

South Lewis Central School

Re-Opening Plan 2022-2023



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INTRODUCTION

This Re-Opening Plan is intended to provide the South Lewis community with a framework for the instructional and health and safety considerations that will be implemented for the 2022-2023 School Year. It is important to recognize that this Re-Opening Plan is flexible in nature and may be updated, adapted and/or modified periodically based upon current conditions related to any declared public health emergency.

The South Lewis Central School Re-Opening Plan is divided into the following sections:

- Communication
- Health and Safety
- Facilities
- Child Nutrition
- Transportation
- Social-Emotional Well-Being
- School Schedules
- Budget and Fiscal Matters
- Attendance and Chronic Absenteeism
- Technology and Connectivity
- Teaching and Learning
- Career and Technical Education (CTE)
- Athletics and Extracurricular Activities
- Special Education
- Bilingual Education and World Languages
- Staffing and Human Resources
- Teacher and Principal Evaluation System, and
- Student Teaching

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

The South Lewis Central School Re-Opening Plan has been developed with the close collaboration, involvement and engagement of school stakeholders and community members.

Members of the South Lewis Re-Opening Task Force include:

District and Building Level Administrators

District Directors and Coordinators

Faculty Members from each building

Staff Members from each department

Parents

SLTA Union Leadership

SRP Union Leadership

With collaboration and guidance from:

- *Lewis County Public Health*
- *Lewis County General Hospital*
- *Local Healthcare Providers*
- *Lewis County Emergency Management*
- *Lewis County Public Officials*
- *South Lewis Parents and Guardians*

Communication

Regular and frequent communication between schools, families, and the wider community will be an essential element of effective family and community engagement. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits.

The District will keep in close communication with students, parents/guardians, faculty, staff and visitors with regard to practices, procedures and mandated requirements whether instruction is provided in-person, remotely or through some combination of the two.

The communication methods may include, but are not limited to:

- information detailed on the South Lewis Central School website,
- the South Lewis app,
- electronic flyers distributed through Peachjar,
- information detailed in the South Lewis Newsletter,
- telephone messages through SchoolMessenger,
- South Lewis social media,
- Email,
- traditional mail,
- News media/press releases, etc.

HEALTH AND SAFETY

Student In-Person Instruction

South Lewis will operate on a 6-day schedule. All students will attend in-person instruction each day.

Under the above school model, 100% of our faculty and staff will be in District in order to facilitate in-person instruction for our students and to ensure the health and safety considerations and requirements are being followed to every extent practicable. Faculty and staff members are essential workers for our schools.

While in-person instruction is our preferred method of instruction, South Lewis Central School is prepared to offer hybrid (a combination of in-person and remote) learning or remote learning for students in the event of a mandated reduction in in-person attendance or school closure.

Everyday Prevention

Everyday preventive actions can be taken to prevent the spread of communicable disease. Prevention is accomplished through:

- Health Checks;
- Healthy Hygiene Practices;
- Management of Ill Persons; and
- Cleaning and Disinfection.

Health Checks

Parents/guardians are our partners in daily health checks. ***Students who have a temperature of 100°F or greater and/or symptoms of possible communicable infection should not be present in school.***

Parents/guardians should observe for signs of illness in their child that may require staying home from school.

Signs of illness include, but are not limited to:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

Students and staff exhibiting these signs may be sent to the school health office for an assessment by the school nurse and consideration of being sent home and/or a recommendation to follow up with a healthcare provider. If the school nurse is not available, the ill student or staff member may be sent home for follow up with a healthcare provider.

Healthy Hygiene Practices

Healthy hand and respiratory hygiene are important in the prevention of the spread of disease. South Lewis Central School will post signage and provide training to students, faculty and staff regarding proper hand hygiene and respiratory hygiene.

Medically Vulnerable/High-Risk Groups

South Lewis Central School will work in close collaboration with school health personnel, special education personnel, pupil personnel services, the family, Lewis County Public Health, and other local healthcare providers, as necessary, for those students who are medically diagnosed as medically vulnerable.

