pain or pressure in the chest that does not go away
    - new confusion
    - inability to wake or stay awake
    - bluish lips or face
    - severe abdominal pain
  - If a student or staff member reports having tested positive for COVID-19, the District COVID-19 Safety Coordinator will notify the local health department to determine what steps are needed for the school community.

#### Return to School after Illness

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

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

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

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

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with

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

### COVID-19 Testing

Oxford Academy will not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health.

Chenango County Department of Health should identify who in the community is responsible for referring, sourcing, and administering testing (e.g., local health department testing site, physician offices, hospital system) particularly in the event that large-scale testing at the school is needed.

### Contact Tracing

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

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

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

### School Closures

Oxford Academy will collaborate with the Chenango County Department of Health to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

Oxford Academy will consider closing school if absentee rates impact the ability of the school to operate safely. Schools may choose to modify operations prior to closing

to help mitigate a rise in cases. Oxford Academy will consult their school physician and/or the local department of health when making such decisions.

### Health Physicals and Screenings

Due to the COVID-19 pandemic and the effect it is having on healthcare providers the following is acceptable:

- Oxford Academy will continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021; Parents/guardians are provided with additional time to provide the completed health exam to the school;
- Student athletes will be able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria;
- Beginning February 1, 2021 health examinations for schools are to be completed on the NYS Required Health Examination Form or an electronic health record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall; and
- Hearing, vision, and scoliosis screenings are waived for the 2020-2021 school year, unless such screening has otherwise been deemed necessary.

### Safety Drills

Oxford Academy will conduct 8 evacuation and 4 lockdown drills this school year. These drills will be modified to minimize the risk of spreading infection.

Students will be instructed that if it is an actual emergency evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency may not be possible and should not be the first priority.

- Drills will be conducted on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. and
- All students will receive instruction in emergency procedures, and participate in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Lockdown drills in a classroom setting will maintain social distancing and masks will be used;
- Lockdown drills will be conducted to ensure all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Lockdown drill in classrooms will be conducted without “hiding”/“sheltering” but students will receive an overview of how to shelter or hide in the classroom.

## **FACILITIES**

When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

Oxford Academy will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To meet the requirements of that guidance, Oxford Academy may need to rearrange or re-purpose physical space within its buildings, expand buildings' or districts' footprints or alter existing spaces through construction or changes in programming or operation. Several of these alternatives have implications for fire code compliance and may require code review by the New York State Education Department's (NYSED's) Office of Facilities Planning.

### Cleaning and Disinfection

Oxford Academy cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The general framework is based on doing the following:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Disinfection. Where disinfectants are used, products will be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important;
- When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Keep all disinfectants out of the reach of children;
- Oxford Academy will identify cleaning and disinfection frequency for each facility and area type; and
- Oxford Academy will maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.

Cleaning plans will focus on the safety of custodial staff and other people who are carrying out the cleaning or disinfection.

High touch surfaces will be cleaned and disinfected frequently though out the day.

Examples of high touch surfaces include:

- Tables;
- Doorknobs;
- Light switches;
- Countertops;
- Handles;
- Desks;
- Phones;
- Keyboards and tablets;
- Toilets and restrooms; and
- Faucets and sinks.

- Oxford Academy will establish a schedule for cleaning and/or changing heating/air conditioning system filters. Opening windows, if it can be done safely, and conducting classes outdoors are other strategies to increase airflow.
- Oxford Academy will continue to adhere to all mandatory tests, inspections and drills per NYSED, OSHA, NYS Department of Health, etc.
- The district will follow the manufacturer's instructions for cleaning and disinfection of electronic devices such as laptops, iPads or Chromebooks, keyboards and computer mice, etc., between uses.
- Playgrounds will be cleaned per CDC guidance:
  - outdoor areas, like playgrounds in schools and parks will require normal routine cleaning, but do not require disinfection
  - high touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely
- Shared athletic/gym equipment (e.g., balls, protective gear) will be cleaned between use per manufacturer's directions.

### School Health Office Cleaning

School health office cleaning will occur after each use of:

- Cots;
- Bathroom; and
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.

Disposable items may be used including:

- Disposable pillow protectors; or
- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

## **CHILD NUTRITION**

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished.

