Pine Plains Central School District

2020 Remote Learning Plan
Remote Learning Plan

The following Remote Learning Plan has been adapted from the Pine Plains Central School District Reopening Plan to address the requirements outlined by the governor and set forth in the “Supplement to the Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency.” The following list of definitions is offered to provide clarification for this remote learning plan:

Definitions of Terms

Asynchronous learning – is defined as remote learning, not in real time, but rather happens on your own schedule. The teacher will be providing learning opportunities through a number of activities, such as reading material, pre-recorded lessons, educational videos, reinforcement activities, etc.

Hybrid Schedule – is defined as the rotation of student groups between in-person learning and remote learning during Stage 2. Group A of students will attend in-person school on Monday and Tuesday while the other group is participating in remote asynchronous learning on Monday and Tuesday. On Wednesday, both groups of students are participating in remote learning while the school building is going through a deep clean. Group B of students will attend in-person school on Thursday and Friday while the other group is participating in remote asynchronous learning on Thursday and Friday. (See Appendix B)

Learning Management System (LMS) – is defined as a course management system, which includes features like lesson materials, quizzes, progress tracking, and learner feedback. All Pre-K students through Grade 12 students will be using Google Classroom as their Learning Management System.

Remote learning – is defined as either synchronous or asynchronous learning.

Stage 1 – is defined as remote learning (mainly synchronous learning) for students in a school building following the school calendar as adopted by the Board of Education for the 2020-2021 school year. (See Appendix A)

Stage 2 – is defined as a combination of remote learning and in-person learning following our hybrid schedule. Students in a school building that is in Stage 2 will be following the school calendar as adopted by the Board of Education for the 2020-2021 school year. (See Appendix A) Students will be arranged by last name into two groups, one group with last names A-Le and the other group with last names Li-Z. Households with students that have last names that fall into both groups will be notified by administration in which group all students of the household will be placed.

Stage 3 – is defined as in-person learning for all students every day following the school calendar as adopted by the Board of Education for the 2020-2021 school year. (See Appendix A)

*Contents adapted from PPCSD Reopening Plan*
It should be noted that this stage cannot be put into practice with our existing facilities adhering to the most recent NYSDOH and NYSED guidance documents and social distancing protocols.

*Synchronous learning* – is defined as the kind of learning that happens in real time. This means that students and teachers interact in a specific virtual place, through a specific online medium, at a specific time.

**Teaching and Learning Requirements**

All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. This plan must prepare for in-person, remote, and hybrid models of instruction. Instruction must be aligned with the outcomes in the New York State Learning Standards.

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

Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). The district will ensure full implementation of our approved APPR plan.

In the event of a Stage II or Stage III opening of schools, families/caregivers of all enrolled students (currently 898) may elect to have students participate in remote learning. Students participating in remote learning must do so on a quarterly basis. Families that select in-person learning, but later wish to participate in remote learning due to health-related or situational changes may do so, but must commit to maintaining this selection for the remainder of the quarter. Re-entry into in-person learning may only occur at the start of a new quarter. Parents/guardians must submit a written request to the building principal of their child’s school no later than two weeks before the start of the quarter in which they are requesting a change.¹

Students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. The contact information is as follows:

**School Phone Number:**

*Cold Spring:*
845-868-7451 (ext. 2201 for the Main Office)

*Seymour Smith:*
(518) 398-3000 (ext. 3102 for the Main Office)

*Stissing Mountain Jr./Sr. High:*
(518)-398-7181 (x1300 for the Main Office)

¹*Contents adapted from PPCSD Reopening Plan*
Technology Problem Contact:
For technical questions and concerns contact our Technical Support. Email and phone support will be available from 8 a.m. - 4 p.m. t.service@ppcsd.org or 518-398-7181 x 1417

School Schedules
School schedules may change quickly based upon the intensity of the pandemic. For this reason, multiple scheduling scenarios are outlined below.

