

#NorthBabylonStrong



Responding, Recovering and
Reimagining Education:
A Framework for Reopening
Schools

November 5, 2020

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Message from the Superintendent

Dear North Babylon Families and Colleagues,

Over the past several weeks, the District convened several multi-stakeholder committees to address the provisions of the NYSED Reopening Guidance. These committees included: Board Members, teachers, administrators, staff, community agencies, parents and students. The committees were charged with the main objective of developing recommendations for a safe return to school for students and staff.

The health and safety of our students and staff are of the utmost importance. In accordance with the Governor's Office, schools will OPEN if the region (Nassau / Suffolk) is in Phase IV and the daily COVID-19 infection rate remains below 5% using a 14 day average. It is anticipated that Governor Cuomo will make a decision regarding the opening of schools by August 7, 2020.

Communication with our families and engaging our community during this time will be essential to our success. We have developed communication plans to support all facets of our reopening plan and recognize that communication of these elements is vital to a successful reopening. Here in North Babylon, we are *#NorthBabylonStrong* and by *Responding* to the health crisis, *Recovering* from its effects and *Reimagining* our educational environment, there is nothing that can stand in our way.

Utilizing the guidance documents from the CDC, NYSDOH and NYSED, along with your input, we have been preparing the reopening of our school buildings for the 2020-21 school year. Thank you for volunteering for committees, responding to surveys, participating in meetings and sending emails and phone calls with your input. We realize that no solution is a one size fits all answer, but I am confident through continued collaboration and communication we can get through these times. By keeping health, safety, teaching and learning, equity and social emotional well-being in the forefront of all of the decisions made for our school district, we have developed a comprehensive plan to prepare our students and staff for their return.

Sincerely Yours,
Glen A. Eschbach

Introduction

(Identification of abbreviations can be found in the [Appendix](#))

The primary commitment of the North Babylon Union Free School District is to the health and safety of students, families and staff. When opening our doors for the 2020-2021 school year, our days will look much different than in previous years due to COVID-19 and the health and safety measures we must take. This school reopening plan will define clear guidance on the reopening of our seven schools and directly aligns with NYSED and NYSDOH guidance. Our plan is intended to maintain a strong focus on academic instruction and enhancing student performance while also addressing the possible learning gaps that may exist due to our emergency closure this past spring. There will be a strong emphasis on the Social Emotional Learning needs of our students as they are a priority and will be addressed within our plan.

This plan includes the procedures that will be followed at the following North Babylon schools:

- North Babylon High School
- Robert Moses Middle School
- Belmont Elementary School
- Marion G. Vedder Elementary School
- Parliament Place Elementary School
- William E. DeLuca Elementary School
- Woods Road Elementary School

This plan is intended to be flexible and dynamic dependent upon the current environmental factors that affect a safe and healthy in-person learning environment. It includes all of the recommendations and guidance from the CDC, NYSED and NYSDOH. The level of infection, the spread of the virus and the health of our community will be at the forefront of any decisions being made as we move to open our schools.

School readiness will build over a three-step plan, which is aligned with the New York State Education Reopening Plan: [Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools – Reopening Guidance](#) and New York State Department of Health: [Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency](#), and designed to keep North Babylon UFSD on track toward resuming modified on-campus work and study this fall.

North Babylon UFSD, herein referred to as the District, remains committed to its mission “...to teach children to learn while building their character, fostering their creativity, and teaching them to be thoughtful and productive citizens of this diverse and democratic nation.”

As we plan for our return to school, decisions that have an immediate or long-term impact on our community will be considered through the lens of these commitments:

- We will plan for a return to school that pays careful attention to the health and safety of all members of our community;
- We will engage public health expertise to guide our planning as we adhere to guidance from the NYSDOH, CDC, NYSED, national and local public health agencies;
- We will work to minimize the disruption to our academic mission;
- We will support our students academic, social emotional, and nutritional needs;
- We will make educational equity at the forefront of decision-making;
- We will continue to work with our stakeholders to build strong relations providing for frequent and transparent two-way communication;
- We will work directly with parents / guardians, teachers, administrators, and their local communities to develop and deliver workable solutions to unique needs and work to succeed through a collective effort;
- We will continuously monitor the situation and provide updated guidance and changes as the situation requires;
- We will ensure that our district will weather the long-term financial impact of the pandemic;
- We will ensure that the social emotional well-being of our staff is attended to in a way that allows them to serve as a support system for our students and community at large;
- We will create opportunities for self- and collective-care;
- We will ensure every child is connected to a caring, reliable adult;
- We will return to norms and rituals that are safe and welcoming.

This document will be updated as new information becomes available. Changes will be made as necessary based on guidance from the NYSDOH, CDC, and NYSED and in consideration of our families and our staff. The safety of students and staff is a primary consideration for making flexible arrangements in the areas of instructional scheduling, virtual learning and transportation.

Reviewing, practicing and updating the plan on a regular basis is essential to ensuring the highest level of success in responding to any event.

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Barbara Butler, Assistant Superintendent for Personnel and Educational Operations will serve as the District's COVID-19 Safety Coordinator. She will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

We strongly believe the services described throughout this plan are in the best interests of our students, families, staff and community.

3 -Step Reopening Plan

<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>
Planning	Preparation and Implementation	Resumption of School with Modified Activities
The Reopening Committee, led by the Superintendent and Board of Education, will coordinate the reopening of school plans with 11 sub-committees made up of administrators, faculty, staff, parents and students to meet the goals established by NYSED, NYSDOH and the District.	Our Re-opening Committee will coordinate the efforts of the sub-committees and will establish operating procedures to implement sub-committee recommendations as we prepare to return to school in the fall.	Administration, faculty, staff and students will return to school in phases and engage in mandatory training on safety protocols.

Reopening Committee

<u>Name</u>	<u>Title</u>
Glen Eschbach, Facilitator	Superintendent of Schools
Kim Skillen	Deputy Superintendent for Instruction
Barbara Butler	Assistant Superintendent for Personnel & Educational Operations
Bill Nimmo	Interim Assistant Superintendent for Business
Dennis McElheron	District Administrator for Special Education
Krystle Barnett	Director of Social Studies
Steve Koepper	Director of Facilities
Allen Miller	Director of Transportation
Mark Sabella	Director of Food Services

Reopening Sub-Committees

- Bilingual / Multilingual / English Language Learners
- Budget & Fiscal Planning
- Digital Equity & Access
- Facilities
- Health & Safety

- Nutrition
- Social-Emotional Needs
- Special Education
- Staffing & Human Resources
- Teaching & Learning
- Transportation

Communication / Family and Community Engagement

The purpose of the The District's Reopening Communication Plan is to provide timely, comprehensive and accurate information to all stakeholders in an effort to provide a roadmap to manage these uncertain times. We recognize that it is essential when managing the vast undertaking of reopening a safe and healthy school that ensures that all students have access to high quality education and that the voices of all stakeholders are heard; however, it is imperative that the District has one voice that communicates plans and expectations to all.

