



LAWRENCE ONWARD

LAWRENCE SCHOOL DISTRICT'S ROADMAP FOR
REOPENING

REVISED
APRIL
2021



Reopening
September 2020

Success is within the reach of each and every learner.



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Mission Statement



The mission of the Lawrence Public Schools, a unifying force at the heart of a cultural mosaic, is to ensure all learners reach their highest individual potential, through an academically rigorous educational system that inspires life-long learning; focuses on creative, student-centered teaching and learning; and enables all to possess the confidence and abilities to meet life's challenges.

Success is within the reach of each and every learner.



List of Committee Members

Name	Position
Dr. Ann Pedersen	Superintendent of Schools
Jeremy Feder	Assistant Superintendent of Business & Operations
Lance McAllister	Director of Facilities
Anthony Mogilski	Supervisor of School Facilities & Operations
Dr. Karen Mackler	District Psychologist
Catherine Santora	Human Resources
Arleen Rotwein	Nurse, Primary School
Christine Moore	Director of Special Education
Lisa Tariq	Director of Special Programs
Kristen McLoughlin	Principal, Primary School
Rina Beach	Principal, Elementary School
Willis Perry	Principal, Middle School
Jennifer Lagnado-Papp	Principal, High School
Patricia Almonaitis	Site Supervisor, UPK
Jacqueline Beckmann	Assistant Principal, Elementary School
Kathleen Stanley	Assistant Principal, High School
Stephanie Bezalel	Psychologist, Primary School



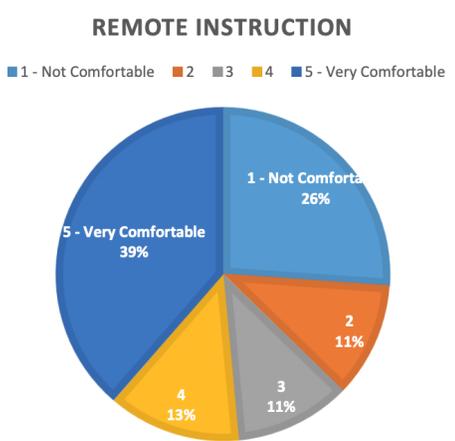
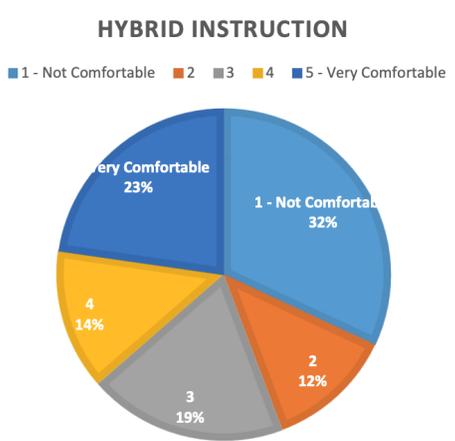
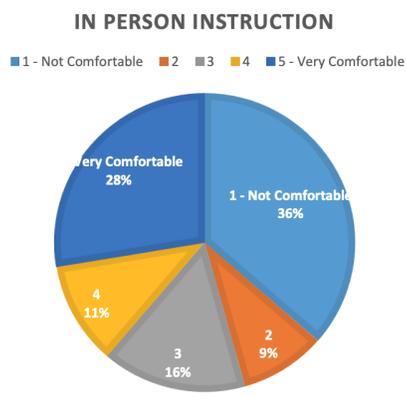
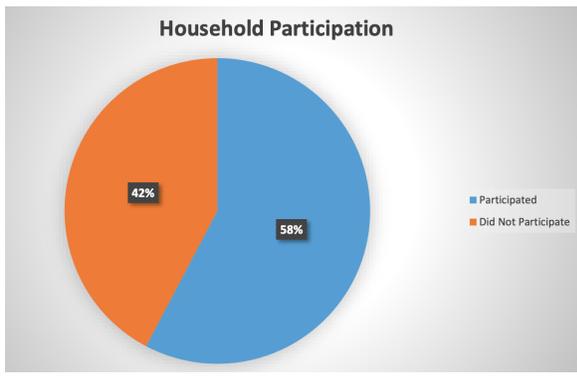
List of Committee Members Continued

Lori Skonberg	LTA President/Teacher, Middle School
Linda Gerard	LTA 1 st Vice President/Teacher, High School
Rachel Kreiss	LTA 2 nd Vice President/Teacher, Middle School
Lara Appleman	Teacher, Primary School
Cheri Donnelly	Teacher, Middle School
Shari Franklin	Teacher, Primary School
Marla Levey	Teacher, High School
Marianella Mena	Teacher, Middle School
Richard Ravo	Teacher, High School
Kathleen Rubenfeld	Teacher, Elementary School
Lori Sachs	Speech/Language Pathologist, Elementary School
Jennifer Twomey	Teacher, Primary School
Amanda Buttafuoco	Teacher, Primary School
Beata Walerych-Janus	BOCES Health & Safety Coordinator
Pamela Makaea	District Safety Team Parent Representative



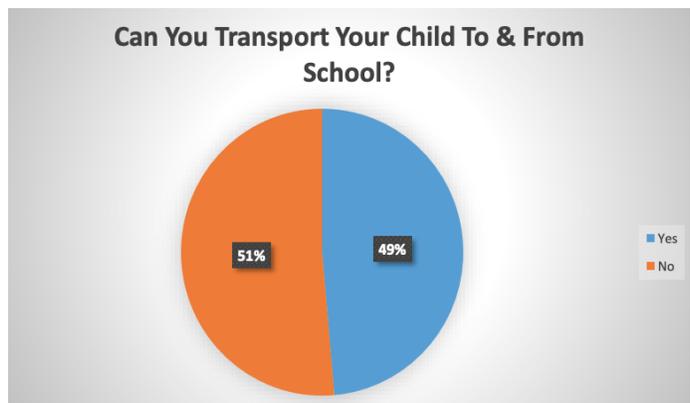
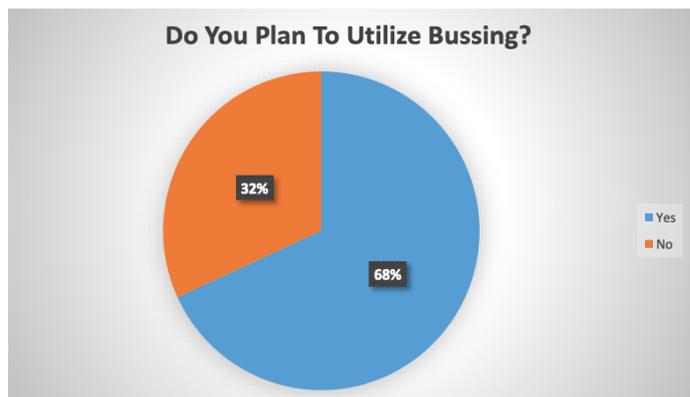
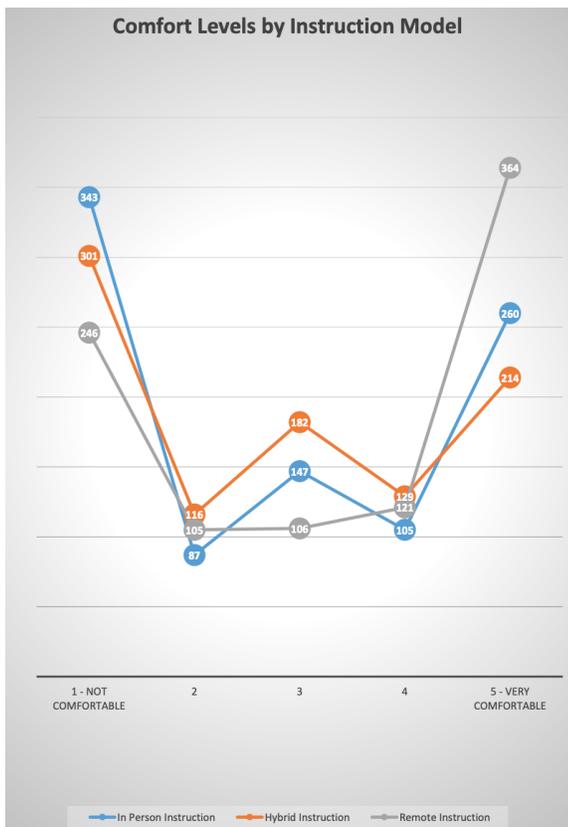
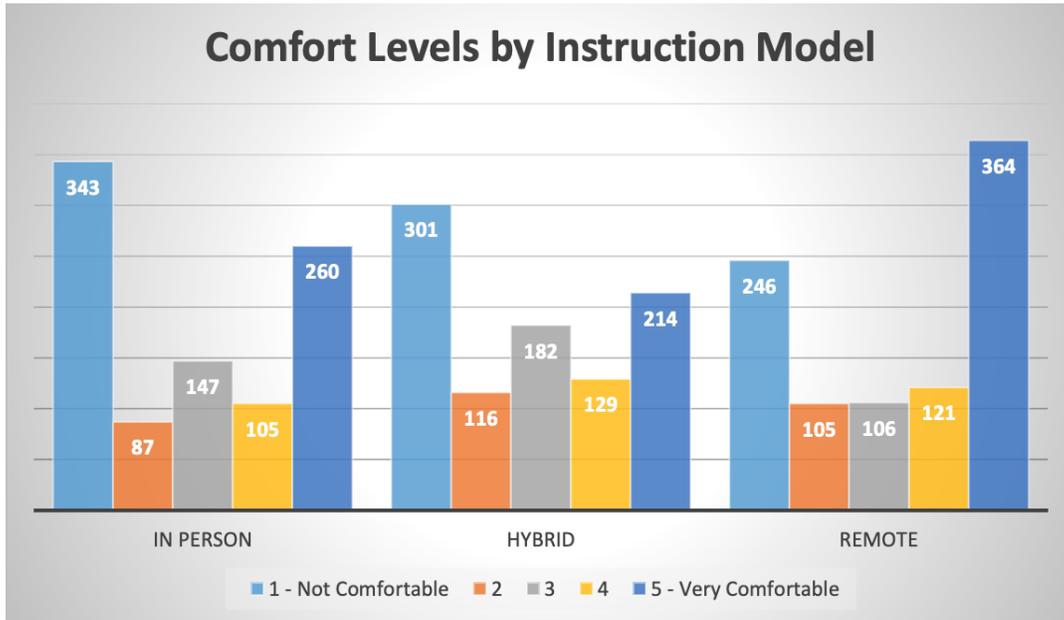
The Lawrence District appreciates the work of school stakeholders and community members when developing this reopening plan in alignment to New York State Education Department Guidance and Assurances issued July 16, 2020. We thank the committee members and the entire community who addressed questions and points to consider through our FAQ@lawrence.org mailbox and participation in our survey.