In-Person Full Time:

**Cold Spring:**
Start 9:00 a.m., End - 3:15 p.m.
Monday-Friday

**Seymour Smith:**
Start - 9:00 a.m., End - 3:15 p.m.
Monday-Friday

**Stissing Mountain Jr./Sr. High:**
Start 7:30 a.m., End 2:15 p.m.
Monday - Friday

Hybrid:

**Cold Spring:**
9:00 a.m., End-3:15 p.m.
Monday, Tuesday, Thursday, Friday
Wednesday (Remote)

**Seymour Smith:**
9:00 a.m., End - 3:15 p.m.
Monday, Tuesday, Thursday, Friday
Wednesday (Remote) - Office Hours & Small Group

**Stissing Mountain Jr./Sr. High:**
Start 7:30 a.m., End 2:15 p.m.
Monday - Tuesday, Thursday - Friday
Wednesday (Remote)
Wednesday (in person) 7:30 – 10:30 a.m. for Grades 6-8 and SPED/ELL

Remote:

**Cold Spring:**
Academic Block: 9:00 a.m. - 11:00 a.m.
Rotation Block: 12:00 p.m. - 2:00 p.m.
**Seymour Smith:**
- Academic Block: 9:00 a.m. - 11:00 a.m.
- Rotation Block: 12:00 p.m. - 2:00 p.m.

**Stissing Mountain Jr./Sr. High:**
- Students will follow regular class schedule- 36-minute periods with 9-minute transition time between classes.

**Attendance and Chronic Absenteeism**
All schools must provide 180 days of instruction each school year to their students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model.

**Attendance Reports:**
Student attendance and/or teacher/student engagement will be reported daily regardless of the instructional setting.

**In-Person Full Time:**
**Cold Spring:**
- Attendance is taken daily by 9:30 a.m. through student management system.

**Seymour Smith:**
- Attendance is taken daily by 9:30 a.m. through student management system.

**Stissing Mountain Jr./Sr. High:**
- Attendance is taken daily by 9:00 a.m. through the student management system.

**Hybrid:**
**Cold Spring:**
- Attendance is taken Monday, Tuesday, Thursday, and Friday in person through student management system.

**Seymour Smith:**
- Attendance is taken Monday, Tuesday, Thursday, and Friday in person through student management system.

**Stissing Mountain Jr./Sr. High:**
- Attendance is taken Monday, Tuesday, Thursday, and Friday in person through student management system.
Remote:

Cold Spring:
  Attendance is taken daily and recorded by homeroom teacher virtually.

Seymour Smith:
  Attendance is taken daily and recorded by homeroom teacher virtually.

Stissing Mountain Jr./Sr. High:
  Attendance is taken each period and recorded by teacher in student management system.

Chronic Absenteeism
  Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, 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. Chronic absence includes all absences from instruction, both excused and unexcused.

  An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child’s prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child’s educational progress, or imminent danger of such an adverse effect. Educational neglect will not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, and the child is participating in remote learning opportunities.

Technology and Connectivity

Access:
  A survey was completed to determine which households have access to internet connectivity. To the extent practicable, internet access will be provided to students and teachers who currently do not have sufficient access. If students do not yet have sufficient access to devices and/or high-speed internet, they will be given alternate ways to participate in learning and demonstrate mastery of Learning Standards in remote or hybrid models. All students in the Pine Plains Central School District (currently 898) will be issued a district-provided laptop for the 2020-21 school year. In the event that a district student cannot utilize their district-issued device due to lack of connectivity, the district will work with the family to provide reasonable alternatives, such as worksheets, workbooks, practice sets, etc.
Professional Development:
   Professional development will continue to be offered to educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.

Student Technology Proficiency:
   Instruction will be provided to students to build digital fluency.

Parent/Guardian Technology Proficiency:
   Opportunities for parent instruction will be provided to parents/guardians to build digital fluency.

Students Transporting Technology:

   In-Person Full Time:
   Cold Spring:
      Student devices will remain at school, unless a planned closure occurs.

   Seymour Smith:
      Student devices will remain at school, unless a planned closure occurs.

   Stissing Mountain Jr./Sr. High:
      Students will keep and transport their devices daily.

   Hybrid:
   Cold Spring:
      Students will leave school-issued devices at home unless otherwise instructed by the IT department, a teacher, or administrator. Proper hygiene will be observed when students are using laptops in the classroom.

   Seymour Smith:
      Student devices will be transported to and from school on an as-needed basis.

   Stissing Mountain Jr./Sr. High:
      Students will keep and transport their devices daily.

   Remote:
   Cold Spring:
      Parents will pick-up student devices prior to the opening of school. Alternate arrangements will be made on an as-needed basis. During the pick-up or in the event of exchange, proper social distancing and appropriate face coverings must be observed.