The District engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents / guardians of students, local health departments, local health care providers and affiliated organizations, such as unions, alumni and / or community-based groups) when developing these reopening plans. Plans for reopening involved and engaged stakeholders throughout the planning process.

- a. Parent Reopening Survey conducted in early July
- b. Reopening Committee created mid-July
 - i. Sub-Committee Members
 1. Board of Education Trustees
 2. Central Office Administration
 3. North Babylon Administrator Association Members
 4. North Babylon Teachers Organization Members
 - a. Teachers
 - b. Paraprofessionals
 - c. Office Personnel
 - d. Substitutes
 5. Psychologist Unit Members
 6. Civil Service Employees Association Members
 - a. Nurses
 7. Teamsters
 - a. Bus Drivers
 - b. Bus Matrons
 - c. Custodial
 8. Students
 9. Parents / Guardians
 10. Almost Home

The District's Communication Plan for staff, students, parents / guardians and visitors includes applicable instructions, training and signage. This plan has consistent means to provide individuals with information. The District will continue to utilize the District website, Facebook page, YouTube, Twitter, SchoolMessenger phone call and email system to communicate all materials related to the reopening of schools. This includes but is not limited to the reopening plans, protocols and procedures, student / teacher schedules, training and contact information.







The District will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing and respiratory hygiene. Training will take place prior to the opening of school and during the first days of school in September. The [Health and Safety](#) section of this plan details the specific training and protocols.

The District will encourage all staff, students, parents / guardians and visitors through verbal and written communication (e.g., signage) to adhere to CDC and NYSDOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained. Appropriate signage will be displayed throughout the building.

The District has assigned Kim Skillen, Deputy Superintendent for Instruction, as the point person for communication. A communications liaison will be appointed to work collaboratively with the Deputy Superintendent and the Reopening Committee to ensure all communication guidelines are followed.

The District will provide communications in the language(s) spoken at home among families and throughout the school community. All communication in regards to the reopening of schools will be translated into Spanish and will also be available to parents / guardians, upon request, in their native language to the extent practicable. Copies of plans are available at The District's Central Office located at 5 Jardine Place North Babylon, New York 11703.

Health & Safety

Health Checks  <ul style="list-style-type: none"> schools must instruct staff to recognize signs and symptoms of illness in students and staff, and health screenings per DOH guidance. 	Health Hygiene  <ul style="list-style-type: none"> schools must instruct students and staff in proper hand and respiratory hygiene and provide necessary supplies.
Social Distancing  <ul style="list-style-type: none"> schools must develop plans to maximize social distancing whenever possible. 	Face Coverings and PPE  <ul style="list-style-type: none"> requires students and staff to wear face coverings (or PPE based on job functions), per DOH guidance.
Management of ill persons  <ul style="list-style-type: none"> requires persons with signs and symptoms of COVID-19 to be isolated until they can be sent home. 	Cleaning and Disinfecting  <ul style="list-style-type: none"> reviews cleaning and disinfecting procedures for the school in accordance with CDC recommendations.

The health and safety of our staff, students and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. The District's Reopening Plan incorporates recommendations and guidance from the CDC, NYSDOH and NYSED.

Multiple committee meetings were held regarding reopening and included members representing both elementary and secondary school teachers, the Director of Facilities, Almost Home (before / aftercare program), paraprofessionals, office personnel, building administration, Director of Nurses, Athletics, Health and Physical Education, Board of Education, nurses, students and parents / guardians.

The Deputy Superintendent for Instruction will oversee the Communication Plan. A communications liaison will be appointed to work collaboratively with the Deputy Superintendent and the Reopening Committee to ensure all communication guidelines are followed.

The District will continue to utilize the District website, Facebook page, YouTube, Twitter, SchoolMessenger phone call and email system to communicate all materials related to the reopening of schools. This includes but is not limited to the reopening plans, protocols and procedures, schedules, training and contact information.

All communication in regards to the reopening of schools will be translated into Spanish and will also be available to parents / guardians, upon request, in their native language to the extent practicable.

The District's doctor, in conjunction with the Senior District Safety Officer from Eastern Suffolk BOCES, will provide training to the registered nurses in the district. This training will be provided prior to the start of the school year via teleconference and will be in alignment with OSHA protocols and CDC and NYSDOH guidelines. The registered nurse in each building will be a trained COVID-19 screener, and will have access to resources to ask questions and have questions answered whenever needed.

The District will require all staff to view training videos and other resources to provide information on observing signs of illness in students. A written protocol for identification and reporting will be provided to each employee prior to the start of school. Information will be updated and sent to staff as needed.

A written protocol has been developed for 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.

Personal Protective Equipment Practices

All employees, adult visitors and students will be required to wear a face covering / mask while in a school facility. Mask breaks for students will be provided throughout the day when social distancing can be maintained. In addition, areas outside of each building will be identified where students and / or staff, when maintaining social distance, can remove their masks. Robust communication will be shared prior to the opening of school via multiple modalities such as the District website, Facebook page, YouTube, Twitter, SchoolMessenger phone call and email system. Furthermore, signage will also be posted in visually prominent areas to inform occupants of school practices and protocols and notifications will be placed on the District website.

The District will provide three cloth masks to each employee as needed. The masks will be washable and reusable. Students will be expected to provide their own masks, but the District will have available disposable masks for students if needed. Masks will be available in the nurse's office, the main office and on each bus. All staff and students are expected to enter the building wearing a mask. If a student is without a mask, one will be secured for them at the appropriate

assigned areas. As the building supply of mask dwindles, the building administrator will request more from the Director of Facilities. The Director of Facilities will keep a supply on hand and monitor usage to ensure the District is properly stocked. The Director of Facilities will be responsible for purchasing the supplies.

The registered nurses will be provided PPE as outlined in the NYSED guidelines and as available. The distribution of PPE to nurses will be provided by the Director of Nurses, Physical Education, Health and Recreation. The Director of Facilities will ensure there is an appropriate supply available.