For students with special needs or who are medically fragile, it is important for parents/ guardians to work with their child's healthcare providers and school district personnel so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.

The needs of each student who falls in the category of medically vulnerable or is a member of a high-risk group for contracting communicable disease will be individually assessed. Recommendations will be collaboratively formulated for appropriate accommodations, as appropriate, that meet the particular child's unique needs.

Personal Protective Equipment (PPE)

The District has a supply of face coverings for students, staff and any approved visitors who require one.

Additional PPE (i.e. face shields, gloves, gowns, etc.) may be provided as appropriate and necessary as an accommodation in select situations to limit the risk of exposure to communicable disease.

Return to School After Illness

Schools must follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of communicable disease. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with a communicable disease, they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.

The return of students, faculty and staff to school will be coordinated with Lewis County Public Health as appropriate in the event of a public health emergency.

Cleaning and Disinfection

Cleaning and disinfection shall be completed in accordance with the district established practices and procedures. High touch surfaces shall be cleaned and disinfected frequently throughout the day. School Health Office cleaning will regularly occur after the use of cots, bathroom and health office equipment.

Safety Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. Conducting drills is an important part of keeping students and staff safe in an emergency, Evacuation drills may require modifications in order to minimize the risk of spreading infection in the event of a public health emergency while they are conducted.

Regardless of how modified, the drills should emphasize the overarching priority concern of getting to safety and that in an actual emergency requiring evacuation or lockdown, social distance may not be possible or the first priority.

Before and Aftercare Programs

The District has traditionally provided supervision for students who arrive early prior to the beginning of the school day. Any students who arrive prior to the start of the school day will be required to be supervised.

Aftercare programs have traditionally been provided by Hand in Hand Early Childhood Center and are scheduled to be available to families this school year.

FACILITIES

South Lewis Central School will follow all guidance related to health and safety with regard to the use of the physical spaces within buildings. Physical spaces within our District buildings will be configured and maintained in a way that provides the maximum possible protection from spreading communicable disease in the event of a public health emergency. This may include rearranging or re-purposing physical spaces within our buildings in order to allow for proper social distancing of students. Areas throughout our buildings have been identified as alternate spaces in which instruction or other daily functions of in-person instruction can take place, such as eating meals in alternate areas in order to properly social distance students.

South Lewis Central School facilities will maintain Fire Code Compliance and will conduct Fire (evacuation) Drills and Lockdown Drills as required by Education Law and regulation and the Fire Code. The District will also be in compliance with any Building Condition Survey or Visual Inspections and the statutory requirement for completion of lead testing for District buildings.

CHILD NUTRITION

School child nutrition is an important part of the daily instructional program for students. School meals boost learning and studies show that students perform best academically when they are well nourished.

All students enrolled will have access to free school meals (breakfast and lunch) each school day.

Our district participates in a free breakfast and lunch program called Community Eligibility Provision (CEP). All students will continue to be eligible for free breakfast and lunch each school day regardless of family income. However, the CEP Household Income Form continues to be required by the program and should be completed by ALL families with children so our District may continue to participate in this valuable program.

Families are encouraged to complete an Application for Free or Reduced Price meals. This is a very valuable program that can provide assistance with providing nutritious meals for all our families. Applications are available from the South Lewis District Office as well as each building office. Applications may be submitted now or at any time during the school year.

Any questions regarding the South Lewis Central School Meal Program may be directed to Steven Fuller, Food Service Manager, at (315) 348-2543.

Health and Safety

School kitchens, cafeterias, storage and preparation areas will follow current standard operating procedures for sanitation and will follow practices that will be necessary to keep food, students and staff safe. High-touch surfaces will be routinely cleaned and disinfected. When required, single-use gloves and aprons will be worn when handling and delivering foods. Access to the food services areas will be strictly limited to those who are essential for program function.

All meals will be served to students within the main cafeteria area, but students may be seated in alternate locations such as the gymnasiums, classrooms or other locations throughout the school, as necessary, in order to eat their meals. Standard operating procedures regarding protection of students with food allergies will be followed when meals are served in or outside of the cafeteria.