*Contents adapted from PPCSD Reopening Plan*
Seymour Smith:
Parents will pick-up student devices prior to the opening of school. Alternate arrangements will be made on an as-needed basis. During the pick-up or in the event of exchange, proper social distancing and appropriate face coverings must be observed.

Stissing Mountain Jr./Sr. High:
Parents will pick-up student devices prior to the opening of school. Alternate arrangements will be made on an as-needed basis. During the pick-up or in the event of exchange, proper social distancing and appropriate face coverings must be observed.

NYS Requirements

Seat Time:

Gr. PreK - 6:
There are no subject specific time requirements in grades PreK-6 for any subject with the exception of physical education. Educational programs delivered in these grades will employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners.

Teachers will strive to have daily contact with students in some format in order to support both their academic needs and socio-emotional wellbeing. A variety of synchronous and asynchronous instructional offerings will be made available to all students through our Learning Management System (Google Classroom).

Physical Education:
Whether in-person, remote, or hybrid models are utilized, students will be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, the instructors will plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

A distance of twelve feet in all directions will be maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).

Gr. 7 - 12:

Unit of Study:
Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180
minutes of instructional time for instruction delivered in a traditional face-to-face model or through alternative instructional experiences, including, but not limited to through digital technology or hybrid learning that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent synchronous and asynchronous interaction with an appropriately certified teacher and academic and/or other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement. Learning opportunities will be primarily offered through our Learning Management System (Google Classroom).

**Unit of Credit:**

The priority for instruction should be that which best prepares students to meet the learning outcomes for the course. Students who achieve the learning outcomes for the course will be granted the unit of credit for the course if applicable.

**Science Laboratory Requirements:**

Courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. The laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam.

**Physical Education:**

Whether in-person, remote, or hybrid models are utilized, students will be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, the instructors will plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

A distance of twelve feet in all directions will be maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).

**Special Education**

**FAPE and LRE**

Whether services are provided in-person, remote, and/or through a hybrid model, the District is mandated to provide a free, appropriate public education (FAPE) consistent with the need to protect the health and safety of students with
disabilities and those providing special education and services. The District must also consider the least restrictive environment (LRE) by ensuring that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP.

**Parent Communication**

To the extent possible, meaningful parent engagement will be delivered in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Consistent with prior years, parents will receive a hard copy of their child’s IEP in the mail before the start of the 20-21 school year. Every effort will be made to implement IEP programs and related services as written with regards to ratio, frequency, and duration. Should a change to a child’s program or service be proposed, parents will be contacted directly by the PPS Office and will receive prior written notice. IEP changes will be made either through the amendment process or through a CSE program review with parent involvement and consent.

The programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication, will be documented in this plan as well as a letter from each building principal and the PPS Director. Those letters will be mailed home, sent via email and/or the Frontline collaboration portal, and posted on the school website.

Please contact the PPS Director with any questions or concerns regarding special education programs or services or to request a CSE program review.

Janine Babcock, Director of Pupil Personnel Services  
[Email](mailto:j.babcock@ppcsd.org)  
(518) 398-7181 ext. 1310

**IEP Implementation**

**Provision of Services:**

To the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student’s IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. Schools will determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as they plan for various types of instructional models, including in-person and remote learning.

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

Access to necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) will be provided to meet the unique disability-related needs of students.

The District has prioritized in-person instruction for students receiving special education services; however, some programs and services will need to be delivered remotely to accommodate health and safety needs. We recognize that students with disabilities, particularly younger students and those with more severe impairments, benefit most from direct in-person instruction from a special education teacher. **With the goal of providing as much in-person instruction for students with disabilities as possible, while adhering to all health and safety guidelines outlined in this document, the District has developed the plan found in Appendix G.** While this plan will generally apply to students with special needs, the CSE will reconsider and adjust any elements as needed to best meet the needs of any individual student or group of students.

**Progress Monitoring:**
Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student’s progress toward the annual goals and to evaluate the effectiveness of the student’s special education services. As in prior years, parents will receive quarterly IEP progress reports in the mail and/or online through the Frontline collaboration portal. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student’s IEP cannot be met with reasonable efforts.

**Other Considerations**

**Referral:**
Before referring a student for special education, the District must take into consideration all factors that may have influenced the student’s progress during school closures due to COVID-19. If the District suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education.