Staff Practices

Prior to entering any and all buildings in the District staff must complete a medical screening questionnaire, herein referred to as the COVID-19 questionnaire. This questionnaire is electronically accessible and a QR code is posted at all main entrances that provides a direct link to the survey using an iPhone or android phone.

- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Staff will be required to monitor their own temperatures prior to arrival on campus and throughout the day.
- All staff must sign in and out of each building with the security desk each time they enter and exit the building to monitor attendance in the building.

Any staff member who responds “Yes” is instructed to contact their immediate supervisor prior to coming to the building for further instructions. Anyone whose symptoms response changes from a “No” to “Yes” during the day, must contact their supervisor immediately and await further instruction.

Staff with symptoms of illness must be sent to the health office. A registered nurse is available to assess individuals with chronic conditions, such as asthma, allergies or chronic gastrointestinal conditions, that may present the same symptoms as COVID-19, but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a registered nurse may be in contact with a potential COVID-19 case.

Staff Protocols

- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individuals may remove their face covering. However, in common areas, such as break rooms, hallways or bathrooms, the face covering must be worn.
- Ensure six (6) foot distance between staff, unless safety or core function of the work activity requires a shorter distance. Any time staff are less than six (6) feet apart from one another, staff must wear acceptable face coverings.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- Social distance separation will be using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., clock in / out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the extent possible.

Any staff who identifies themselves as high risk or live with a person high risk will request in writing an accommodation to the Assistant Superintendent for Personnel and Educational Operations. The staff member will then go through the interactive ADA process with the Assistant Superintendent for Personnel and Educational Operations. Reasonable accommodations will be provided in writing to the staff member.

Student Practices

- Parents / guardians are encouraged to monitor for temperatures over 99.9 degrees and COVID-19 symptoms prior to sending their child / children on the bus, however, students will be screened at arrival for temperatures using contactless thermometers.
- Students will be signed in and accounted for as without fever / symptoms and able to attend school through attendance roll.

- Corridors will be created (outside, but preferably covered) where students can enter the facility when in-person screening is utilized.
- When multiple students are entering the building simultaneously, they will be required to stand at the marked locations on the floor, maintaining social distance, until they can be signed in and screened.
- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for students while in line.
- Multiple lines and entrances will be coordinated, if needed, to reduce crowding.
- Only after all students have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should a student not meet the medical screening requirements, specific procedures will be followed.

Students with symptoms of illness must be sent to the health office. A registered nurse is available to assess individuals with chronic conditions, such as asthma, allergies or chronic gastrointestinal conditions, that may present the same symptoms as COVID-19, but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a registered nurse may be in contact with a potential COVID-19 case.

Student Protocols

- Students are expected to adhere to proper social distancing while at the bus stop, on the bus and on any District properties.
- When working with an educator, where the core function of instruction requires a distance shorter than six (6) feet, the student shall maintain his or her face covering.
- Students will maintain social distance in designated entrances and exits of the building.
- Students will be provided mask breaks throughout the day when social distancing can be adhered to or preferably outside when feasible.

A parent / guardian and / or student who identifies themselves as high risk or lives with a person who is high risk will request an accommodation to their building administrator. The District will then go through the District adopted 504 process.

Visitor and Vendor Practices

Parents / guardians arriving at school buildings should report to the front door and not go beyond unless it is for the safety or well-being of their child and approved by District personnel. Essential visitors, such as vendors, contractors and delivery personnel, must be properly screened prior to entrance to the building and will be required to wear face coverings. Access to the building during the school day when students are in session will be strictly limited. Volunteerism is discouraged and will be limited.

- Visitors will have their temperatures taken by the door monitor and / or security guard upon arrival and will be required to complete the COVID-19 questionnaire.
- Guests, visitors and contractors will enter through one door only.
- Corridors will be created (outside, but preferably covered) where individuals can enter the facility when in-person screening is utilized.
- When multiple individuals are entering the building simultaneously, they will be required to stand at the marked locations on the floor, maintaining social distance, until they can be signed in and screened.
- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Multiple lines and entrances will be coordinated, if needed, to reduce crowding.
- Only after all individuals have been accounted for, cleared through the medical screening and wearing proper face coverings, will access to the building be granted.
- Should an individual not meet the medical screening requirements, specific procedures will be followed.

Isolation - Students

Students suspected of having COVID-19 awaiting transport home by the parent / guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least six (6) feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students will be escorted from the isolation area

to the parent / guardian. The parent / guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Isolation - Staff

Staff suspected of having COVID-19 will be isolated in a room or area separate from others. Multiple individuals suspected of COVID-19 may be in this isolation room if they can be separated by at least six (6) feet. If they cannot be isolated in a separate room from others, facemasks (e.g., cloth or mask) will be provided if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Staff will be escorted from the isolation area to exit the building. A determination will be made as to whether the individual may drive themselves or need transportation. The staff member will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

Each school building will have a dedicated isolation area. Ill staff or students or those answering "Yes" on the COVID-19 questionnaire will wait in the isolation room with an employee who is wearing appropriate PPE. The student will wait for a pick up by a parent / guardian or emergency contact and the employee will wait there to have a phone conference with their supervisor about next steps.

Follow Up Measures

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area;
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Cleaning and disinfecting all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas;
- Once the area has been appropriately cleaned and disinfected, it will be reopened for use;
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

Notification

The NYSDOH and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including staff, students and visitors. The District will work collaboratively with all local agencies following a confirmed COVID-19 case within the school facilities in regards to contact tracing of staff, students, or any individuals who may have been in close proximity of the ill individual.

For more information regarding contact tracing, please see the [Reopening Plan - Contact Tracing](#).

Training / Communication of COVID-19 Notification Protocols for Parents

All information will be sent to parents via School Messenger System and placed on the District Website. Parents / guardians will be asked to review this information. The information will also be placed on the District website www.northbabylonschools.net.

Additional training and appropriate signage will be provided on hand hygiene, proper face cover wearing, social distancing and respiratory hygiene:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects. If communal objects must be used, information will be provided on proper disinfection procedures between uses. Examples of communal objects include, but are not limited to, other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Risk factors and protective behaviors (i.e., cough etiquette and care of PPE). [CDC Considerations for Schools](#)

The school nurses will provide [this letter](#) when sending home a child presenting with possible symptoms of COVID-19.