Survey Results



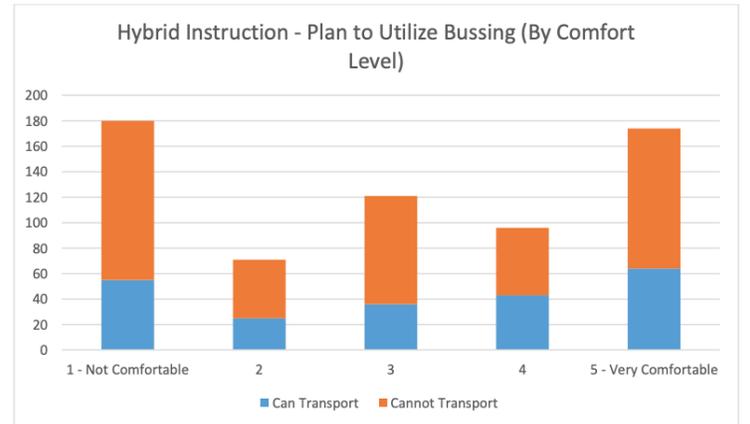
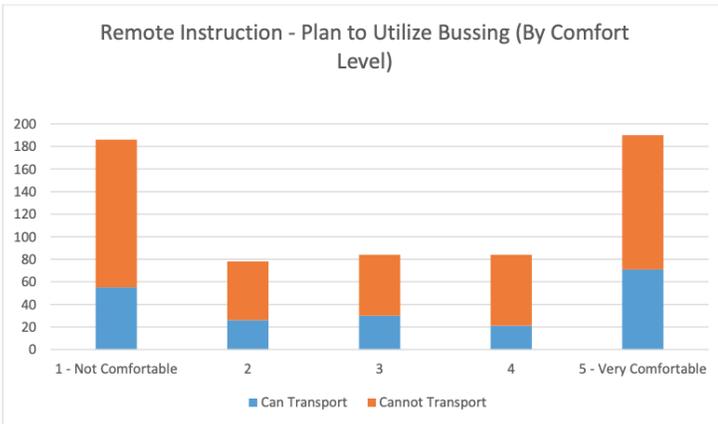
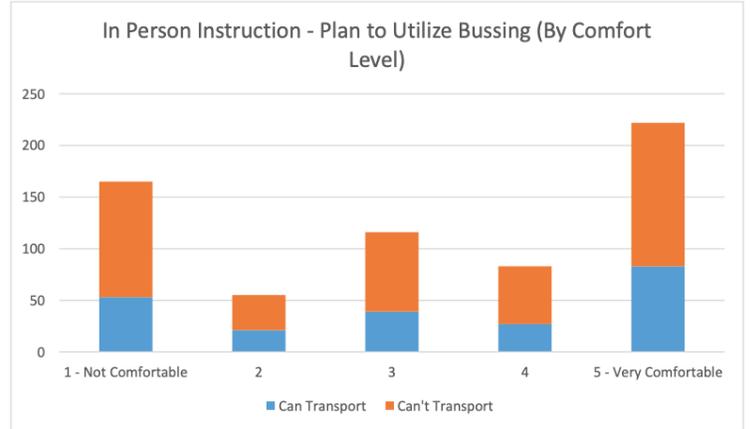
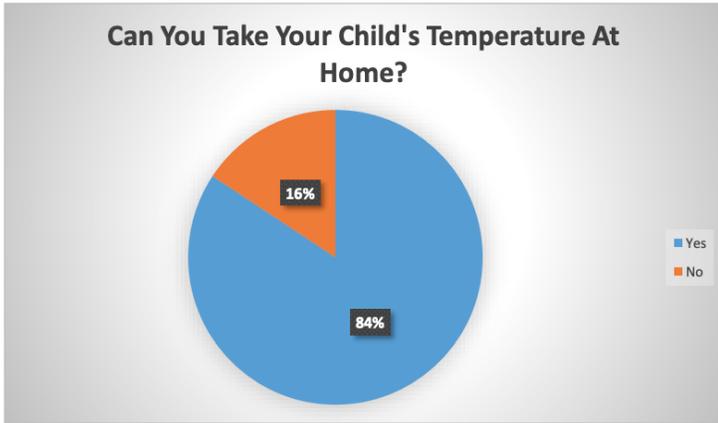


Survey Results Continued





Survey Results Continued





Lawrence has developed communications plans for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. This includes pre-opening mailing packets that will be sent prior to school reopening, utilization of the webpage, Lawrence app, text and email messages. The communication will reinforce how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, how to properly wear face coverings, social distancing, and respiratory hygiene. These communications have and will continue to be in the language(s) spoken at home among families and throughout the school community.

All students, faculty, staff, and visitors are required to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings when a social distance cannot be maintained.



Equity

The Lawrence School District, *a unifying force at the heart of a cultural mosaic*, is committed to providing an excellent education for **ALL** learners.

In planning for our instructional model, certain students will be prioritized to return to in-person instruction based on specific learning needs (students with disabilities, English language learners), while taking into account the capacity of our buildings.





Health & Safety



Lawrence's reopening plan considered the number of students and staff allowed to return in-person. The factors considered when determining resumption of in-person instruction include the ability to maintain appropriate social distancing.

Communications packets for students, parents/guardians and staff, will include applicable instructions. Training, signage, and communication provide ongoing communication for individuals prior to school opening and throughout the school year.

This reopening plan for Lawrence has been written and developed in collaboration with the district doctor and school nurses. Staff will be instructed to observe signs of illness in students and staff. It is required that symptomatic persons be sent to the school nurse. **ANYONE** showing signs or symptoms should NOT enter a school building.

To identify signs of COVID-19, Lawrence will require all staff to log in to their Global Compliance Network account and review the training videos. CDC guidance is found in the reopening packets and signage throughout the buildings.

There will be daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff, and periodic use of the questionnaire for students will be completed using the health app. All will complete this daily as part of entry procedures.



Continued Health & Safety



Lawrence requires that ill students and staff be assessed by the school nurse or school doctor. In the unlikely event a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider. The protocol requires students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students will be supervised, picked up and sent home. Lawrence is including updated contact cards in the reopening packet to be completed. Families must ensure that they have emergency contacts updated to pick up ill students as quickly as possible.

The protocols for visitors, guests, contractors, and vendors to the school includes health screening. Additionally, the Lawrence School campuses are considered “closed” campuses. No visitor is permitted to the building without a prior appointment. Any visitor with an appointment will be required to complete the health questionnaire upon entry and may be required to have a temperature check. Lawrence security team will continue to monitor all entrances to school buildings.

The Centers for Disease Control and Prevention (CDC) keep an up to date list of symptoms of Coronavirus on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, 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



In such case, a school district must obtain the following documentation:

1. A record of an evaluation by a healthcare provider clearing the student or staff member to return to school;
2. A result of a negative COVID-19 test;
3. A record of symptom resolution; or
4. If a student or staff member tests positive for COVID-19, a release from isolation.

The Reopening Guidance refers to the Center on Disease Control guidance on release from isolation guidance found at:

(<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>).

The FAQ refers Parents/guardians must observe for signs of illness in their child that require staying home from school. [*Refer to [CDC guidelines.](#)*]

Fever that is brought down by medication DOES NOT permit entry to school. You must be symptom free, including no fever for 24 hours before return to school.

All school staff, students and visitors must follow directions on signage instructing correct hand and respiratory hygiene.

Lawrence must ensure all persons in school buildings keep social distance of at least 6 feet whenever possible. This will be reinforced in common areas by markings. No one is permitted to rearrange furniture in rooms. In instances when social distancing cannot occur, masks must be worn, and worn appropriately; over the nose and mouth. It is required that all employees, adult visitors, and students wear a cloth face covering or disposable medical mask whenever social distancing cannot be maintained. Students will follow the directions of teachers and staff for times when social distancing permits a “mask break.”



Lawrence will provide accommodations to all students and staff who are at high risk or live with a person at high risk in compliance with the Americans with Disabilities Act.

Lawrence will maintain adequate supplies of face coverings for school staff and students who forget their masks. PPE for use by school health professionals will include gowns, gloves, N95 masks and face shields.

In the event of a POSITIVE COVID-19 confirmed case in the school:

Compliance with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19 is required.

Return to school will be coordinated with the local health department.

1. The District will notify and follow the Department of Health guidance immediately upon being informed of a positive staff member or student.
2. The contact tracing for the POD (Cohort of students) will be identified based on schedules and all contact notified via phone calls.
3. The “A” or “B” Cohort impacted in the particular building will be provided remote instruction until cleaning and disinfecting of the building has taken place, typically 48 hours. The cleaning and disinfecting of our schools will proceed following CDC guidance. There will be two cleaning crews that clean and disinfect each room after dismissal of students. These crews will use only authorized and approved products and must complete checklists.

During the crisis, modifications will be made to allow for social distancing practices between persons which should be observed during school safety drills. New dismissal location maps are created with social distancing markers. Lockdown drills are an area in which social distancing cannot be maintained. Additional face coverings for the occupancy number in the Cohort will be placed in the area of the classroom in the unlikely event it is needed.



Building Principals shall serve as COVID-19 safety coordinators whose responsibilities include continuous compliance with all aspects of the school's reopening plan, and must be in communication with the Superintendent prior to any additional phased-in reopening activities. The District will conduct weekly virtual meetings with the Safety Coordinators. Safety Coordinators shall use their building safety teams to review compliance with the reopening plan. Quarterly, the Reopening Plan will be reviewed for modification and/or changes to the instructional delivery model.



Early Childhood Center	Lisa Tariq, Director of Special Programs
Lawrence Primary School	Kristen McLoughlin, Principal
Lawrence Elementary School	Rina Beach, Principal
Lawrence Middle School	Willis Perry, Principal
Lawrence High School	Jennifer Lagnado, Principal



Facilities

Lawrence continues to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and with the 2020 Building Condition Survey and Visual Inspection, and Lead-In-Water Testing as required by NYS DOH regulation 67-4. New Alcohol-based Hand-Rub Dispensers are used in accordance with FCNYS 2020 Section 5705.5. This includes the use only under adult supervision. The installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation comply with the 2020 BCNYS Section 2606. The number of toilet and sink fixtures meet the minimum standards of the BCNYS. Each school will provide one drinking fountain per one hundred occupants or provide alternate sources of drinking water through food service. Disposable paper cups will be available at water sources.