Signage will be installed in all areas where meals will be consumed regarding proper hand hygiene prior to and upon completion of eating. Students will be directly instructed on proper hand hygiene procedures. Proper hand hygiene will be performed before and after meal consumption. Dependent upon age, grade level, and classroom/building configuration, students will either wash their hands with soap and water and/or use hand sanitizer.

The breakfast and lunch provided to students shall be in compliance with Child Nutrition Program requirements.

School breakfast and lunch programs are an integral part of the instructional day for all students. Information regarding the programs may be communicated on the school website, via the school app, through electronic flyers distributed via Peachjar, in the South Lewis school newsletter, and/or via telephone messages through SchoolMessenger, etc.

Communications for families whose primary language is other than English will be provided in the native language of the family.

TRANSPORTATION

Another critical function of the School District is the transportation of our students to and from school each day. South Lewis Central School is committed to the health, safety and well-being of students as they are being transported to and from school on our buses.

School Buses

All buses used each day are cleaned/disinfected in accordance with District practices and procedures. This will include high contact areas.

Students on Transportation

It is recommended that parents/guardians accompany all children to the bus for the morning pickup. However, children ages 12 and under must be accompanied to the bus each day.

If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/ if the district is not.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

SOCIAL EMOTIONAL WELL-BEING

The social emotional well-being of our students is a high priority for the District. We recognize that academic learning cannot be effective until the basic human needs for physical and emotional safety are met. The priority of mental health, well-being and SEL will continue to be clearly communicated to all students, faculty and staff.

The South Lewis School Counselors have reviewed and updated their School Counseling Plan to meet the varying social-emotional needs of our students. The plan addresses student needs at all developmental stages and identifies and differentiates age appropriate practices for all student populations, i.e. elementary, middle and high school. The Counseling Plan will be reviewed throughout the school year, as necessary, in order to be responsive to the current social-emotional needs of students. The Counseling Plan will need to be flexible should periods of remote learning or hybrid learning be required.

South Lewis Central School has developed a School Counseling Advisory Council comprised of stakeholders from representative groups across the District, including but not limited to school counselors, administrators, teachers, support staff, special education, parents and Board of Education members. The Advisory Council meets throughout the school year to discuss the School Counseling Plan and updates with regard to student social-emotional needs.

South Lewis Central School has School Counselors at every level throughout the District. We have an Elementary Counselor, a Middle School Counselor and two High School Counselors. These

Counselors are joined by an extended staff of in-district service providers including a Home School/Community Coordinator, Substance Abuse/Student Assistance Counselor, School Psychologist, Social Workers and Therapists. The District is also fortunate to have many established, positive working relationships with Community Based Organizations and Community Service Providers that provide additional supports for our students, families and community as a whole. The District also has a contract with a private provider for student Mental Health services and supports. Our Pupil Personnel Services (PPS) team is a strong asset for our provision of services and interventions for all students within the District. The District will provide resources and referrals to access these mental health, behavioral and emotional support services and programs.

Each school within the District has an at-risk student team that focuses on the instructional and emotional needs of our students. The teams meet at regular intervals to discuss students of concern and their varying needs. The District remains committed to providing time for the at-risk teams to meet and develop interventions for students based upon a Multi-Tiered Systems of Support (MTSS) model. Any interventions recommended will be implemented with fidelity to ensure that each student, based on their unique needs, receives the level and type of support necessary to be successful.

South Lewis Central School is committed to providing faculty and staff with professional development opportunities to develop strategies and skills for supporting students during and after the public health emergency. The District has offered professional development opportunities regarding Neurosequential Model of Therapeutics (NMT), adverse child experiences, mindfulness, poverty and trauma, Bridges Out of Poverty, mindful self-care and building resiliency, and other similar type programs. Additional professional development opportunities regarding social-emotional learning strategies and skills will be offered to faculty and staff.

The District has contracted with the local Community Based Organization Mountainview Prevention Services to provide an Employee Assistance Program free of charge to all district faculty and staff members. Services provided will include counseling for the faculty and staff and their family members.