Signage

Signage to indicate hand washing and appropriate hygiene, social distancing as well as mask / face covering requirements will be installed throughout the buildings, hallways, cafeterias, rest

rooms and entry points as applicable. Directional signage (if required) will be provided for high traffic hallways to limit direct interaction of occupants. Each bathroom and sink location throughout the district has CDC provided signage in place instructing on proper hand washing protocols.

Return to School after Illness

If your child is diagnosed with COVID-19, he / she can return to school when:

- The quarantine period is complete and they have medical clearance to return to school. A letter may be requested from the Department of Health indicating clearance to come back to school.

If your child has a symptom(s) of possible COVID-19 illness, but is determined NOT to have COVID-19 by a healthcare provider, he / she can return to school when:

- A healthcare provider / doctor provides written clearance to return to school.

If your child tests positive for COVID-19, the local Health Department will contact you to follow up about your child's health as well as the possibility of anyone else who could have been exposed.

Return to Work after Illness

If you are diagnosed with COVID-19, you can return to work when:

- The quarantine period is complete and you have medical clearance to return to work. A letter may be requested from the Department of Health indicating clearance to come back to work.

If you have a symptom(s) of possible COVID-19 illness, but you are determined NOT to have COVID-19 by a healthcare provider, you can return to work when:

- A healthcare provider / doctor provides written clearance to return to work.

If you test positive for COVID-19, the local Health Department will contact you to follow up about your health as well as the possibility of anyone else who could have been exposed.

Cleaning Protocols

Each building and individual use location are thoroughly cleaned and disinfected per CDC guidelines. The procedural method includes EPA registered disinfectant products applied after

cleaning with proper dwell time to permit for maximum efficacy. Daily sanitizing of surfaces and objects that are touched often, known as high touchpoints (including desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys) are part of a comprehensive focused effort toward sanitization. All custodial and cleaning staff is properly trained in proper use of PPE as well as the cache of chemicals at their disposal. Proper mixing, dispensing, use and disposal of supplies is carefully controlled to ensure the most effective use is employed for consistent results. All cleaning activities will be logged on a daily basis by area and in events of highly concentrated deep cleaning and sanitizing schedule, logged per team.

Emergency Response Protocols and Drills

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

- **Shelter-In-Place**

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used due to certain types of environmental hazards (i.e.: high winds, tornado, etc.).

Shelter-In-Place protocols will be the same with the following changes:

- Provide six (6) feet of space between students and staff during the Shelter-In-Place
- Use of face coverings will be required throughout the event
- Listen for updates and respond accordingly

- **Hold-In-Place**

Hold-In-Place protocols will be the same the following changes:

- Provide six (6) feet of space between students and staff during the Hold-In-Place

- Use of face coverings will be required throughout the event
- Listen for updates and respond accordingly

- **Evacuate**

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow six (6) feet of separation of students and staff. Verify that students and staff will not impede emergency responders.
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times.
- Identify, in advance, who will be holding the door to get out of the building, therefore, reducing the amount of people touching the door hardware when leaving the building.
- Staff that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer.

- **Lockout**

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

- **Lockdown**

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past:

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings must be worn during the event at all times

Barbara Butler, Assistant Superintendent for Personnel and Educational Operations, will be the North Babylon School District's COVID-19 Safety Coordinator.

Facilities

Promote social distancing while maintaining existing safety requirements that protect students from fire or other hazards:

Physical Footprint / Utilization of Space

- Districts may expand their physical footprint or change the way they utilize spaces.

Planning

- Many potential changes require that plans be submitted to NYSED's Office of Facilities Planning for fire/building code review. This includes leased space or temporary classroom units.

Fire and lockdown drills

- Must still be conducted – districts must plan to ensure that social distancing measures are considered.

Ventilation

- Schools should continue to meet or exceed minimum ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

Plumbing Facilities

- Maintain minimum fixture quantities, access to drinking water.

Operations & Procedures

- SED will expedite review of COVID-19 Projects.

The District's facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent the spread of COVID-19. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces.

General Office Areas

- All offices will be limited to 50% the rated occupancy.
- Spaces that do not offer a six (6) foot social distance area will be limited to one individual at a time.
- In offices that have multiple occupants, a six (6) foot separation between individuals will be required.
- Work stations will be reconfigured so that employees do not face each other.
- Face coverings should be worn at all times.
- Additional breaks may be allotted to allow individuals to remove their masks.
- Tasks requiring large amounts of people will be reduced.
- Employees will be encouraged to use virtual meeting tools in lieu of in-person meetings.

Conference Rooms

- There will be limited use of conference room areas and they should only be used when virtual meetings are not feasible.
- If meetings are to occur in-person, they will be conducted in a quick manner.
- Social distancing and PPE will be required in these areas.
- There will be no lingering or socializing before or after these meetings.

Break Rooms and Lunch Rooms

- Social distancing must be adhered to in all break rooms and lunch rooms.
- Staff are encouraged to take their lunch and breaks in private offices, classrooms or outside whenever feasible.
- Staggered breaks may be utilized to assist with separation concerns of various employee groups.
- Communal meals will not be provided to employees.
- Staff breakfasts, lunches and celebrations are suspended until further notice.

Copy Machine Areas

- Congregating at the copy machine is strongly discouraged.
- Utilization of the Copy Center is strongly advised.
- If using the building copier, please wipe down the machine of highly touched surfaces after use. Cleaning supplies will be made available.

Elevators

- One person in an elevator at a time
- Face masks must be worn at all times
- Elevators will be frequently disinfected

Restrooms

- In order to ensure compliance with all standards, sink and toilet facilities will not be disabled or restricted from use.
- Updated monitoring, cleaning and sanitizing protocols will be implemented to ensure a safe and appropriate environment remains available to all building population as needed.
- A system of timed access may be considered to ensure the opportunity for cleaning between group usages when possible.
- As part of standard infection control practices, routine cleaning should be rigorous and ongoing, and time should be allocated for individuals to routinely clean.

Hallways and Stairwells

- The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.
- Where feasible, hallway / stairwell traffic may be limited to single flow traffic.
- Directional flow will be identified by indication on the floor / stairs.
- All individuals must allow for adequate spacing when travelling in the hallways / stairwells.

Classrooms

- Occupancy in each classroom was determined based on overall square footage.