**Initial Evaluation/Reevaluation:**
Special education evaluations must be conducted within required timelines. Evaluations may be conducted in person or remotely.


**CSE and CPSE Meetings:**
When conducting CPSE/CSE meetings, the parent of a student with a disability and the District may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

**Bilingual Education**

**English Language Learner (ELL) Identification:**
If the District reopens using in-person or hybrid instruction, we are required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process will be followed in-person for new entrants following the district’s safety protocols. The ELL identification process is coordinated through the PPS Office.

**Required Units of Study:**
Required instructional Units of Study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status will continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.

**Communication:**
Regular communication with the parents/guardians and other family members of ELLs will be maintained to ensure that they are engaged in their children’s education during the reopening process. To the extent possible, all communications for parents/guardians of ELLs will be provided in their preferred language and mode of communication.

Please contact the PPS Director with any questions or concerns regarding programs or services for English Language Learners.

Janine Babcock, Director of Pupil Personnel Services
[j.babcock@ppcsd.org](mailto:j.babcock@ppcsd.org)
(518) 398-7181 ext. 1310

*Contents adapted from PPCSD Reopening Plan*
**Flexibility:**

The District has the flexibility to provide additional units of study if they deem necessary based on student need. This flexibility could take the form of additional ENL programming to address oral language development, writing and reading skills, and academic vocabulary development to provide more access to content.

The District recognizes that English Language Learners, particularly Newcomers, benefit most from direct in person instruction from an ENL teacher as well as time with their English-speaking classmates. With the goal of providing as much in person instruction for ELLs as possible, while adhering to all health and safety guidelines outline in this document, the District has developed the plan found in Appendix G.

**Students with Interrupted/Inconsistent Formal Education (SIFE):**

NYSED has approved a temporary emergency regulatory change that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time.
## Appendix A

### 2020-2021 School Calendar

**PINE PLAINS CENTRAL SCHOOL DISTRICT**  
**2020-2021 SCHOOL CALENDAR**

<table>
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<tr>
<th>SEPTEMBER</th>
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<th>NOVEMBER</th>
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### 2020

- **SEPTEMBER:** 7 Monday Labor Day Holiday-Buildings Closed  
  8 Tuesday Superintendent's Conference Day - No Students  
  9 Wednesday School Opens  
- **OCTOBER:** 12 Monday Columbus Day Holiday - Buildings Closed  
- **NOVEMBER:** 5 Tuesday Superintendent’s Conference Day-No Students  
  11 Wednesday Veteran's Day Holiday - Buildings Closed  
  25 Wednesday Reosn Day  
  26-27 Thursday-Friday Thanksgiving Holiday-Buildings Closed  
- **DECEMBER:** 23 Wednesday Christmas Holiday-Buildings Closed  
  24-25 Thursday-Friday Winter Recess  
  31 Thursday New Year’s Eve Holiday-Buildings Closed  

### 2021

- **JANUARY:** 1 Friday New Year’s Day Holiday-Buildings Closed  
  18 Monday Winter Recess  
  20-29 Tuesday-Friday Regents Exams  
- **FEBRUARY:** 12 Friday Superintendent’s Conference Day-No Students  
  15 Monday Presidents’ Day-Holiday-Buildings Closed  
- **MARCH:** 20 Friday Good Friday Holiday-Buildings Closed  
  29-30 April Monday-Tuesday  
- **APRIL:** 2 Friday Good Friday Holiday-Buildings Closed

### SUMMARY

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*Contents adapted from PPCSD Reopening Plan*
Appendix B

Hybrid Schedule for Stage 2

Group A
- A - Le

Group B
- Li - Z

Monday

Tuesday

Wednesday
Students will participate in remote learning. Teachers will be available during office hours and have time for lesson planning.

Thursday

Friday

*Contents adapted from PPCSD Reopening Plan*
Appendix C

Transportation Request Form

**PINE PLAINS CENTRAL SCHOOL DISTRICT**

**TRANSPORTATION DEPARTMENT**

**2020-2021 School Year**

*Contents adapted from PPCSD Reopening Plan*

Note: To be eligible for transportation, children must be at least four (4) years of age and resident of the school district. Bus stop exceptions may be requested, but are not guaranteed. If a change needs to be made during the school year, an additional transportation request form must be filled out and submitted to the Transportation Department no less than two weeks prior to the effective date. All changes are subject to approval and are not guaranteed. It is your responsibility to provide accurate information so that the district can schedule routes and determine capacity and budgetary needs. Any address change or new applicant may require proof of residency. All routes are subject to changes for safety and efficiency throughout the year. Masks are to be worn on buses.