SCHOOL SCHEDULES

The health and safety of South Lewis Central School students, staff and faculty is paramount in the adoption of any school schedule model by the District. In making decisions regarding the school schedule, the needs of students, families and staff as well as the realities of available space, and staff certifications, trainings and expertise are significant factors. Final scheduling decisions will be informed by health and safety standards with the best interest and well-being of all stakeholders having strong consideration. The District will use the most up to date guidance from the New York State Department of Health and the NYS Education Department in making school scheduling decisions.

South Lewis will operate on a 6-day schedule. All of our students will attend in-person instruction each day.

All of our faculty and staff will instruct within District buildings in order to facilitate in-person instruction for our students. Student supervision remains an important element of our in-person instructional programming and all faculty and staff will be essential in providing this necessary element within our school buildings.

While in-person instruction as delineated above is our preferred method of instruction, South Lewis Central School is prepared to offer hybrid (a combination of in-person and remote) learning or remote learning for students in the event of a mandated reduction in in-person attendance or school closure.

A hybrid model of instruction would include a combination of in-person and remote learning to provide instruction and services to students. If it is deemed appropriate and necessary, the District may reduce the number of students in attendance or number of in-person instructional days as compared to the in-person instruction model and provide the addition of remote learning experiences. This would include a combination of synchronous and asynchronous remote instruction and will be flexible based upon the developmental capability of the student.

Should there be a required school closure, the District will reinstate its Continuity of Learning/Remote Learning Plan. Instructors will utilize a combination of synchronous and asynchronous learning as developmentally appropriate and as articulated in the Continuity of Learning/Remote Learning Plan. The Plan will be continuously evaluated and updated as necessary to address the current needs of the students, faculty and staff.

There will be continuous and on-going close collaboration and communication between district stakeholders regarding the school schedule. Information will be provided to students, faculty, staff and parents/guardians as soon as practicable if a decision is made to modify the school schedule in regard to the method of instruction delivery to students.

BUDGET AND FISCAL MATTERS

The District recognizes the importance of responsible utilization of all federal, state and local funds it receives as an educational institution.

South Lewis Central School is a rural, high needs district that relies heavily upon the State Aid and grants it receives each year to operate its instructional programming. Our District is committed to providing the highest quality education possible to our students.

ATTENDANCE AND CHRONIC ABSENTEEISM

There is a research-based strong correlation between student attendance/engagement and academic success. Students who regularly miss instruction and are absent from school have lower academic achievement and are at risk for dropping out of school.

Regardless of whether schools implement in-person, hybrid or remote instruction, Districts will be required to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

Students will be counted for attendance purposes each day. When in school for instruction, teachers will take attendance as usual by marking students present or absent based upon their physical presence in school for the day.

Attendance for school-age children must be reported to the State Information Repository System in the same manner as in past school years. Attendance will be recorded in the Student Management System (SMS), SchoolTool, each day. The District is required to take attendance on any resident student unless they are homeschooled, exceed compulsory school age, or are documented to no longer reside in the school district.

Chronic absenteeism is defined for NYS school accountability purposes as missing ten percent or more of school days for which the student was enrolled in the school. For the typical student who attends the entire school year of 180 days, this equates to missing 18 days or more of instruction for the school year. This lack of attendance ultimately affects student achievement and engagement with the education process.

Educational neglect can be alleged 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.

The District is committed to working with individual families who face adversities with regard to regular school attendance of their child(ren). The District will utilize the supports of the Home School/Community Coordinator and other District staff in order to help determine root causes of excessive absenteeism and will help devise plans for supporting regular attendance. This may include connecting the family with Community Based Organizations and their resources.

TECHNOLOGY AND CONNECTIVITY

The District ~~conducted~~ conducts a survey annually of all students' households in order to determine the level of reliable access to high-speed internet that is at a sufficient level to fully participate in learning outside of school.

If a student lacks sufficient internet access in their household, the District's Wi-Fi umbrella will be available to any students and staff who have access to the building or parking lots. Additionally, public Wi-Fi locations, such as community libraries, are available. Additionally, the District will make efforts to notify students and teachers of possible sources for internet services.