- Each student, teacher and support staff will receive not less than six (6) feet separation from others.
- Overall class sizes have been reduced to accommodate all safety parameters.
- Desks are facing the same direction.
- Students, teachers and support staff will be required to wear proper face coverings.
- When possible, support staff, special educators and AIS providers will travel to the classroom to provide instruction.
- Classroom furniture will be restricted
 - Unnecessary furniture has been removed
 - Soft surfaces, such as area rugs and fabric chairs, have been removed as they are difficult to disinfect.

Nurses Office

- All students and staff are required to wear appropriate face coverings.
- Where applicable, nurses offices will be reconfigured to:
 - Maintain social distancing
 - Create sick and well zones
- Isolation rooms
 - Individuals presenting with COVID-19 symptoms should immediately be isolated
 - A separate room should be utilized

Isolation Rooms

- Separate, independent rooms, with a door in close proximity to the exterior, will be used for quarantining individuals with COVID-19 symptoms.
- When excess space is not available nurses offices will be equipped with dividing curtains allowing for both a physical divide and six (6) feet of separation.
- Rooms have been identified in each building.

Reception Areas

- If a multi-entrance design is used, additional security posts will be instituted.
- They will serve as the primary location for accounting for all individuals entering and exiting the building.

- Signage has been installed to indicate where visitors should stand to maintain social distance.
- Reception areas have had seating removed or are adequately spaced at a minimum of six (6) feet of separation.
- Frequently touched materials such as magazines and forms have been removed.

Computer Labs

- Use of shared space and equipment will not be used.

Libraries

- The majority of soft covered surfaces that cannot be cleaned and disinfected will be removed.
- Students will be able to borrow materials.
- Upon return of materials, they will be placed securely in a returned box and kept there for three (3) days. The outside covers will then be wiped and disinfected as appropriate.
- Practices and procedures will be developed to ensure no overlap of borrowing of materials occurs within the three (3) day period.

Before and After Care Program

Almost Home, the agency that provides students of the District before and after care, shall be permitted to operate within a modified location. The morning program shall be permitted to remain in the same format as before - housing children at each of their own individual school buildings prior to the start of the school day. The after care should also take place in the student's home school, not a combined district-wide location. This eliminates contamination risk between buildings. Additionally, every effort should be made by the Almost Home program to have students grouped by their classroom cohort or household family members.

Additional Temporary Space

If additional space is to be employed (e.g. tent or other semi-permanent structure), it will be designed and implemented in such a fashion so as to comply with all fire and building codes to ensure the safety of all occupants at any time when it's use is deemed appropriate. Plans for changes or additions to facilities that require review by the OFP will be submitted to comply with

the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

At this time the District plan incorporates a model whereby the school district buildings are the only locations being used to house and educate students while they are away from their homes. If there becomes a need for new facilities for leasing we will consult with the OFP for a preliminary evaluation.

At this time, the District is not anticipating the use of any new or temporary quartering facilities for housing of students. If there is future need for new building construction or temporary quarter projects these projects will be submitted to OFP for a full code review.

Temporary / Permanent Physical Barriers

If any dividers are proposed for permanent installation in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors and other points of congregation, they will be specified to comply with all fire codes and must be submitted to the OFP for approval. If non-permanent barriers are suggested or implemented, the manufacturing of such devices will be required to be approved by the District's Office of Facilities to ensure compliance with all health, safety and fire code rules, regulations and standards.

In compliance with the new 2020 Building Code Section 260 standards of NYS, any light transmitting plastic devices which may be considered for use will be required to show via the SDS or other standardized methodology compliance with the fire and smoke regulations. Any and all materials which shall be commissioned or permitted for use within the school buildings will be subject to confirmation of compliance with specifications including a self-ignition of not less than 650F, a smoke index of less than 450 and testing results compliant with ASTM D1929 or be in accordance with ASTM E84, or UL 723 as evidenced by SDS or other equivalent white paper documentation on said materials in use.

The District may consider the use of tents for non-conventional class activities and if it does so, such structures will be designed and implemented to comply with all regulations and codes to ensure full safety aspects have been considered. These plans will adhere to the BCNYS.

Ventilation

- To maintain adequate, code required ventilation (natural or mechanical), in each of our facilities, fresh air interchange is provided per the OFP standards and all equipment has been tested, serviced and proven to be operational.
- Air handling systems have been inspected for function and higher MERV rated filters have been installed where appropriate. Filter replacement schedules will be more frequent.
- Additional ventilation will be achieved above the required standards by use of non-mechanical means (open windows where permitted and open doors where permitted and not in violation of fire and safety code standards).

Hand Hygiene

In keeping with the standardized program, the District will be limiting access to hand sanitizer as proper handwashing facilities are available, stocked and maintained throughout the buildings in sufficient capacity to permit for easy access to allow for handwashing throughout the day at all areas of occupancy. If any area is not able to fulfill this need, only then will an appropriate hand sanitizer station be made available. Portable free standing hand sanitizer stations may be employed at entry points or while engaged in outdoor activities but will be supervised and secured upon completion of use. These new Alcohol-Based Hand-Rub Dispensers that will be installed at identified locations will be in accordance with FCNYS 2020 Section 5705.5.

Access to Water Fountains

No water fountains will be disabled or locked off during this crisis as set forth by NYS law, regulations and standards. All fixtures, which are deemed for potable water will remain available for use and a new standardized protocol for sanitizing will be implemented. Installation of one time use paper cups may be implemented to limit exposure risk by keeping face distant from the fountain-head; adequate supply of cups and an immediate refuse container would also be implemented at each required location.

COVID-19 Building Projects

At this time, the District has no expectation of submitting specified COVID-19 related building projects. If there is a need for a project that is dedicated to “COVID-19 Reopening” it will be labeled as such.

Building Condition Surveys






The district plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

The lead in water testing required during the 2020-21 school year has been discussed with the certified vendor and will be completed on-schedule once the building occupancy is appropriate to permit for legal testing methods to occur.

The District ensures compliance with the 2020 Building Condition Survey and Visual Inspection. We are still moving forward with the planned and scheduled AVI as we are assigned for this school year. This service has already been solicited to proper agencies and the best vendor will be contracted with to provide the required service within the guidelines set forth in the code, laws and regulations.



Child Nutrition

				
Include school food service directors in reopening plan discussions.	Provide all enrolled students access to school meals each school day. <ul style="list-style-type: none"> • Students in attendance at school • Students learning remotely 	Address all applicable health and safety guidelines. <ul style="list-style-type: none"> • Update standard operating procedures 	Ensure compliance with Child Nutrition Program requirements. <ul style="list-style-type: none"> • Election and utilization of USDA flexibility waivers 	Communicate with families through multiple means in the languages spoken by families.
				6

The District acknowledges that schools play an important role in shaping lifelong healthy eating habits by offering nutritious meals. A vast body of research shows that improved nutrition in schools leads to increased focus and attention, improved test scores and better classroom behavior.