Adequate, code required ventilation (natural or mechanical) as approved by SED must take place. As such, no window ledges are to be blocked with any materials.



Open Doors

All doors without door closers and which are not fire rated will remain open to reduce the touching of door levers and knobs.

Plastic Separators

Lawrence has ordered plastic separators, sometimes referred to as “sneeze guards” for each student desk, and each staff member's desk.



Alcohol-based Sanitizing Dispensers

Lawrence has ordered 500 hand rub dispensers with an alcohol-based hand sanitizer that will be placed within the view of an adult who can supervise its use, as required by regulation.

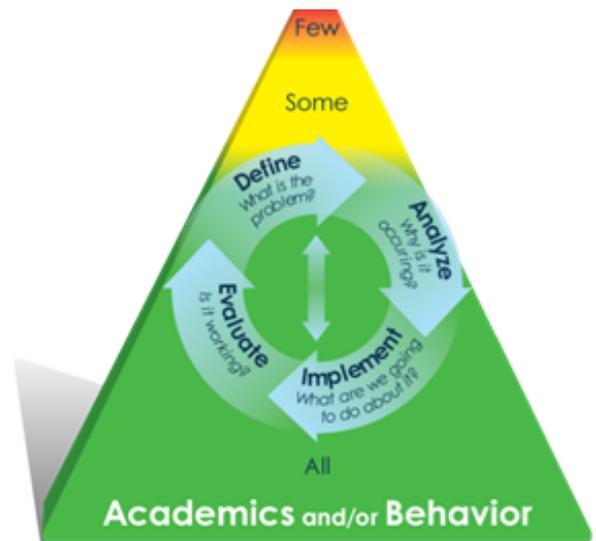
Social Distance

Lawrence will place markings on the floors throughout district buildings to encourage social distancing practices.

Lawrence students grade PreK-6 will remain in their classrooms throughout the entire day in order to limit student use of the corridors. Students will eat meals in the classrooms, and traditional “special” classes may be brought into the main student classroom or held virtually after dismissal. Students in grades 7-12 will pass tightly along the right side of the corridor following established directionality signs in order to ensure social distancing.



Teaching & Learning



The educational program for Lawrence is aligned to the New York State Learning Standards regardless if instruction is delivered in-person, remotely or in a hybrid model. As such, each school plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction. Equity must be at the heart of all school instructional decisions. All instruction is 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 are aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

Instruction takes place in alignment to state standards and with a focus on how learning takes place. Given the increased stressors of the times, Lawrence will focus on the work of Eric Jensen’s “Teaching with Poverty in Mind,” which is a guiding principle professional development book for Lawrence. This book outlines the impact of stressors on acquiring new information and focuses on addressing the “AMPS” described below:



Attentional Skills

Students with strong attention skills possess the ability to stay focused for detailed learning, to shift when needed, and to resist making impulsive decisions.

Memory

Students with good short-term and working memory have high visual and verbal capacity.

Processing Skills

Students with strong processing skills are able to manipulate and manage visual, auditory, and tactile sensory input.

Sequencing Skills Students with strong sequencing skills are organized and able to apply strategies and prioritize tasks and items.



To allow each and every learner to reach their potential, we encourage and support goal setting, helping students to think: “*How did I grow today?*” and “*How can I grow tomorrow?*”

1. Guide a discussion about setting goals.
2. Talk about our own goal setting, or even people like Michael Jordan or Albert Einstein. We can teach the students that every successful person puts in the effort to reach their goal, even making mistakes along the way.
3. Guide students to make Growth Goals on a daily, weekly, monthly, or quarterly basis.
4. Goals can be related to reading, math, study habits, behavior, or character.
5. Define the goal in student friendly terms using “I Can” statements.
 - “I can practice my reading fluency every night.”
 - “I can fix my mistakes in Writing without getting upset.”

Set **SMART goals**- Be sure to make them *Specific, Measureable, Attainable, Relevant, and Timely*

6. Regularly reflect on their goal and accomplishment.
7. Have students keep track in Effort Logs or Data Notebooks.



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-Lawrence Public School Mission Statement

Synchronous Learning - Learning that happens in real time. This means that your classmates, and your teacher interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures.

Asynchronous Learning - Learning that is done independently. Methods of this type of learning include self-guided lessons/activities, streaming video content, virtual libraries, posted lecture notes on a specific platform.

This reopening plan for Lawrence includes a continuity of learning plan for the 2020-2021 school year, preparing for in-person, remote, and hybrid models of instruction.

In Person This is a traditional classroom setting. Full model similar to previous school years in which each enrolled student is attending at the same time.

To move to this model, we would factor health risks to students and staff and Governor's orders.

Hybrid This model is a blend of both traditional classroom instruction and remote instruction. This model would combine two Cohorts A (Blue) & Cohort B (Gold) in a *synchronous & asynchronous* combination. [See next page]. **While one cohort is experiencing In-Person reduced density instruction IN school, the second cohort would be using the Remote model. Cohorts switch off weekly.**

Full Remote This is when the learner and teacher are separated by distance and instruction is held virtually.



Hybrid Model

In the Hybrid Model of instruction, alternating Cohorts of students will physically attend school on designated weeks. While one Cohort of students attend school in-person, the other Cohort of students attend remotely. Students in a remote setting will be engaged in “live teaching” (*synchronous*) and independent (*asynchronous*) learning on the days they are not in the school building.

When students attend class remotely, they will participate in classroom instruction with their teacher(s) and peers through the use of Google Classroom and Google Meet. **To meet with success, and ensure learning, students must be active participants and fully present when remote learning (*camera on at all times and participating*).** Throughout the school day, students will follow a schedule, receive mini-lessons (live instruction) from the teacher, interact with peers and complete all assignments. When students attend class remotely, students will follow the “home” week schedule established during hybrid instruction.

Sample Hybrid Schedule-

Each week Cohort A (<i>blue</i>) & Cohort B (<i>gold</i>) will alternate in-person instruction and virtual.				
Week 1: Cohort A (In-person Instruction; Location: School building) Cohort B (Virtual Instruction Synchronous & Asynchronous; Location: Remote/Home)				
Week 2: Cohort B (In-person Instruction Synchronous & Asynchronous; Location: School building) Cohort A (Virtual Instruction; Location: Remote/Home)				
Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person Instruction	Cohort A In-person Instruction	Cohort A In-person Instruction	Cohort A In-person Instruction	Cohort A In-person Instruction
Location: School	Location: School	Location: School	Location: School	Location: School
Cohort B Virtual	Cohort B Virtual	Cohort B Virtual	Cohort B Virtual	Cohort B Virtual
Location: Remote/Home	Location: Remote/Home	Location: Remote/Home	Location: Remote/Home	Location: Remote/Home

To enable communication for students and their families/caregivers to contact the school and teachers with questions about their instruction and/or technology, the email within Teacher’s Google Classroom, along with the FAQ@Lawrence.org and Familysupport@lawrence.org mailboxes are available. Additionally, each phone line is available and the ability to use bilingual secretarial staff and distance translation services through Nassau BOCES are available. Lawrence’s Prekindergarten program, contracted through St. Joseph’s College must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district ensures their Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.



LAWRENCE PUBLIC SCHOOLS

2020-2021 Holiday & Hybrid Instruction Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

 Cohort A In School/Cohort B Remote
Day Count: 91

 Cohort B In School/Cohort A Remote
Day Count: 89

July 3	Independence Day Observed
Sept 1-4	Staff Development Day
Sept 7	Labor Day
Sept 8-11	Cohort A - First Week (No Remote Lessons)
Sept 14-18	Cohort B - First Week (No Remote Lessons)
Sept 21	Remote Lessons Begin
Sept 28	Yom Kippur
Oct 12	Columbus Day
Nov 3	Election Day - CLOSED

Nov 11	Veteran's Day
Nov 26-27	Thanksgiving Recess
Dec 21 to Jan 1	Holiday Break
Jan 18	Martin L. King Jr. Day
Feb 15 to 19	Winter Break
March 29 to April 5	Spring Break
May 31	Memorial Day
June 25	Last Day of School



Early Childhood Center at the Number 4 School

Hybrid Schedule

 Kindergarten Schedule							
9:04-10:00	10:02-10:37	10:39-11:14	11:16-11:51	11:53-12:28	12:30-1:20	1:22-1:57	1:59-2:34
Arrival/ Breakfast. SEL	Teaching Period	Teaching Period	Teaching Period	Teaching Period	LUNCH	Teaching Period	Teaching Period
							----- 2:36-2:46 Dismissal Teacher Prep after Dismissal



*Lawrence
Primary
School
Number 2 School*

Hybrid Schedules

 1st Grade Schedule	
8:45	Breakfast
9:00 - 9:35	Period 1
9:35 - 10:25	Period 2
10:25 - 11:15	Period 3
11:15 - 12:05	Lunch
12:05 - 12:55	Period 5
12:55 - 1:45	Period 6
1:45 - 2:17	Period 7
2:17	Dismissal
2:45 - 3:05	Remote Special (Period 8)

 2nd Grade Schedule	
9:15	Breakfast
9:30 - 10:25	Period 1
10:25 - 11:15	Period 2
11:15 - 12:05	Period 3
12:05 - 12:55	Lunch
12:55 - 1:45	Period 5
1:45 - 2:35	Period 6
2:35 - 2:47	Period 7
2:47	Dismissal
3:05 - 3:25	Remote Special (Period 8)

 3rd Grade Schedule	
8:45 - 9:32	Remote Special (Period 1)
9:45	Breakfast
10:00 - 10:25	Period 2
10:25 - 11:15	Period 3
11:15 - 12:05	Period 4
12:05 - 12:55	Period 5
12:55 - 1:45	Lunch
1:45 - 2:35	Period 6
2:35 - 3:17	Period 7
3:17	Dismissal



Lawrence Elementary School at the Broadway Campus

Hybrid Schedules



 4th Grade Schedule <i>[Breakfast will be given at student arrival]</i>	
7:48 - 8:41	
8:45 - 9:32	Remote Special (Period 1)
9:36 - 10:23	Period 2
10:27 - 11:14	Period 3
11:18 - 12:05	Period 4
12:09 - 12:56	Lunch
1:00 - 1:47	Period 6
1:51 - 2:38	Period 7
2:38 - 3:25	Period 8