South Lewis Central School has a 1:1 device initiative for all grade levels within the District. Students from PreK through grade 12 and teachers have access to a district-provided device for instructional and academic use. In the event of a required school closure, students and teachers will be able to use their district-provided device for their exclusive use for instructional and educational purposes while at home.

Parents/guardians should ensure that any district owned devices in their households are properly cared for and are being used for instructional and educational purposes only.

The 1:1 Technology Device – Guidelines and Expectations that are signed at the beginning of each school year for each student are in full force and effect should devices be sent home with all students for remote or hybrid instruction under this Re-Opening Plan. Relevant portions of this document include:

Guidelines/Expectations:

- Students who are allowed to bring their Chromebook home will be issued a charger with their Chromebook and must ensure devices are brought to school each day charged and ready for use.
- If a device, which includes the charger, is lost, stolen, or broken/damaged, then a student will be issued a 2nd device for use while the repair is being made. However, they will be charged the repair or replacement cost of the device for each incident. These costs could range from \$15-20 for minor repairs to \$300 for full replacement. If a unique situation resulted in the lost, stolen or broken/damaged device, the District has the right to modify this policy after a review of the incident.
- If the second device is lost, stolen, or broken/damaged then the student will be issued a 3rd device, to be used only in school under staff supervision, until all repair or replacement costs have been paid.
- Intentional or blatant damage and misuse of a device will be addressed differently with not only payment required, but also possible disciplinary and/or legal action.

District-provided devices have internet tracking capabilities on all devices, whether at school or home. The District has the ability to track and monitor all searches. Additionally, there is internet filtering enabled on all devices whether used at school or at home.

TEACHING AND LEARNING

The South Lewis Central School District acknowledges that it has a Continuity of Learning/Remote Learning Plan that will guide instruction throughout any form of instructional methodology deployed. The South Lewis Continuity of Learning/Remote Learning Plan details the logistics for

carrying out in-person, remote and hybrid models of instruction. All instructional models deployed by the District will be aligned to New York State Learning Standards with measurable learning outcomes.

It is acknowledged that not all families and teachers in the District have reliable internet access. South Lewis Central School is committed to providing equity in instruction to all students with opportunities for instruction that are accessible to all students. Teachers will work collaboratively with families who do not have reliable, all time internet access to provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models. For example, teachers may choose to provide asynchronous learning materials and activities to those students who do not have internet access that accurately measure student learning with regard to the same Learning Standards as digital lessons provided to those who have internet access. Equity can be addressed through a combination of synchronous and asynchronous activities designed around the same learning outcomes.

The in-person instructional model detailed in this plan allows for substantive interaction between students and teachers on a daily basis. The District acknowledges the need for substantive interaction regardless of the instructional delivery model. In the event that the instructional model is shifted to a remote learning model, teachers will keep a record of their interactions with students and will use multiple means of communication (i.e. Google Classroom, Class DoJo, email, video conferencing and telephone conversations, etc.). Teachers will be sensitive to the communication needs of individual students as a result of lack of reliable internet access.

The District acknowledges that there is a small population of ELLs who have family members with limited English speaking capabilities and will provide all communications to these families in their native language.

Families will be provided individual teacher contact information directly from teachers once the child's schedule has been formulated in the Student Management System (SMS) SchoolTool. As in the typical school year, any questions regarding your child's instructional program should first be directed to the child's teacher and when necessary to the school building office.

School building contact information is as follows:

- Elementary School Office – 315-348-2600
- Middle School Office – 315-348-2570
- High School Office – 315-348-2520

Any **questions relating to technology** may be directed to the South Lewis IT Department Office at 315-348-2560 or via email at help@southlewis.org.

Prekindergarten

The District currently operates South Lewis run sections of UPK in the Elementary School.