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) Public Law 111-296 targets childhood obesity by funding child nutrition programs and setting new nutrition standards for the National School Lunch and Breakfast Programs. The standards increased the availability of whole grains, fruits and vegetables, while increasing the portion sizes of fruits and vegetables offered and making their selection (either a fruit or a vegetable) a requirement. The standards also set grade-specific limits on total calories and sodium contents of the meals and removed trans fats.

School lunch is critical to student health and well-being--especially for low-income students--and ensures that students have the nutrition they need throughout the day to learn. Research shows that receiving free- or reduced-price school lunches reduces food insecurity, obesity rates and poor health.

The District will ensure that our food service program follows the requirements set forth by the NYSED Child Nutrition Programs requirements including:

1. Provide access to school meals for all students enrolled in the School Food Authority (SFA) while in school and while learning remotely.
2. Address all applicable health and safety guidelines.
3. Consider safety measures for students with food allergies.
4. Have students perform hand hygiene before and after eating.
5. Comply with the Child Nutrition Program requirements.
6. Promote fresh healthy menu options that are individually plated meals, which are pre-portioned and pre-wrapped.

The District will take measures to protect students with food allergies when providing meals in spaces outside the cafeteria. Food service staff will assess student rosters and ensure that appropriate measures are in place to protect students' health and safety.

Additionally, the District will ensure that food preparation and services, including staffing, are in compliance with the safety and sanitation standards developed by NYSED. We will supply appropriate PPE and hand hygiene products, i.e. face masks, soap, hand sanitizer and tissues in food service areas. Staff will instruct students on how to appropriately wash hands and to not share food.

Routine cleaning and disinfecting of high-touch surfaces including tables, chairs, carts used in transportation and point-of-service touchpads will take place. We will consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service.

The District will follow best practices and protocols as outlined in the Standard Operating Procedures Serving Meals During Social Distancing Manual.

Meals On-Site (In-Person Instructional Model)

When students are in the school building (on-site), meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

To the greatest extent possible, students will be organized into small, pre-assigned groups or cohorts. Measures will be taken to minimize intermingling across cohorts. As a result, students will eat lunch in the classroom, an outdoor space and / or an area assigned by building

administration. Student meals will be delivered to those locations.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for staff and students to observe social distancing while eating meals.

Meals Off-Site (Remote Instructional Model)

In an effort to ensure that all students have access to healthy and nutritious meals on a daily basis, we will provide access to meals for students who are attending schools remotely (off-site) when students are in a complete remote learning model or hybrid model. We are committed to utilize the necessary resources and be flexible to transition our food service operations to an on-site or off-site student meal delivery system or operate both at the same time to meet the needs of our school community.

The District, with the support of the Town of Babylon, will distribute grab-and-go meals at the Town of Babylon Phelps Lane Pool House. This location is a well known and centralized location that will allow for drive-up food distribution. A point of sale system along with student identification will be utilized for accounting of the meals if necessary. Meals will be distributed daily for up to two hours.

All policies, protocols, and procedures will be communicated with families in multiple languages. This will include information about meal service, eligibility, options and changes in operations. This includes guidance on the free and reduced lunch program.

Communication will include program-specific information that details program activities that affect families such as:

1. Availability of meals on and off site
2. Payment methods
3. Use of vending machines
4. A la carte sales
5. Outside food brought into the building

For additional information about how the Food Service program will be communicated, visit the [Communication / Family and Community Engagement](#) section of our Reopening Plan.

Transportation

- ✓ The school bus is an extension of the classroom and services need to be provided to all with consistency and equity.
- ✓ Each district will need to develop its own plan, considering its own geography, community resources, and resident student needs.



School Bus

- Regular Cleaning/Disinfecting

School Bus Staff

- Must be trained and supported

Routing Considerations

- Sharing, Municipal, Piggybacking, Parents, Students with Disabilities, Foster Care, Homeless, Nonpublic, and Charter School Students

Student Riders

- Training to social distance at stops, at unloading times
- Wearing masks, per DOH guidance

School Site Loading/Unloading

- Safety, Separation, Staggered

The District will provide transportation that is consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able, will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within six (6) feet of each other. Parents and guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned / disinfected twice a day. High-contact spots will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, matrons and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Drivers and matrons will all be required to wear face coverings during the entirety of the run. PPE such as masks and gloves will be provided to all drivers and matrons. As per District procedures, all drivers, matrons and mechanics will be trained in the use of PPE, the signs and symptoms of COVID-19 and social distancing. Ongoing training will be provided as the circumstances require.

Hand sanitizer will be available for all staff in their transportation locations such as the dispatch office, break room and the bus garage. Drivers and matrons who have direct physical contact with a child must wear gloves.

All staff of the Transportation Department will complete the District's COVID-19 questionnaire before arriving at work. Paper copies as well as an electronic version of the questionnaire will be available.

Students who do not have a mask will not be denied transportation. Disposable masks will be provided to those students who do not have a mask prior to entering the bus. Extra masks will be stored on the bus. If a bus driver runs out of masks, they will reach out to the Director of Transportation.

Students will receive training through the bus driver and matron as well as instructional videos in the use of PPE and appropriate social distancing both at the bus stop and on the bus. Training materials will be shared with students prior to and during the first few days of school. As needed throughout the school year, students will be provided training updates and refreshers regarding social distancing, the use of PPE and the signs and symptoms of COVID-19.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or to students whose IEP have placed them out of the District whose schools are meeting in in-person sessions. All students are entitled to transportation by the District to the extent required by law.

Teaching & Learning



Clear opportunities for equitable instruction for all students



Maintain continuity of learning when using any of the three instructional models (in person, remote, hybrid)



Standards-based instruction



Substantive daily interaction
(teacher to students and students to teacher)



Clear communication plans between parents and schools

The District will provide clear opportunities for equitable instruction for all students, ensuring continuity of learning regardless of the instructional model used. While providing standards-based instruction, a substantive daily interaction between teachers and students will be maintained. The District remains committed to its mission "...to teach children to learn while building their character, fostering their creativity, and teaching them to be thoughtful and productive citizens of this diverse and democratic nation."