 5th Grade Schedule <i>[Breakfast will be given at student arrival]</i>	
7:48 - 8:41	
8:45 - 9:32	Period 1
9:36 - 10:23	Period 2
10:27 - 11:14	Period 3
11:18 - 12:05	Lunch
12:09 - 12:56	Period 5
1:00 - 1:47	Period 6
1:51 - 2:38	Period 7
2:38 - 3:25	Remote Special (Period 8)

 6th Grade Schedule <i>[Breakfast will be given at student arrival]</i>	
7:48 - 8:41	Period 1
8:45 - 9:32	Period 2
9:36 - 10:23	Period 3
10:27 - 11:14	Lunch
11:18 - 12:05	Period 5
12:09 - 12:56	Period 6
1:00 - 1:47	Remote Special/Duty (Period 7)
1:51 - 2:38	Remote Special (Period 8)



Lawrence Middle School



Hybrid Schedule

 7th Grade Schedule <i>[Breakfast will be given at student arrival]</i>	
7:48 - 8:41	Period 1
8:45 - 9:32	Period 2
9:36 - 10:23	Period 3
10:27 - 11:14	Lunch
11:18 - 12:05	Period 5
12:09 - 12:56	Period 6
1: 00 - 1:47	Period 7
1:51 - 2:38	Remote Elective

 8th Grade Schedule <i>[Breakfast will be given at student arrival]</i>	
7:48 - 8:41	Remote Elective
8:45 - 9:32	Period 1
9:36 - 10:23	Period 2
10:27 - 11:14	Period 3
11:18 - 12:05	Lunch
12:09 - 12:56	Period 5
1: 00 - 1:47	Period 6
1:51 - 2:38	Period 7



Lawrence High School



Hybrid Schedule

 9th & 10th Grade Schedules <i>[Breakfast will be given at student arrival]</i>	
7:49-8:36	Period 1
8:40-9:29	Period 2
9:33-10:20	Period 3
10:24-11:11	Period 4*
11:15-12:02	Period 5*
12:06-12:53	Period 6*
12:57-1:44	Period 7
1:48-2:35	Remote Elective
<i>*Lunch & Virtual Elective Periods 4-6</i>	

 11th & 12th Grade Schedules <i>[Breakfast will be given at student arrival]</i>	
7:49-8:36	Remote Elective
8:40-9:29	Period 2
9:33-10:20	Period 3
10:24-11:11	Period 4*
11:15-12:02	Period 5*
12:06-12:53	Period 6*
12:57-1:44	Period 7
1:48-2:35	Period 8
<i>*Lunch & Virtual Elective Periods 4-6</i>	



Student Arrival and Dismissal Times

Grade	Arrival	Dismissal
K	9:04	2:36
1	8:45	2:17
2	9:15	2:47
3	9:45	3:17
4	9:36	3:25
5	8:45	2:38
6	7:48	12:56
7	7:48	1:47
8	8:45	2:38
9	7:49	1:47
10	7:49	1:47
11	8:40	2:35
12	8:40	2:35

In effort to provide the least amount of traffic at the points of arrival and dismissal, school entry and dismissal will be done by grade level. Students will not congregate but go directly to their classrooms.



Full Remote

Learners in Lawrence experienced remote instruction during the spring closure due to COVID-19. In this model learners DO NOT come into school buildings. As Lawrence moves ONWARD, our remote model will follow the schedule of the school day that learners use in the Hybrid model. The difference in a Full Remote model is that no learners are allowed in the buildings.



Full remote instruction would occur if there becomes a need to close school due to a positive test and need for cleaning, disinfecting, or if directed to by the Governor due to the infection rate.

As of the release of this document (8/7/2020), we do not know if families may elect a full remote model for their children under the Governor's direction.

In the likely event that full remote becomes an option, the following steps would be taken:

1. Families would complete an “Enrollment into Full Remote” form. Commitment would be for the entire marking period. At the conclusion of the marking periods families would be able to elect into the Hybrid model if desired.
2. Families will receive their child's class assignment/schedule in late August.
3. Learners would be responsible to attend live sessions and complete work assigned.



Remote Learning Resources

Please be aware of links below to support remote learning. You can access these resources on our District 15 App. Download the app to stay informed by clicking [HERE!](#)



[Getting Started](#)

[Student Google Mail Login](#)

[Grades K-2 Resources](#)

[Grades 3-5 Resources](#)

[Grades 6-8 Resources](#)

[Grades 9-12 Resources](#)

[Music Student Resources](#)

[Library Resources Grades 3-5](#)

[Library Resources Grades 6-8](#)

[Library Resources Grades 9-12](#)

[Parent Digital Learning Tutorials](#)

[Parent's Guide to Google Classroom \(English\)](#)

[Parent's Guide to Google Classroom \(Spanish\)](#)



Attendance

Lawrence will utilize the eSchool System to collect and report daily teacher-student engagement or attendance while in a remote or hybrid schedule. It is of utmost importance that students attend instruction during in person and remote times. Chronic absenteeism impacts school performance. Our guidance department and school social workers are available to address any concerns.



Usually roster codes are used to mark students prepared or unprepared for class. In teacher connect when taking attendance a teacher can easily switch from prepared to unprepared. However, these codes are customizable. So instead of saying prepared/unprepared, we can change them to in-person/online. Then the teacher, when taking attendance, would simply switch the students to the appropriate roster code for that day. There are reports that can be run from there and manually checked against an attendance report if need be.



Grading and Assessment

Students will be evaluated utilizing the current grading models that are in place in Lawrence Public Schools.



Report cards at the elementary level are standards-based, and grades at the secondary level are numerical.

All student grades will be directly related to their mastery of the NYS learning standards and students will be accountable for assignments and assessments throughout each marking period.

Benchmark assessments will take place at all levels for each student to inform instruction and provide support where needed.



Special Education

Special Education Services that are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. The Lawrence reopening plan addresses programs and services offered and provided to students with disabilities in alignment with IEP mandates, goals and CSE determination. Communication with parents will include the case managers and CSE chairpersons. Parent training and Parent Like a Champion Workshops allow meaningful parent engagement in the parent's preferred language or mode of communication. Collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. The necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students are available.





Special Education continued

Ensuring all learners reach their potential is part of the Lawrence mission statement. We have amongst our school population students with disabilities for whom daily structure is determined critical to their success.

These smaller classes, once split into Cohorts can be designed to meet IN PERSON DAILY. Examples of this would be students with an Individualized Education Plan (IEP) indicating a class size of 15 or less.

Special Education related services of speech, counseling, occupational therapy and physical therapy will be reviewed for the most appropriate service delivery model and compliance with a student's IEP. This may be remote instruction, push in service to the classroom, or remote instruction to the classroom. The school Psychologists, CSE Supervisors and CSE Chairpeople or case managers will reach out with details to all families.

Christine Moore	Director of Special Education	cmoore1@lawrence.k12.ny.us
Fallon Rubin	PPS Supervisor, K-5	frubin@lawrence.k12.ny.us
Andrew Weisman	PPS Supervisor, 6-12	aweisman@lawrence.k12.ny.us
Karen Mackler	District Psychologist	kmackler@lawrence.k12.ny.us



Bilingual Education & World Languages

English Language Learners new to Lawrence will within 30 school days of the start of the school year be required to have assessment as per Commissioner's Regulations Part 154. For our returning bilingual students, Instructional Units of Study based on their most recently measured English language proficiency level during in-person or hybrid instruction will take place. The assessments for Spring 2020 were cancelled by NYSED, such as ELL's, will continue with the proficiency levels measured on the last administration of the NYSESLAT. Our bilingual teachers and ENL teachers will continue to be in regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process. These communications will be provided to all parents/guardians in their preferred language and mode of communication. Lawrence's Bilingual services include teaching staff, ENL staff, Bilingual secretaries, and Bilingual support staff and are committed to supporting families of our ELL learners.





Interscholastic Sports, & Extracurricular Activities

Interscholastic Sports and Extracurricular Activities are an important aspect of student life and the school community. As we look to bring back activities that can be conducted in a safe environment, extracurricular activities will be evaluated with health and safety as a guiding principle. Extracurricular activities will be reviewed for safety after the first marking period.



Chorus, Band and physical education require, by regulation, a social distance of 12 feet. We will be delaying the start of these classes until social distancing guidelines are changed. Remote instruction will be provided to students for specials.



Child Nutrition

Lawrence learners will have access to school meals each school day, including students in attendance at school and students learning remotely. Meals will continue to comply with Child Nutrition Program requirements.



Families will be made aware through multiple means (text, website, app, Reopening Packet) and be in the languages spoken by families. Breakfast and lunch for in-person cohorts will be served in the classroom. MEALS WILL NOT BE SERVED IN COMMON AREAS. Bags for trash will be provided and custodial staff will “sweep” hallways picking up trash from meals. In order to protect students with food allergies while providing meals in spaces outside the cafeteria, no student may eat a meal in a location other than their own personal desk. Students must have social distance (six feet separation) while consuming meals in school unless a physical barrier is provided. Food allergy signage will be in all locations with food allergy students. Proper hand hygiene before and after eating will be promoted, however, gatherings at sinks must adhere to social distancing guidelines. As is protocol always, sharing of food and beverages is not allowed and included in allergy awareness information.



Transportation

Buses which are used every day by districts and contract carriers will be cleaned/disinfected once a day and high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule. Hand sanitizer is not permitted by personnel on the bus, however it will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. Bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work. School bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield provided by the transportation department or carrier as needed and will be trained and provided periodic refreshers on the proper use of personal protective equipment, the signs and symptoms of COVID-19, and the proper use of social distancing or bus garages. Transportation personnel with direct physical contact with a child must wear gloves. Students must wear a mask on a school bus if they are physically able. If a student does not have a mask, one will be provided. During times of transportation, training and periodic reminders on the proper use of personal protective equipment, the signs and symptoms of COVID-19 and proper social distancing practices will take place. These will be in the form of signage and announcements. The District acknowledges that guidance on pupil transportation includes providing non-public, parochial, private, charter schools or students whose Individualized Education Program have placed them out of the district even if/when their schools are meeting and conducting in-person education sessions and the Lawrence District is not in session.