The District will work in close collaboration with the NYS Office of Early Learning in order to provide any required plans and/or re-opening information specific to the UPK programs. The instructional programming for our UPK programs will be consistent with the K-12 programming provided under this Re-Opening Plan and will be subject to the enacted Continuity of Learning/Remote Learning Plan in the event that the instructional delivery model is required to change at any point in time.

The Health and Safety of all students is paramount for all students of the District, however, we recognize the challenges faced with regard to ensuring the health and safety of our youngest learners. Students will be properly trained in hand and respiratory hygiene. High usage and high touch items will be cleaned daily after students leave mid-day from the UPK classrooms.

An adult will monitor the restroom use within the classroom and ensure proper handwashing after bathroom use.

Instructional activities will be designed to promote small group settings. The UPK setting naturally lends itself to the cohort model consideration. The UPK students do not participate in instruction outside the classroom for subjects such as music, art and physical education. Prekindergarten screening will be completed as soon as practicable.

Grades K-6

The District is committed to providing all our Grade K-6 students with high quality, rigorous, standards based instruction that will meet their academic needs and allow them to progress toward attainment of the learning standards in all curricular areas. 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.

Educators in these grade spans are mindful of the challenges of independent remote learning for our younger students and will design lessons that are developmentally appropriate and standards-based for their individual student populations if a school closure is necessitated.

Grades 7-12

The District is committed to providing all our Grade 7-12 secondary students with high quality, rigorous, standards based instruction that will meet their academic needs and allow them to progress toward attainment of the learning standards in all curricular areas. The District will ensure that all students have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified teacher, competent in the content or discipline of the course they are instructing.

Arts

The challenges of instruction in the Arts in a remote setting are acknowledged due to the fact that Arts instruction tends to be more hands-on in nature. Our Arts educators have worked

diligently to develop instructional methods to teach lessons utilizing technology in the remote and hybrid learning models if necessitated.

Physical Education

Participating in Physical Education (P.E.) is important for our students' health and well-being. Not only do P.E. activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success.

Physical education teachers have worked diligently to develop instructional methods to teach lessons utilizing technology in the remote and hybrid learning models. These opportunities may include synchronous, asynchronous or combination of synchronous/asynchronous lessons if necessitated.

CAREER AND TECHNICAL EDUCATION (CTE)

The district acknowledges that a large number of our secondary students attend Career and Technical Education programs through the Jefferson-Lewis BOCES Howard G. Sackett Technical Center. The District will communicate the instructional programming methodology to all Career and Technical Education students once a final program has been identified and designed by BOCES.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Interscholastic sports and extracurricular activities are an important aspect of student life and the school community. Interscholastic sports and extracurricular activities will be permitted following post-pandemic guidelines unless a declared public health emergency necessitates a change.

Extracurricular activities will be permitted following post-pandemic guidelines unless a declared public health emergency necessitates a change.

SPECIAL EDUCATION

Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. As with all South Lewis students, students with disabilities will continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

As with all South Lewis students, the need to protect the health and safety of students with disabilities as well as those providing special education services is paramount. South Lewis Central School will work in close collaboration with school health personnel, special education

personnel, pupil personnel/support staff, the family, Lewis County Public Health, and other local healthcare providers, as necessary, for those students who have a medically diagnosed medical vulnerability.

There will be parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of IDEA (Individuals with Disabilities Education Act).

There will be collaboration between the committee on preschool education (CPSE), the committee on special education (CSE) and program providers to ensure there is an understanding of the provision of services consistent with the recommendations of individualized education programs (IEPs), plans for monitoring and communicating progress and sharing resources.

The District ensures students with disabilities will have access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet their unique needs and in accordance with their IEP.

The District will document the programs and services offered and provided to students with disabilities. This will be accomplished through the Student Management System (SMS) SchoolTool and through service provider logs of sessions completed with students. Appropriate progress notes will be entered with regard to the student's IEP goals in Frontline IEP.

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results. Students with disabilities must be placed in the least restrictive environment (LRE) providing them opportunities for instruction with students without disabilities, as appropriate. The process of determining the LRE must be documented and when at all possible should include parent voice.