The District has unique student populations, educational programs, staffing and building capacities. Therefore, consistent throughout is the flexible approach so that the educational needs of our students are met to the greatest extent possible. We acknowledge that we may start the school year with one instructional model and / or schedule and, as new information becomes available about health and safety and other related developments, there is a continuity of learning that may transition to a different model and / or schedule. No matter the instructional model, the District will continue to strive to eliminate the barriers to student success that existed before the closure by providing early communication regarding information about instructional plans with parents / guardians.

The three instructional models mentioned in the plan refer to the following terms:

- In-person: Students at school following CDC, NYSDOH and NYSED guidelines
- Hybrid: A combination of in-person and remote learning
- Remote: Virtual distance learning, students at home

Teachers will be encouraged to spend time focusing on the social emotional needs of students at the start of the school year to assist students with the transition back to school. Teachers will focus on building relationships and teaching social distancing etiquette at developmentally appropriate levels. (See the [Social Emotional Well-Being](#) section for more information).

Assessing student learning gaps or areas of need is critical. Time will be spent at the beginning of the school year reinforcing skills and concepts that were taught utilizing the remote learning model in the spring. Teachers will utilize this time as a pre-assessment to inform their curricular choices to support the varying needs of their students. Ongoing formative assessments before a unit of study and throughout a unit of study will continue to be a common practice. Renaissance STAR 360 will continue to be used to benchmark students three times a year for grades K-5, special education students grades 6-8, ENL students grades 6-12 and AIS students grades 6-12.

Utilizing the data gleaned from teachers' pre-assessment and benchmarking, the District will analyze the scope and sequences for courses and subject areas at each grade level. Additionally, attention will be paid to the three instructional models and the delivery of instruction in each of these models. We acknowledge that curricular adaptation may need to be considered to prioritize learning standards, concepts, skills and understandings necessary to support students' success in future studies. Decisions to adjust curriculum will be made collaboratively by administration and teachers when necessary to best support students in each course or subject area.

Grading practices will follow a framework designed to provide direct feedback regarding students' mastery of course content, standards, key understandings and skills necessary for students' success in future study. Teachers will work with administration and support staff to provide flexibility due to a documented hardship as a result of the pandemic.

Flexibility will be considered for students facing hardship as a result of the pandemic while working in any of the three instructional models. We acknowledge that during these uncertain times, some hardships are barriers that may preclude students from connecting with teachers at a certain time or to reach their fullest potential. During such times, parents / guardians, students, teachers and principals along with appropriate support staff will work together to provide accommodations when necessary to support the student through this hardship.

As we prepare for a seamless transition between the three instructional models, stakeholders responsible for educating our students will recommend instructional practices based on data and

research for staff and students to improve outcomes for distance learning.

Instructional Models

In-person

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks / seats are positioned no less than six (6) feet apart. Accommodating a six (6) foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into elementary classrooms. Current staffing levels and building space will be insufficient to safely accommodate the expanded number of classrooms to ensure six (6) foot social distancing, so additional rooms and common-area spaces will be assessed for conversion into instructional spaces.

All instruction will continue to be aligned to the New York State Learning Standards. All instruction will continue to be delivered by highly qualified teachers as outlined above.

To the greatest extent possible, students will be organized into small pre-assigned groups or cohorts. Measures, such as teachers pushing into the classroom and limiting transitions, are being taken to minimize intermingling across cohorts. This includes special-area subjects such as art, music, physical education, etc. Every effort will be made at the middle school and high school to have teachers change classrooms instead of students.

In an effort to minimize student movement during the instructional day to reduce their exposure to additional students, the following may be implemented:

- Students will eat lunch in classrooms or other large areas within a school building that provides for the appropriate social distancing protocol.
- Elementary classes will be assigned outdoor areas for recess and mask breaks.
- Large group activities will be eliminated, including but not limited to assemblies, field trips and other large-group activities.
- Some middle school and high school courses will need to be cancelled or offered in a remote setting only.
- Staggered passing time for students in the hallways.
- Staggered arrival and dismissal to school.

Whenever possible students will utilize outside space for physical education instruction. We will adhere to twelve (12) feet between students when engaging in aerobic physical activity and

activities that involve projecting voice (e.g. singing) or playing a wind instrument.

Each school building will create a daily schedule that adheres to these guidelines for in-person instruction. These schedules will be distributed to staff, students and parents / guardians prior to the start of the school year. Daily student schedules could be modified due to unforeseen circumstances.

Hybrid

In the hybrid model students will be working part of their week in-person, following the guidance above when they are at school and part of their week following the guidance in the [remote learning](#) section of this plan when they are home.

Instruction will focus on “core” subject areas as well as elective courses and special areas. Consideration has been given to prioritizing hands-on and lab-based activities while students are on-site in school buildings. All instruction will continue to be aligned to the New York State Learning Standards. Student “screen time” will be minimal while on-site in the school building.

Equity is at the heart of all instruction delivered through a hybrid model. There will be clear opportunities for instruction that are accessible to all students. These opportunities will be aligned with New York State Learning Standards and include routine scheduled times for students to interact and seek feedback and support from their teachers and support staff.

In a hybrid setting, learning opportunities for all students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While the recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. While there is no expectation that students will receive synchronous instruction in all subject areas each day they are working remotely from home, there is an expectation that students receive regular substantive interaction between teachers and students. This may include synchronous teaching from the classroom teacher or support staff member based on in-person scheduling. Recommendations regarding best-practices for staff and students will be developed collaboratively with appropriate stakeholders.

Remote

Given the possibility that our community may experience spikes in COVID-19 cases at any point during the school year, which may prompt short- or long-term school closures, our district has developed a remote learning model. Equity is also at the heart of all instruction delivered through

a remote model. There will be clear opportunities for instruction that are accessible to all students. These opportunities will be aligned with New York State Learning Standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

In the remote setting, learning opportunities for all students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. While there is no expectation that students will receive synchronous instruction in all subject areas each day, there is an expectation that students receive regular substantive interaction between teachers and students while working remotely that includes synchronous instruction by a teacher or support staff member while working remotely. Recommendations regarding best-practices for staff and students will be developed collaboratively with appropriate stakeholders.

Each school building will create a daily schedule that adheres to these guidelines for remote instruction. Schedules will require students to participate in both synchronous and asynchronous instruction daily. Schedules will be created to minimize conflicts students might encounter wherein synchronous lessons for different subjects are offered simultaneously. These schedules will be distributed to staff, students and parents / guardians prior to the start of the school year.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students in some self-contained programs including: STRIVE, CDP, FFL and ALC special education students, English language learners, and students with technology or connectivity needs.