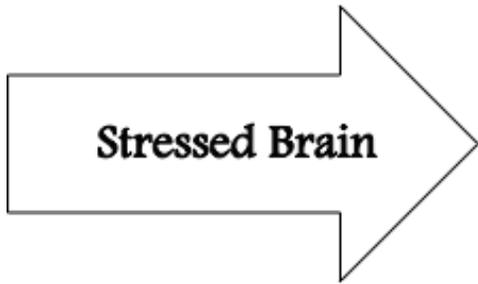


Social Emotional Well Being



Lawrence has long included the importance of social emotional learning (SEL) in addressing the needs of our learners. The District has an approved School Counseling Plan which is reviewed for current needs. The District Mental Wellness Committee and shared decision-making teams will have ongoing meetings to address SEL. Lawrence will continue to utilize the Suite 360 program for proactive and restorative lessons. Referrals to address mental health, behavioral, and emotional support services and programs in partnership with Molloy College will be available.

Professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff will be conducted during our September Staff Development Days.



As a school district we understand the *acute* and *chronic stressors*.

According to Harvard University professor Jack Shonkoff (2009), “In contrast to normal or tolerable stress, which can build resilience and properly calibrate a child’s stress-response system, toxic stress is caused by extreme, prolonged adversity in the absence of a supportive network of adults to help the child adapt. When it occurs, toxic stress can actually damage the architecture of the developing brain, leading to disrupted circuits and a weakened foundation for future learning and health.”



All human beings, when in danger, go into survival mode. We know this as fight or flight. In learning about how ACEs impact the classroom performance of students, we see 3 possible responses: *flight, fight, and freeze*.



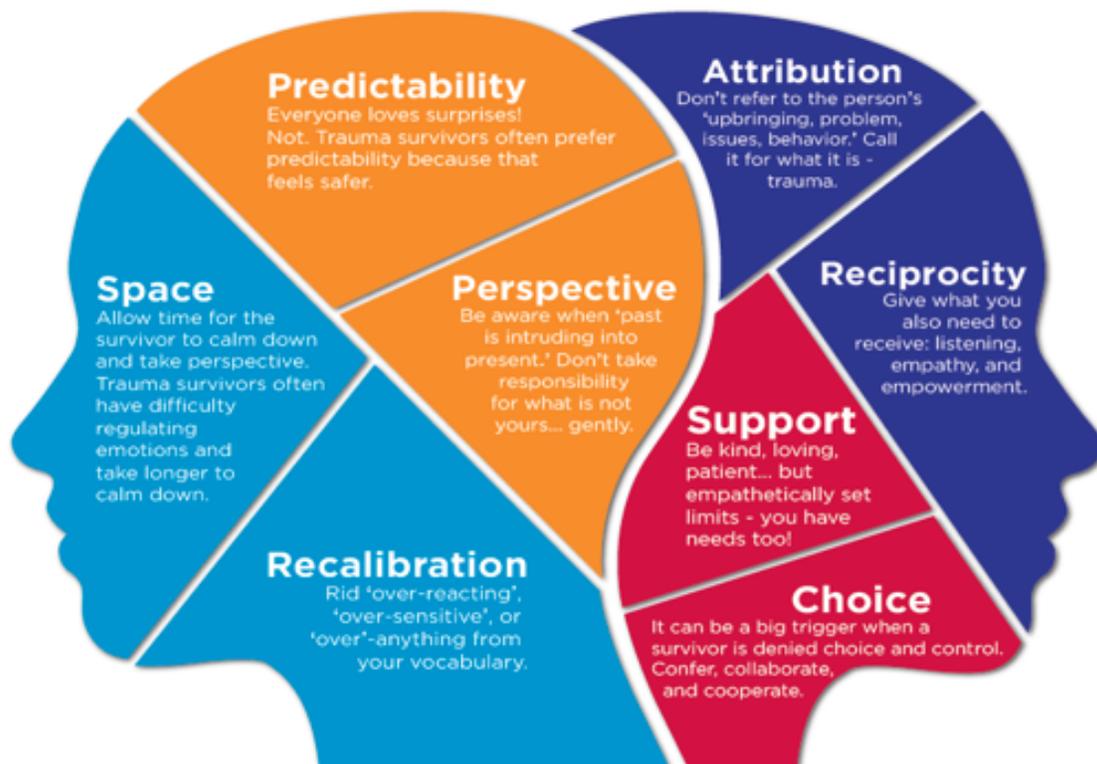
Stressed Brain



Meditating Brain



How to Support Someone Who Has Experienced Trauma



“Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope.”

(Rice & Groves, 2005)



Fundamental Truths

1. Trauma is real.

2. Trauma is prevalent.

3. Trauma is toxic to the brain and can affect development and learning in a multitude of ways.

4. In schools, we need to be prepared to support students who have experienced trauma, even if we don't know exactly who they are.

5. Children are resilient, and within positive learning environments they can grow, learn, and succeed.



Individuals with a high ACE score are more likely to have chronic health conditions, drug use, depression, obesity, suicide attempts, and early death.

Nearly 35 million U.S. children have experienced at least one type of childhood trauma. (National Survey of Children's Health, 2011/2012)

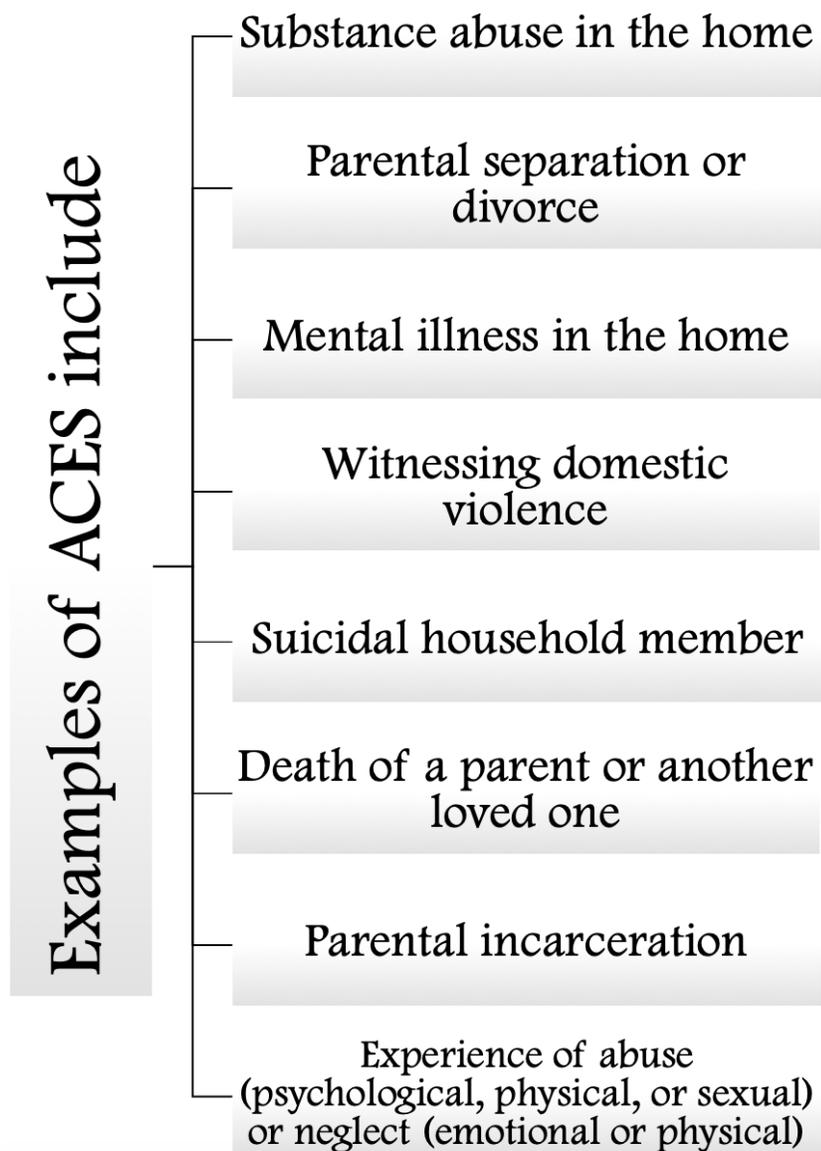
A report of child abuse is made every 10 seconds. (ChildHelp, 2013)

In 2010, suicide was the second leading cause of death among children ages 12~17. (Center for Disease Control and Prevention, 2011)



ACEs → *Adverse Childhood Experiences*

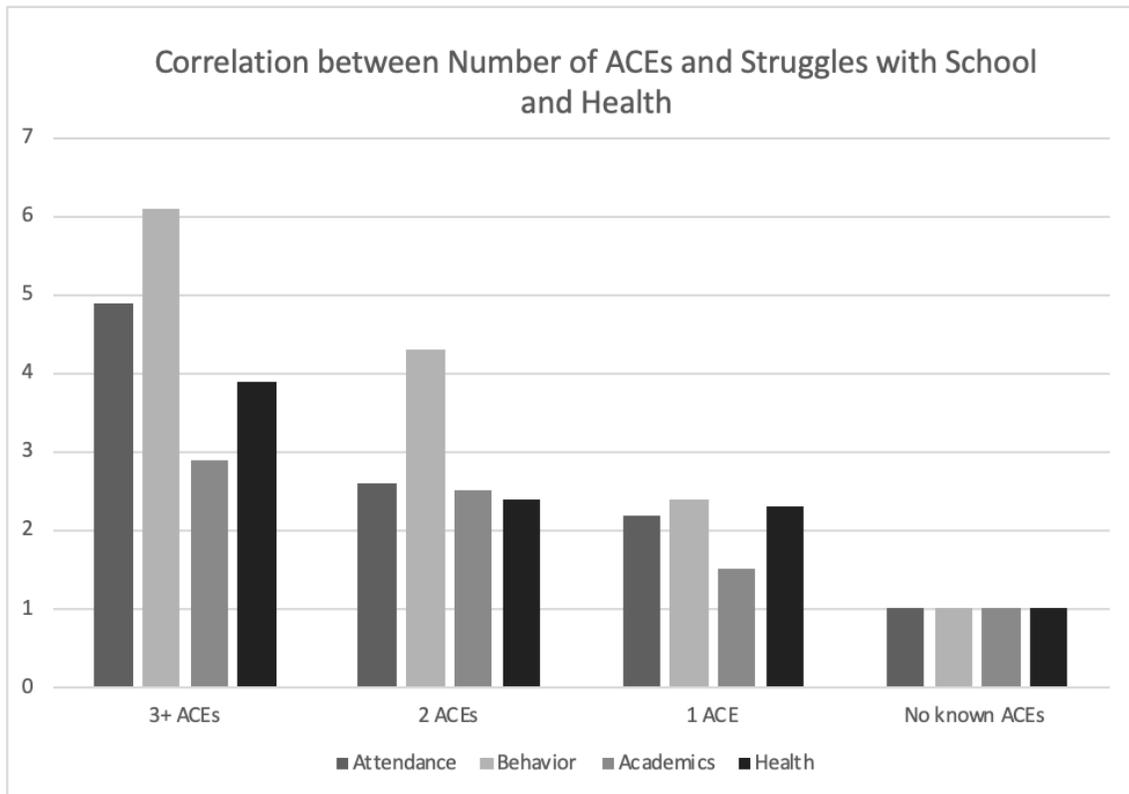
Those who study children exposed to ACEs realize the long-term impact these adverse conditions have on overall health.