<table>
<thead>
<tr>
<th>SCHOOL OF ATTENDANCE (circle one)</th>
<th>Stissing Mtn JR/SR HS</th>
<th>Seymour Smith ILC</th>
<th>Cold Spring ELC</th>
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<tbody>
<tr>
<td>TRANSPORTATION REQUEST (circle one)</td>
<td>AM ONLY</td>
<td>PM ONLY</td>
<td>BOTH</td>
</tr>
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</table>

### STUDENT INFORMATION

- **Last Name**
- **First Name**
- **MI**
- **Date of Birth**

- **Street Address**
- **City**
- **State**
- **Zip**

- **Parent/Guardian Names: Mother** (Please Print)
- **Mother’s Work #:**
- **Mother’s Cell #:**

- **Parent/Guardian Names: Father** (Please Print)
- **Father’s Work #:**
- **Father’s Cell #:**

- **Alternate Location Information**

  Please check the boxes below to indicate which day(s) your child will be at the alternate location. Bus stop exceptions may be requested, but are NOT guaranteed.

- **Monday AM**
- **Tuesday AM**
- **Wednesday AM**
- **Thursday AM**
- **Friday AM**

- **Address:**
- **Contact Name:**
- **Contact Phone #:**

- **Monday PM**
- **Tuesday PM**
- **Wednesday PM**
- **Thursday PM**
- **Friday PM**

### EMERGENCY CONTACT – OTHER THAN PARENT OR LEGAL/CUSTODIAL GUARDIAN

- **Contact Name:**
- **Relationship to Student:**
- **Friend, neighbor, other**

- **Home Phone #:**
- **Work Phone #:**
- **Cell Phone #:**

- **Signature of Parent/Guardian:**
- **Date:**

**FOR DISTRICT TRANSPORTATION USE ONLY**

- **Received By:**

  - **Reason:**
  - **Request (circle one):** PROPOSED

  - **Signed:**
  - **Supervisor of Transportation:**

*TRANSPORTATION WILL NOT BE PROVIDED TO STUDENTS UNLESS A REQUEST FORM IS SUBMITTED.*

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Appendix D

Daily Health Screener

This daily health screener is required for employees and highly encouraged for parents to complete before students attend in-person learning. This screener should be completed within six hours of reporting into a school building.

1. Name of Student/Faculty Member (Last, First)

____________________________________________________

2. Name of Person Completing this form for a Student (Last, First)

____________________________________________________

3. Please check if you have had any of the following symptoms in the past 24 hours: Check all that apply.

☐ Fever or feeling feverish
☐ Cough
☐ Mild or moderate difficulty breathing
☐ Sore Throat
☐ Muscle aches or body aches
☐ Vomiting or diarrhea
☐ New loss of taste or smell
☐ Other symptoms
☐ None

4. Report “Other” symptoms below:

_________________________  __________________________
_________________________  __________________________

5. Have you, or someone in your household, had close/unprotected contact (6 ft. for 15 minutes) with suspected or known COVID-19 patient within the past 2 weeks?

☐ Yes
☐ No
☐ Maybe

6. Your temperature must be taken daily, prior to entering into school. Was your temperature 100.0 °F or greater?

☐ Yes
☐ No

*Contents adapted from PPCSD Reopening Plan
7. We ask all faculty and students to wear a face covering/mask. Do you need a face covering/mask from the District?
   ☐ Yes
   ☐ No

8. Please provide the best means to contact you regarding this survey.

   ____________________________________________

9. For Parents/Guardians: By typing your name below, you are consenting to face to face instruction/evaluations.

   ____________________________________________
Appendix E

COPVID-19 Screening Flowchart

Note: Credit to Fresno Unified School District

*Contents adapted from PPCSD Reopening Plan*
Appendix F

Hygiene Tip Sheet

Students and staff must practice good hygiene to help reduce the spread of COVID-19. Proper hand hygiene includes the following:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
- Use of alcohol-based sanitizers (60% alcohol or greater) when soap and water are not available, and hands are visibly dirty;
- At a minimum, students and staff should follow good hand hygiene practices when:
  - Entering the building and classroom
  - After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, desks or table tops);
  - Before and after snacks, breakfast, and lunch;
  - After using the bathroom;
  - Helping a student with toileting;
  - After sneezing, wiping or blowing their nose, or coughing into their hands;
  - Before putting on and after taking off their face covering;
  - Upon coming in from outside the building;
  - Recess or Physical Education;
  - Other times as appropriate, and
  - Anytime hands are visibly soiled.