Students with disabilities will be provided with special education and related services as outlined in their IEP to the greatest extent possible if a public health emergency necessitates a school closure. Regardless of the instructional methodology, data must be collected to monitor each student's progress toward annual goals and evaluate the effectiveness of the special education services.

Before referring a student for special education, school districts should take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the school 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. All parent referrals and request for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Special Education evaluations will be conducted either in-person or remotely and in a timely manner. Communication with parents and families is of utmost importance to ensure students with disabilities are provided FAPE and to protect their health and safety. The CPSE and CSE have worked diligently to engage parents of students with disabilities (SWD) to ensure their understanding of IEP recommendations and student progress.

All instructional models of this Re-Opening Plan offer access to accommodations and modifications consistent with a student's IEP. SWD will have access to supplementary aids and services as delineated in their IEP. Assistive technology is issued to SWD in accordance with their specific needs and their IEP.

BILINGUAL EDUCATION AND WORLD LANGUAGES

South Lewis Central School has a small population of English Language Learners (ELLs) attending school in the district. The District recognizes that ELLs must be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction. No members of our ELL population are students with interrupted/inconsistent formal education (SIFE).

The District acknowledges that it is required to complete the ELL identification process within 10 school days of the start of the school year for all students who enroll.

The District will provide the required Units of Study to all ELLs through an English as a New Language (ENL) program based upon their most recently measured English language proficiency level. This instruction will be provided regardless of the instructional model utilized. Technology will be utilized in meeting the instructional needs of ELLs. Appropriate progress monitoring to track language skills progress toward English Language Proficiency will be conducted throughout the school year.

The District acknowledges that its small population of ELLs have family members with limited English speaking capabilities and will provide all communications to these families in their native language. This may include translations of written communications and/or verbal communications with the District ESOL certified teacher.

The District ESOL certified teacher will work in close collaboration with the ELLs' classroom teachers for the provision of units of study and to provide strategies and best practices for meeting the unique needs of ELLs within the classroom. This educator will offer structured professional learning for other educators in order to ensure that all District educators are aware of and able to address ELL needs.

To the extent practicable, the District will ensure that all ELLs and other vulnerable students can access technology and Wi-Fi needed in the event of remote learning so they are not at risk of falling further behind as a result of remote/hybrid learning.

The District is cognizant of the Blueprint for English Language Learner/Multilingual Learner Success and its framework of expectations to prepare ELLs for academic success. The principles of the Blueprint will be applied to any instructional model utilized. The District is also cognizant of the need to support prekindergarten students from families who speak a language other than English at home in order to ensure that they have equitable access to the advantages of the program. These students will be assessed in accordance with the Emergent Multilingual Learners (EMLLs) profile process.

STAFFING

Among school-based factors, teaching and school leadership are the two greatest influences on student learning.

The District will ensure, to the extent practicable, that:

- all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment;
- incidental teaching will be utilized when necessary, but within the state guidelines, when determining how to staff our classrooms;
- that substitute teachers will be utilized within their qualifications per state guidelines;
- we will work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and
- if our currently approved APPR plans need to be revised to be consistent with their plans for reopening, whether in-person, remote, or a combination of the two.

TEACHER AND PRINCIPAL EVALUATION SYSTEM **(EDUCATION LAW §3012-D/APPR)**

Pursuant to Education Law §3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.

APPR considerations:

- Each educator's evaluation must include at least one required student performance measure (SLO),
- The Observations/School Visits subcomponent for educators can be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model.

CERTIFICATION, INCIDENTAL TEACHING AND SUBSTITUTE TEACHING

Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. A superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week; when no certified or qualified teacher is available.

Substitute teachers may be an important resource for schools and currently fall into one of the three following categories.

- Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in an area for which they are certified;
- Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in the area for which they are seeking certification.
- Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days in a school district or BOCES in a school year, if there are no available certified teachers that can perform the duties of such position.

STUDENT TEACHING

The District will continue to work with colleges and university preparatory programs to welcome student teachers into schools and classrooms. During these challenging times, student teachers can play an important role in helping to bridge gaps related to instruction and supporting teachers.