Correlation between Number of ACEs and Struggles with School and Health

The increased likelihood of issues of attendance, behavior, academics & health concerns are indicated in the chart below. The more ACEs a student experienced, the more likely he or she was to experience serious school and health issues.



	Attendance	Behavior	Academics	Health
3+ ACEs	4.9	6.1	2.9	3.9
2 ACEs	2.6	4.3	2.5	2.4
1 ACE	2.2	2.4	1.5	2.3
No known ACEs	1.0	1.0	1.0	1.0



What *Flight, Fight, or Freeze* Looks Like in the Classroom

<i>Flight</i>	<i>Fight</i>	<i>Freeze</i>
<ul style="list-style-type: none">- Withdrawing- Fleeing the classroom- Skipping class- Daydreaming- Seeming to sleep- Avoiding others- Hiding or wandering- Becoming disengaged	<ul style="list-style-type: none">- Acting out- Behaving aggressively- Acting silly- Exhibiting defiance- Being hyperactive- Arguing- Screaming/yelling	<ul style="list-style-type: none">- Exhibiting numbness- Refusing to answer- Refusing to get needs met- Giving a blank look- Feeling unable to move or act



"The Downstairs Brain"

Flight

Fight

Freeze

Students that have experienced trauma are in survival mode. Meaning they are conditioned to be in a perpetual state of fighting, fighting or freezing. Dr. Dan Siegel, clinical professor of psychology at UCLA school of medicine refers to this as being in “the downstairs brain.”



Our brains were designed to go downstairs for short periods of time to survive. This is where the brain chooses to flight, fight or freeze during a crisis. Then returns to normal mode.

Students who experience chronic stress and trauma live in their downstairs brain. When a student is in their downstairs brain, their capacity to learn and retain information is lessened.



Our Objective

Our objective is to move them to a place that enables them to:

think,

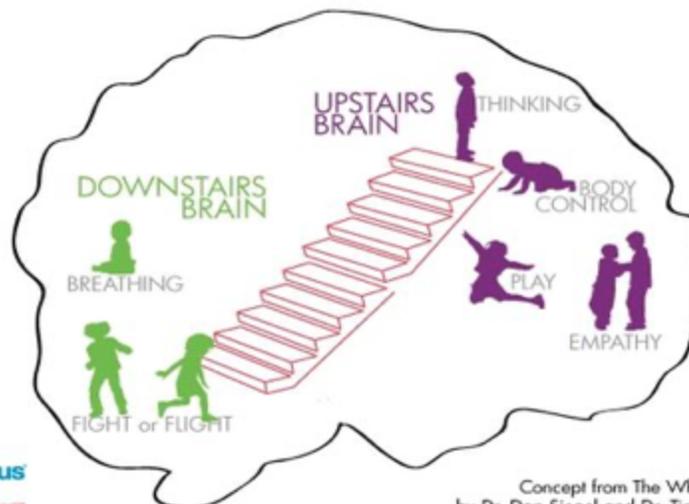
reason,

and maintain flexibility

thus allowing them to learn.

To help a student come out of survival mode, aka the downstairs brain, students need to become self-aware.

When we as educators, parents or caregivers act with integrity and are consistent, reliable, and logical, when faced with disruptive, defiant, and disrespectful behaviors, we are staying in our “UPSTAIRS BRAINS” and modeling positive responses to stress.





*Stay out of Oz &
remain grounded
amid chaos.*



BEWARE OF TORNADOES

As educators and parents we frequently look for the trigger that has caused a child to demonstrate disruptive behavior. When we interact with trauma and the ACEs in mind, we come to understand that the trigger is less apparent to us.

The child is responding to chronic stress by living in their *downstairs brain*. For the child, the downstairs brain becomes more comfortable. However, for the classroom, the actions of a child in the downstairs brain can indeed be threatening, chaotic, or distracting. We can call these moments “tornado time.”

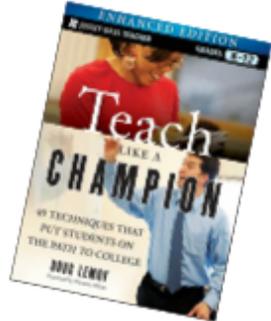
Using this reminder, we know “*The tornado is simply a distraction. Our goals, as professionals, are to stay focused on the task, to stay grounded in the truth, and to avoid getting sucked into the tornado and taken to Oz.*” (Kristin Souers)

Think of a time that you yourself may have engaged in an exchange that you later regretted or realized was hurtful to others. *These are times when we have been hijacked by our downstairs brains.*





Some strategies for avoiding tornadoes

Champion's Mindset			
POSITIVE REFRAMING	PRECISE PRAISE	WARM/STRICT	EMOTIONAL CONSTANCY
<p>Make corrections positively and consistently. <i>Narrate the world you want your students to see even while you are improving it.</i></p>	<p>Praise and acknowledgment are <i>different</i>-treat them that way. Don't set up a situation where every student is "great."</p>	<p>Explain <i>why you are doing what you are doing</i>, <u>distinguish</u> between behavior and people.</p>	<p>Students must have a consistent relationship with <i>productive behaviors</i>.</p> 

- Maintain regular routines and have consistent structures
- Support learning by providing timely feedback
- Provide opportunities for students to exhibit leadership skills (jobs in the classroom)



If a tornado hits, avoid power struggles, rely on the strength of your relationship, and narrate the positive.



Technology & Connectivity



Lawrence will continue to provide devices and internet access to students and teachers who currently do not have sufficient access. Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

For questions regarding Technology please email techsupport@lawrence.org for support.



Budget and Fiscal Matters



Reporting Requirement and Deadlines-

As always, the district will comply with all existing state and federal reporting requirements and deadlines.



Addendum

Effective April 22, 2021

On April 9th the New York State Department of Health issued new guidance for school reopening plans. The plans are specific to the transmission rates and risk tolerance of communities.

The reopening committee reconvened and discussed the new guidance. **The following changes have been made to our Lawrence School District SED Assurances Reopening Plan based on staff and parent survey results (*following page*):**

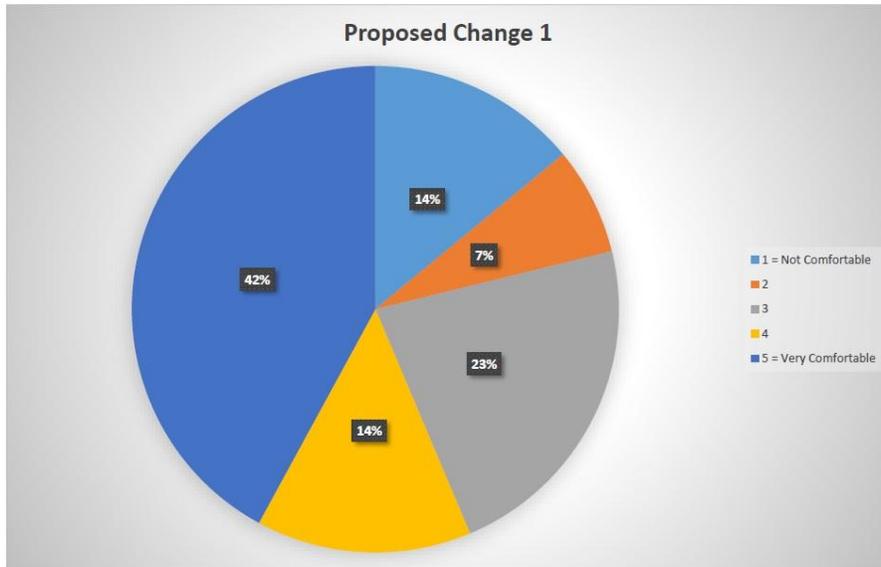
- Utilize the reduction from 12 foot distance to 6 foot distance for singing and wind instruments in the school setting
- Maintain 6 foot distance within the majority of classrooms
- Reduce the need for desk shields in grades K – 3 except when requested by individual students and teachers.
- Desk shields will still be utilized at times when masks are not being worn, such as when eating.

The Lawrence School District will maintain all other aspects of our plan through June. We appreciate the great effort put forth by our entire school community to maintain health and safety.

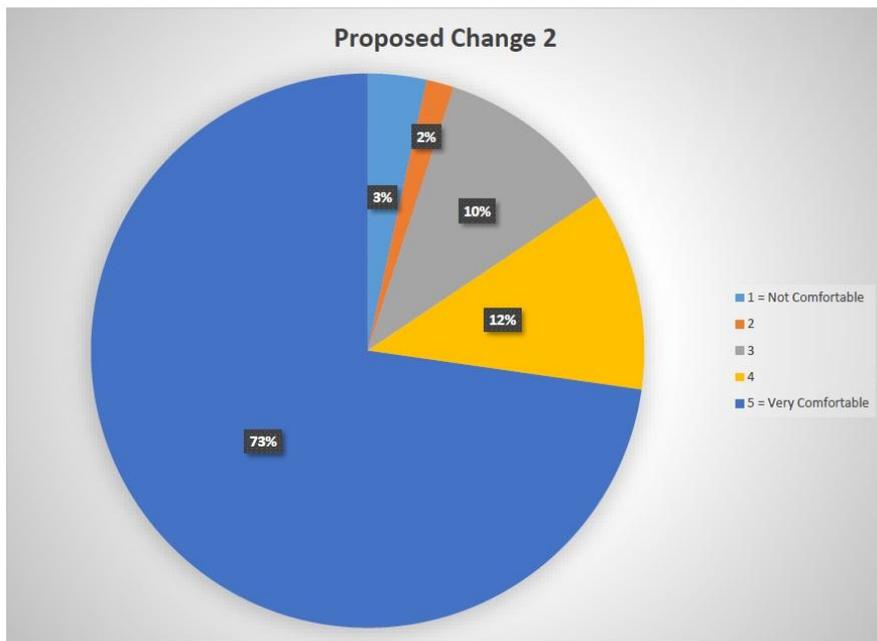


Below are the Spring 2021 survey results on three proposed changes:

Proposed Change #1: Utilize the reduction from 12 foot distance to 6 foot distance for singing and wind instruments in the school setting.