The District will provide adequate facilities and supplies for hand washing, including soap and water, paper towels, and trash bins for proper disposal. In addition, the District will provide hand sanitizer throughout common areas (e.g. entrances, cafeteria).

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, the following proper respiratory hygiene should be followed:

- Cough or sneeze into a tissue (dispose of the tissue following the use and then perform proper hand hygiene);
- Cough or sneeze in your elbow or shirt sleeve to cover your mouth and nose.

*Contents adapted from PPCSD Reopening Plan*
## Appendix G

### Students with Alternative Schedules

**Cold Spring and Seymour Smith**

<table>
<thead>
<tr>
<th>Students</th>
<th>Stage 1 (Remote)</th>
<th>Stage 2 (Hybrid)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education</strong></td>
<td>• Self-contained classes attend M-F in person. Related services in person.</td>
<td>• Self-contained classes attend M-F in person.</td>
</tr>
<tr>
<td></td>
<td>• Inclusion classes and related services are remote.</td>
<td>• Inclusion classes attend in person full days Mon, Tues, Thurs, Fri. Wed is remote.</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>• ENL services are remote.</td>
<td>• Newcomers attend in person full days Mon, Tues, Thurs, Fri.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wed is remote.</td>
</tr>
</tbody>
</table>
## Stissing Mountain Jr./Sr. High School

<table>
<thead>
<tr>
<th>Students</th>
<th>Stage 1 (Remote)</th>
<th>Stage 2 (Hybrid)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education</strong></td>
<td>• Self-contained classes attend M-F in person. Related services in person.</td>
<td>• Self-contained classes attend M-F in person.</td>
</tr>
<tr>
<td></td>
<td>• Inclusion classes and related services are remote.</td>
<td>• Inclusion classes in person Mon/Tues or Thurs/Fri with last name cohort per school plan.</td>
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<tr>
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<td></td>
<td>• Grades 6-8 inclusion students attend in person Wed 7:30 am – 10:30 am with SPED teacher.</td>
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<tr>
<td></td>
<td></td>
<td>• Related service in person where possible.</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>• ENL services are remote.</td>
<td>• Attend in person Mon/Tues or Thurs/Fri with last name cohort per school plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Newcomers attend in person Wed 7:30 am – 10:30 am with ENL teacher.</td>
</tr>
</tbody>
</table>
Appendix H

Custodial Cleaning Log

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME (IN-OUT)</th>
<th>REG. DAILY CLEANING</th>
<th>HIGH TOUCH SURFACES/HIGH TRANSIT AREA</th>
<th>AREA</th>
<th>METHODS</th>
<th>SOLUTION/ DISINFECTANT</th>
</tr>
</thead>
<tbody>
<tr>
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NOTES:

__________________________________________________________________________

__________________________________________________________________________

STAFF SIGNATURE:

__________________________________________________________________________

SUPERVISOR INITIALS:

__________________________________________________________________________

*Contents adapted from PPCSD Reopening Plan*
Appendix I

Vehicle Cleaning and Disinfection Log

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**PINE PLAINS CENTRAL SCHOOL DISTRICT**

**TRANSPORTATION DEPARTMENT**

Vehicle Cleaning and Disinfection Log

Please fill out the log below and turn it into the Transportation Office weekly.

<table>
<thead>
<tr>
<th>VEHICLE #:</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DATE:</th>
<th>TIME OF CLEANING (please circle one): POST AM POST PM BOTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By signing below, I verify that all accessible surfaces in the above vehicle have been properly cleaned and sanitized.</td>
</tr>
<tr>
<td></td>
<td>Driver Signature Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE:</th>
<th>TIME OF CLEANING (please circle one): POST AM POST PM BOTH</th>
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*Contents adapted from PPCSD Reopening Plan*