Meal preparation in Oxford Academy schools will include the following:

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and proportioned and prewrapped produce
- Use disposable trays and wrap code items in plastic and hot food with foil.
- Make sure work stations can be reorganized for proper physical distancing during meal preparation and meal service.
- Employee shifts will be adjusted to minimize the number of staff in the kitchen.

Onsite Meal Service will:

- Be served in the cafeteria using social distancing guidelines
- Meals times will be staggered to allow for cleaning between meal services
- Student tables and sitting arrangements will provide 6 feet of physical distance between students

#### Offsite Meal Service

- Grab-and-go student meals will be provided as recommended by the USDA.
- Buses may be used to transport meals to a central location

## **TRANSPORTATION**

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will be applied to the school bus, as well.

- Parents will be polled to see who needs transportation.
- Bus drivers will screen students upon boarding the bus using temperature screening devices
- Bus drivers will encourage 6-foot distancing at bus stops and while loading and unloading.
- Students will be required to use face covers on all district transportation.
- No more than one student per seat will be allowed on busses unless the students are members of the same family and from the same household.

## **SOCIAL EMOTIONAL WELL-BEING**

While district and school personnel cannot solve every problem, Oxford Academy will prioritize social emotional well-being, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

Clear communication with students, families, staff, and community is a necessity. Community partnerships will also be utilized.

- Conduct universal screening to identify social-emotional needs of students.
- Share student mental health need assessment data with parents and guardians.
- Develop a system to connect with students and families to promote attendance.
- Engage with students and families using culturally responsive techniques.
- Engage staff in professional development about trauma informed practices.
- Include mental health and wellness resources on district and school websites and in communications with families (robocalls, newsletters, social media, etc.)
- Include stress management or mindfulness practices in daily classroom routine.

- Share resources for basic needs: food banks, patient assistance programs, etc.

## **ATTENDANCE AND CHRONIC ABSENTEEISM**

Oxford Academy policies and procedures will focus on the academic consequences of lost instructional time and address absences before students fall behind in their learning. Initiating an educational neglect or Person in Need of Supervision (PINS) may be a result of poor attendance whether in-person or remotely; Oxford Academy will work with its local departments of social services prior to bringing any legal action against students or their families.

### **Chronic Absenteeism**

Chronic absences, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Oxford Academy will work to identify and provide guidance to students and families where chronic absenteeism is a problem.

## **TECHNOLOGY AND CONNECTIVITY**

Technological knowledge and skills are vital for Oxford Academy students. Sufficient access to computing devices and high-speed internet are essential for educational equity. The effective use of digital technology will assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. Regardless of whether in-person, remote, or hybrid models are utilized, Oxford Academy will support students with a:

- Computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use; and
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning while at school. Students' places of residence may not be connected to fiber, and/or cellular service may not be available. The District will ensure that all efforts are being made to provide some form of internet access throughout the community availability, such as by boosting WIFI signals to parking lots and providing designated hotspot locations.

Last resort efforts will be providing students with paper copies of coursework.

## **TEACHING AND LEARNING**

Oxford Academy students are entitled to a free public education. All students will have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or through a hybrid model. Individual student needs and equity will be the center of all learning experiences. Flexibility will be essential, allowing for the least disruption to students and learning. Oxford Academy will provide 180 days of instruction to their students whether it be delivered in-person, remotely, or through a hybrid model.

## **CAREER AND TECHNICAL EDUCATION (CTE)**

BOCES Career and Technical Education will be provided to Oxford Academy students every school day unless Oxford Academy and BOCES agree that a change of format is necessary.

## **ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. In-person plans and a hybrid plan will limit face-to-face class time, and follow social distancing guidelines.

Interscholastic sports - The school district will follow direction from the New York State Public High School Athletic Association (NYSPHSAA).

Extracurricular activities – Oxford Academy will allow certain extracurricular activities based on health and safety requirements and the ability to adhere to guidelines. Handwashing and social distancing recommendations will be followed when in person meetings occur. Transportation cannot be provided for these activities until further notice.

## **STUDENT TEACHING**

Student teachers will be welcomed at Oxford Academy upon request.