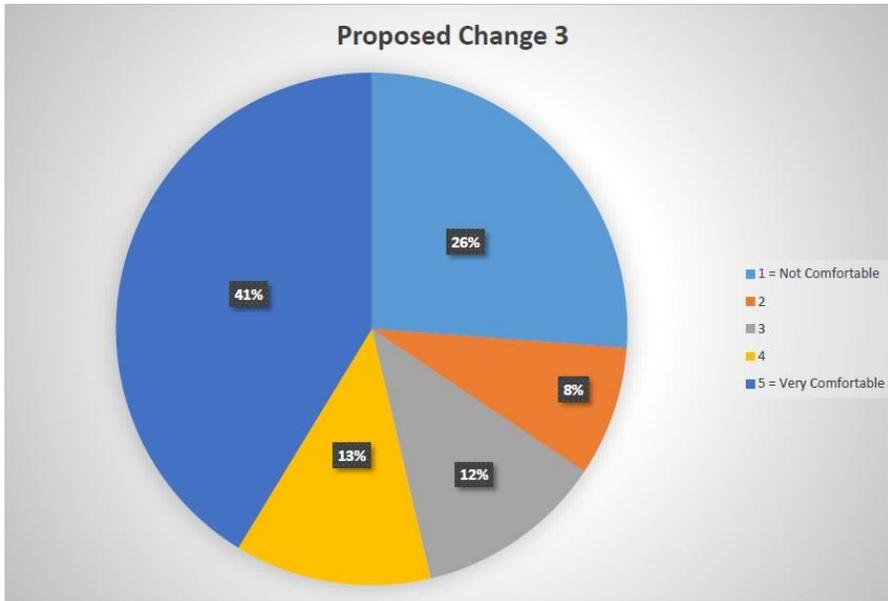
Proposed Change #2: Maintain the 6 foot distance within the majority of classrooms.





Below are the Spring 2021 survey results on three proposed changes:

Proposed Change #3: Reduce the need for desk shields in grades K – 3 except when requested by individual families and teachers. Desk shields will still be utilized at times when masks are not being worn, such as when eating.





Parent & Student Edition

Safety Procedures Checklist

MAKING THE CHOICE THAT

IS *Right* AND *Safe* FOR

YOUR CHILD & OTHERS

**2020-2021
SCHOOL YEAR**
Parent and Student Edition



Students

GETTING READY & TO SCHOOL SAFELY

- ✓ Before I come to school, I will check my temperature and assess my symptoms; if I have any symptoms including but not limited to, a fever of 100.4 or higher, or a cough, shortness of breath, or loss of taste or smell, or if I have been in direct contact with someone who has COVID-19, I will stay home and contact my medical provider. I understand that I must be symptom free.
- ✓ I understand that transportation requires students to maintain social distancing and wear masks/face coverings appropriately, over the nose and mouth.
- ✓ If I ride in a car or walk to school, my parents or guardian will drop me off in the designated area; parents will not be able to walk me to my classroom or into the building.
- ✓ I will enter the school at the designated entry point with my face covering on appropriately, over the nose and mouth.
- ✓ I will bring my desk shield to and from school. If I don't come to school with my shield, I will be sent home for remote instruction. *[Secondary only]*
- ✓ When participating in learning remotely, I will be fully present (*camera remains on at all times and participating*).



Students

SAFETY AT SCHOOL

- ✓ When I arrive at school, I may have my temperature checked by staff. I will wear my face covering appropriately, over the nose and mouth, report directly to my classroom and will eat my breakfast in my classroom.
- ✓ I will use provided cups at the water fountain stations for touchless water filling.
- ✓ When I am in school, I will wear my face covering and practice social distancing.
- ✓ I will wear my face covering when working in small groups with the teacher or my peers. I will use my own headphones. I will use hand sanitizer before and after I touch shared materials. Desks, tables, and teaching stations will be spaced 6 feet apart and will face one direction.
- ✓ I will wash my hands frequently or use hand sanitizer throughout the day.
- ✓ I will follow one-directional signs in hallways and on stairways.



Parents & Students

SAFETY PROCEDURES FOR EVERYONE

- ✓ NO ONE will enter a school building if they have any symptoms.
- ✓ Field trips will be limited to virtual learning opportunities.
- ✓ Assemblies and other special events will be virtual.
- ✓ When social distancing cannot be maintained, I will wear my face covering.
- ✓ Students will remain with their cohort; special area teachers will travel to them, when possible.

✓ Parents who will be picking up a child for early dismissal due to illness or medical appointments will be expected to call the front office when they arrive at the school and remain in their vehicle. Security personnel will bring that child out to the vehicle to check the license and appropriately sign out the student.

✓ The school nurse will have a designated isolation area in the event that a child or staff member comes to school and presents COVID-19 symptoms. Parents will be contacted to pick ill students up immediately. Contact tracing will be used to identify students or staff members who may need to self-quarantine for 14 days. Students will transition to digital learning during the self-quarantine period using the Google Classroom & Google Meet platform.

All buildings and work spaces will be cleaned and disinfected throughout the day and deep cleaned nightly.



Teacher Edition

Safety Procedures

Checklist

2020-2021
SCHOOL YEAR
Teacher Edition



Teachers

SAFETY PROCEDURES

- ✓ Before I come to school each day, I will check my temperature and assess my symptoms; if I have a fever of 100.4 or higher, or a cough, shortness of breath, or loss of taste or smell, or if I have been in direct contact with someone who has COVID-19, I will notify my principal, stay home, and contact my medical provider.
- ✓ Before I come to school each day, I will report on the health app confirming no symptoms.
- ✓ When I arrive at school, I will wear my face covering, pick up mail, sign in, and report to my classroom. I will not linger in the main office, common areas, and will avoid crowded conditions.
- ✓ I will use provided cups at the water fountain stations for touchless water filling.
- ✓ When I am moving about the classroom, I will wear my face covering and avoid physical contact with students.
- ✓ In my classroom, I will space desks at least 6-feet apart and facing one direction. I will not rearrange furniture without prior approval.
- ✓ I may remove my face covering when working alone or engaging in virtual meetings or other electronic communication. I will wear my face covering when working in small groups with my students or my colleagues.
- ✓ I will wash my hands frequently or use hand sanitizer throughout the day, and I will guide my students in doing the same at regular times during the day.
- ✓ I will wear my face covering, practice social distancing, and follow one-directional signs in hallways and on stairways when moving throughout the building.



Teachers

OTHER IMPORTANT SAFETY PROCEDURES

- ✓ The school nurse will have a designated isolation area in the event that a child or staff member comes to school and presents COVID-19 symptoms. Contact tracing will be used to identify students or staff members who may need to self-quarantine for 14 days. Students will transition to digital learning during the self-quarantine period, using Google Classroom & Meet platforms.
- ✓ Face coverings will be provided to teachers and staff; I may wear additional PPE such as a face shield or gown.



How-To Access Google Classroom Guides

A STUDENT AND PARENT'S GUIDE TO GOOGLE CLASSROOM



[Click HERE for the English version](#)

GUÍA DE “GOOGLE CLASSROOM” PARA ESTUDIANTES Y PADRES



[Click HERE for the Spanish version](#)



NYS Program Requirements

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2. [Grades 1 - 4](#)
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5. [Grade 9 - 12](#)
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7. [Bilingual K - 8 Units of Study](#)
8. [ENL 9 - 12 Units of Study](#)
9. [Bilingual 9 - 12 Units of Study](#)



Definitions and Clarifications

1. Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent.
2. Unit of credit is earned by:
 1. the mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area; or
 2. pursuant to section 100.5(d)(1) of this Part, a passing score of at least 85 percent or its equivalent on a department-approved examination in a given high school subject without the completion of a unit of study, and the successful completion of either an oral examination or a special project.
3. **Academic intervention services** means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such students pursuant to section 4402 of the Education Law.



Program Requirements for Students in Grades 1 - 4

Required subjects. During grades one through four, all students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in:

1. Mathematics, including arithmetic, science, and technology;
2. English language arts, including reading, writing, listening and speaking for purposes of information and understanding, literary response and expression, critical analysis and evaluation, and social interaction, with attention given to comprehension, vocabulary, word study, spelling, grammar, usage and punctuation;
3. Social studies, including geography and United States history;
4. Languages other than English, pursuant to section 100.2(d) of this Part;
5. The arts, including visual arts, music, dance and theatre;
6. Career development and occupational studies;
7. Where student need is established, bilingual education and/or English as a second language; and
8. Health education, physical education and family and consumer sciences.
 1. Instruction in health education shall be pursuant to section 135.3(b) of this Title.
 2. Instruction in physical education shall be pursuant to section 135.4(c)(2)(i) of this Title.



Program Requirements for Students in Grades 5 and 6

All students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the seven general curriculum areas:

1. Mathematics, including arithmetic, science, and technology;
2. English language arts, including reading writing, listening, and speaking;
3. Social studies, including geography and United States history;
4. Languages other than English (pursuant to section 100.2(d) of Commissioner's Regulations);
5. The arts, including visual arts, music, dance, and theatre;
6. Career development and occupational studies;
7. Where student need is established, bilingual education and/or English as a second language;
8. Health education, physical education and family and consumer sciences with health education pursuant to section 135.3(b) of Commissioner's Regulations and physical education pursuant to section 134.4(c)(2)(i) of Commissioner's Regulations.



Program Requirements for Students in Grades 7 and 8

All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

Subject	Units of Study
English Language Arts	2
Social Studies	2
Science	2
Mathematics	2
Career and Technical Education *The unit of study requirements for technology education and/or home and career skills may be initiated in grade 5, provided that such subjects shall be taught by teachers certified in those areas.	1 ³ / ₄
Physical Education	Every other day
Health Education *The half unit of study requirement for health education may be provided in grade 6, provided that such subjects shall be taught by teachers certified in health education.	1/2
The Arts *A student may meet the required half unit of study in music by participation in a school's band, chorus, or orchestra, provided that such participation is consistent with the goals and objectives for the school's music program for grades 7 and 8.	1/2 unit in visual arts, 1/2 unit in music
Library and Information Skills *Library and information skills instruction provided the equivalent of one period per week in grades 7 and 8.	
LOTE *The unit of study requirement for languages other than English may be initiated in any grade prior to grade	
Career Development and Occupational Skills	

*Students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects, and science courses.



Program Requirements for Students in Grades 9 - 12

Subject	Number of Credits
English Language Arts	4
Social Studies Distributed as follows: <ul style="list-style-type: none"> • U.S. History (1 credit) • Global History and Geography (2 credits) • Participation in Government (1/2 credit) • Economics (1/2 credit) 	4
Science Distributed as follows: <ul style="list-style-type: none"> • Life Science (1 credit) • Physical Science (1 credit) • Life Science or Physical Science (1 credit) 	3
Mathematics	3
LOTE *The unit of study requirement for languages other than English may be initiated in any grade prior to grade	1*
Physical Education *Participation each semester, 1/4 credit earned per semester	2
Health Education	1/2
Visual Art, Music, Dance or Theater	1
Electives	3 1/2
Total	22

*Students with a disability may be excused from the requirement for 1 unit of credit in languages other than English (LOTE) if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such students are also exempt from the sequence requirement for earning a Regents diploma with advanced designation.

[New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12](#)



K - 8 English as a New Language (ENL) Units of Study

All ENL classes, including integrated and Stand alone offer home language support

English Proficiency Level	Entering (Beginning)	Emerging (Low Intermediate)	Transitioning (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
ENL Instructional Time (minimum)	2 units of study <u>per week</u> (360 min)	2 units of study <u>per week</u> (360 min)	1 unit of study <u>per week</u> (180 min)	1 unit of study <u>per week</u> (180 min)	<i>Former ELLs must continue to receive services for an additional two years</i>
Stand Alone ENL	1 unit of study in ENL (180 min)	0.5 unit of study in ENL (90 min)			
Integrated ENL	1 unit of study in ENL/ELA (180 min)	1 unit of study in ENL/ELA (180 min)	0.5 unit of study in ENL/ELA (90 min)	1 unit of study in ENL/ELA or other content area (180 min)	
Flexibility		0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)	0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)		0.5 unit of study of Integrated ENL in ELA/Core Content Area or other approved former ELL services for 2 years
Total	360 min per week	360 min per week	180 min per week	180 min per week	



K - 8 Transitional Bilingual Education Program

English Proficiency Level	Entering (Beginning)	Emerging (Low Intermediate)	Transitioning (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
Stand Alone ENL	1 unit of study in ENL (180 min)	0.5 unit of study in ENL (90 min)			
Integrated ENL	1 unit of study in ENL/ELA (180 min)	1 unit of study in ENL/ELA (180 min)	0.5 unit of study in ENL/ELA (90 min)	1 unit of study in ENL/ELA or other content area (180 min)	
Flexibility		0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)	0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)		0.5 unit of study of Integrated ENL in ELA/Core Content Area or other approved former ELL services for 2 years
Total ENL	360 min per week	360 min per week	180 min per week	180 min per week	
Home Language Arts	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
Bilingual Content Area Subjects	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	



9 - 12 English as a New Language (ENL) Units of Study

All ENL classes, including integrated and Stand alone offer home language support

English Proficiency Level	Entering (Beginning)	Emerging (Low Intermediate)	Transitioning (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
ENL Instructional Time (minimum)	3 units of study <u>per week</u> (540 min)	2 units of study <u>per week</u> (360 min)	1 unit of study <u>per week</u> (180 min)	1 unit of study <u>per week</u> (180 min)	<i>Former ELLs must continue to receive services for an additional two years</i>
Stand Alone ENL	1 unit of study in ENL (180 min)	0.5 unit of study in ENL (90 min)			
Integrated ENL	1 unit of study in ENL/ELA (180 min)	1 unit of study in ENL/ELA (180 min)	0.5 unit of study in ENL/Core Content Area (90 min)	1 unit of study in ENL/Core Content Area (180 min)	
Flexibility	1 unit of student can be stand alone ENL or Integrated ENL in Core Content Area (180 min)	0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)	0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)		0.5 unit of study of Integrated ENL in ELA/Core Content Area or other approved former ELL services for 2 years
Total	540 min per week	360 min per week	180 min per week	180 min per week	



9 - 12 Transitional Bilingual Education Program

English Proficiency Level	Entering (Beginning)	Emerging (Low Intermediate)	Transitioning (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
Stand Alone ENL	1 unit of study in ENL (180 min)	0.5 unit of study in ENL (90 min)			<i>Former ELLs must continue to receive services for an additional two years</i>
Integrated ENL	1 unit of study in ENL/ELA (180 min)	1 unit of study in ENL/ELA (180 min)	0.5 unit of study in ENL/ELA (90 min)	1 unit of study in ENL/ELA or other content area (180 min)	
Flexibility	1 unit of student can be stand alone ENL or Integrated ENL in Core Content Area (180 min)	0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)	0.5 unit of study can be stand alone ENL or Integrated ENL/Core Content Area (90 min)		0.5 unit of study of Integrated ENL in ELA/Core Content Area or other approved former ELL services for 2 years
Total ENL	540 min per week	360 min per week	180 min per week	180 min per week	
Home Language Arts	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
Bilingual Content Area Subjects	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	



FAQ

Frequently Asked Questions

Health and Safety

- 1. How will social distance be maintained within classrooms? Within hallways?**
Lawrence must ensure all persons in school buildings keep social distance of at least 6 feet as much as possible. This will be reinforced in common areas by markings. No one is permitted to rearrange furniture in rooms. In instances when social distancing cannot occur, masks must be worn, and worn appropriately; over the nose and mouth). It is required that all employees, adult visitors, and students wear a face covering whenever social distancing cannot be maintained.
- 2. Will there be any time that masks do not have to be worn?**
Students will follow the directions of teachers and staff for times when social distancing permits a “mask break”.
- 3. Will my child be provided with a face mask?**
Lawrence will maintain adequate supplies of face coverings for school staff and students who forget their masks, however students and staff are encouraged to come to school prepared with a disposable mask or cloth face covering.
- 4. How will teachers monitor the use of shared, classroom supplies (i.e markers, books, etc)?**
In a COVID ready classroom, materials and supplies are not shared and are removed by the student nightly.



5. How will staff be prepared to identify if a student demonstrates symptoms?

Staff will review training videos in identifying the signs of COVID-19 and will be instructed to observe signs of illness in students and staff. It is required that symptomatic persons be sent to the school nurse. Anyone showing signs or symptoms will NOT be allowed to enter any school building.

6. How will the school monitor staff and students to ensure daily safety?

Staff and students will have daily temperature screenings. In addition, a daily screening questionnaire will be completed by faculty and staff, along with the periodic use of the questionnaire for students will be completed using the health app. All will complete this daily as part of entry procedures.

7. What if a student is sick?

Lawrence requires that ill students and staff be assessed by the school nurse or school doctor. In the unlikely event a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider. The protocol requires students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students will be supervised, picked up and sent home.

8. What are the procedures for visitors?

The protocols for visitors, guests, contractors, and vendors to the school includes health screening. Additionally, the Lawrence School campuses are considered “closed” campuses. **No visitor is permitted to the building without a prior appointment.** Any visitor with an appointment will be required to complete the health questionnaire upon entry and may be required to have a temperature check.

9. Under what conditions should I keep my child home from school?

Parents/guardians must observe for signs of illness in their child that require staying home from school. Refer to CDC guidelines. **Fever that is brought down by medication DOES NOT permit entry to school.**



10. What will the school do if there is a positive case of COVID-19?

Compliance with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19 is required. Return to school will be coordinated with the local health department.

Facilities

11. How frequently will the building be cleaned?

The facility department will be keeping a log book and posting a schedule for cleaning in the main offices. As in the past years, please utilize the chain of command and inform your building principal or their announced designee of any concerns. They will then notify the custodians. Emails can also be sent.

12. Will water fountains be in use?

Each school will provide one drinking fountain per one hundred occupants or provide alternate source of drinking water through food service. Disposable paper cups will be available at water sources.

13. If my child is learning remotely, will they still be provided with food?

Lawrence learners will have access to school meals each school day, including students in attendance at school and students learning remotely. Meals will continue to comply with Child Nutrition Program requirements. For in-person cohorts, breakfast and lunch will be served in the classroom. **Meals will not be served in common areas.**

Transportation

14. Will my child still receive transportation to and from school?

Students will receive regular transportation to and from school.

15. How will the buses be cleaned?

Buses which are used every day by districts and contract carriers will be cleaned/disinfected once a day and high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.



16. Will children be required to wear a mask on the bus?

Students must wear a mask on a school bus if they are physically able. If a student does not have a mask, one will be provided.

Attendance

17. Is attendance being monitored?

Attendance will be tracked daily by classroom teachers. It is of utmost importance that students attend instruction during in person and remote times. Chronic absenteeism impacts school performance. Our guidance department and school social workers are available to address any concerns.

18. Is there the choice to attend remotely full time?

As of the release of this document (8/7/2020), we do not know if families may elect a full remote model for their children under the Governor's direction.

In the likely event that full remote becomes an option, the following steps would be taken:

1. Families would complete an “Enrollment into Full Remote” form. Commitment would be for the entire marking period. At the conclusion of the marking periods families would be able to elect into the Hybrid model if desired.
2. Families will receive their child's class assignment/schedule in late August.
3. Learners would be responsible to attend live sessions and complete work assigned.

Technology and Connectivity

19. Will students be provided with technology to participate remotely?

Lawrence will continue to provide devices and internet access to students and teachers who currently do not have sufficient access.

20. What if I need to replace my device?

Contact techsupport@lawrence.org



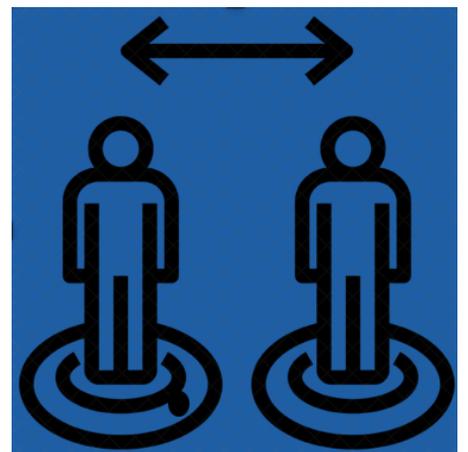
Wear a mask.



Wash your hands.



Watch your distance.



We are Lawrence Strong