To ensure high-quality learning experiences, we will standardize the use of a single online learning platform, Google Classroom, to the extent possible. The District will provide training for teachers on Google Classroom and this committee, made up of various stakeholders, will develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Professional Development

We acknowledge the challenges that our teachers and staff faced this spring delivering remote instruction under stressful circumstances. In an effort to support staff with implementing the

reopening plans and prepare for a safe and healthy school, the District reassessed the 2020-2021 school calendar to provide teachers and staff with additional time for professional development. This professional development will focus on the areas of health and safety, social emotional well-being, teaching and learning strategies and technology integration.

Examples of Health and Safety topics may include but are not limited to:

- Proper Hand Washing and hand hygiene
- Proper cough and sneeze etiquette
- Social distancing
- Operating procedures
- Proper cleaning techniques
- Hazard communication - Right to Know
- Personal Protective Equipment
- Use of face coverings
- Respiratory Protection

Examples of Social Emotional Well-Being may include but are not limited to:

- The RULER Approach
- CASEL's Framework
- Empathy and Communication
- Mindfulness in the Classroom
- Relationship building in the classroom
- Integrating SEL Pedagogy in Instruction
- Trauma Informed Practices

Examples of Teaching and Learning Strategies may include but are not limited to:

- Formative and summative assessments
- Grading practices
- Utilizing feedback
- Data-driven instruction
- Identifying gaps in learning
- Planning in a remote environment

Examples of Technology Integration may include but are not limited to:

- Google Classroom
- Use of the webcam
- SEL in the distance learning environment
- Engaging students in the distance learning environment

- Asynchronous application (i.e. Nearpod, EdPuzzle and Screencastify)
- Synchronous instructional strategies

Agencies and Out of District Programs

The District houses programs offered by outside agencies. Agencies and programs include:

- SCOPE Educational Services - Pre-K Program
- Western Suffolk BOCES - Alternative Learning Center Special Education Program
- [Almost Home](#) - Before and After School Child Care

The District will ensure that these programs follow health and safety guidelines outlined in the [Health and Safety](#) section of this reopening plan, the NYSED guidance and required by the NYSDOH. The District will ensure that SCOPE and WSBOCES have a continuity of learning plan that addresses in-person, remote and hybrid models of instruction.

Additionally, the District will ensure agencies that provide services to our students within the District or out of the District follow health and safety guidelines outlined in the NYSED guidance and required by the NYSDOH.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the District has collaborated with Western Suffolk BOCES to ensure high school instructional plans are aligned. Western Suffolk has developed models that ensure NYS Learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, their plans follow all NYSED guidance and NYSDOH health and safety guidelines and social distancing.

Communication / Family and Community Engagement

Information in regards to all areas of the teaching and learning components of the reopening plans outlined in the [Communication / Family and Community Engagement](#) section of this document.

Teachers will have regular contact with parents / guardians in regards to their child's progress in their class. Teacher communication with families will include progress reports, report cards, parent teacher conferences and phone calls and / or emails when necessary.

Social Emotional Well-Being

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.



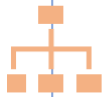
Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.



Identify or build a team to lead your implementation. Decide how students, staff, and family will contribute.



Consider a prolonged orientation or transition period to support the social and emotional well-being and resiliency before phasing in academic content.



The district's school counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).



As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.



Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.



Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work.

The District understands the importance of the Social and Emotional well-being of our school community. As a District, our commitment has always been to ensure a learning environment that is supportive, engaging and promotes the social and emotional well-being of every student. We know that the mental and emotional well-being of students and staff is an integral part of both psychological and ultimately academic outcomes. After this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. The pandemic and current conditions of social unrest have elevated the need for a comprehensive reopening plan that is grounded in social emotional support for our school community. The District believes that the educational success of our students relies upon the comprehensive mental health support for the students, families and staff in our District.

The District has a K-12 School Counseling Program Plan. The School Counseling Program Plan ensures that the district counseling program is data driven, proactive and supports school improvement.

The goals of the district School Counseling Program Plan are:

- To promote the learning process (academic, career and social / emotional health) for all students.
- To encourage parental / guardian engagement in the student's learning process.

The creation of the School Counseling Program Plan was a collaborative effort of the Guidance Advisory Council, which is composed of different school community stakeholders such as counselors, members of student services, parents / guardians, outside community supports, administrators and teachers. The Guidance Advisory Council will continue to provide information and update the School Counseling Program Plan.

The District's counseling plan has been reviewed and updated to meet the current needs of the district concerning the social and emotional effects of the extended school closure and the mental health of the school community while dealing with a global pandemic and civic unrest within our country.

The District has an established an SEL Task Force, which is an advisory council composed of parents / guardians, students, teachers, certified school counselors, school psychologists and school social workers. The SEL Task Force's primary focus is to continuously evaluate the current status of social emotional learning within the District. The task force will continue to evaluate and reflect on the status and success of social emotional learning programs in our schools. They will ensure that the District has the programs and resources necessary to meet the greater social, emotional and mental health needs of the overarching school community caused by the current conditions relating to the pandemic and social unrest.

The District is committed to providing the resources necessary to provide mental health, behavioral and emotional support for our school community. We will build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional and academic learning for all students.

Our priorities are to ensure that all students:

- Feel a sense of belonging;
- Have consistent opportunities to learn about, reflect on and practice SEL;

- Are able to examine the impact of the pandemic and systemic racism on their lives and communities; and
- Have access to the support needed to be able to achieve all the above.

We will begin the school year focused on the social and emotional health of our students. Teachers will use both instructional and relationship building strategies to create warm, welcoming and affirming school environments for all students to assist with the transition back to school.

Teachers and school support staff will work collaboratively to infuse social and emotional support across grade levels and curriculums. Our SEL programs and supports will be centered on the five SEL competencies and the skills needed for each one.

<u>Competency Defined:</u>	<u>Skills Needed:</u>
SELF-AWARENESS , which is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior; and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent; reflecting on our strengths, understanding our cultural, racial, and social identities and examining our implicit biases.
SELF-MANAGEMENT , which is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations; effectively managing stress, controlling impulses, motivating oneself and the ability to set and work toward goals.	Self-management is critical now as we cope with grief and loss, develop our resiliency and express our agency through resisting injustices and practicing anti-racism.
SOCIAL AWARENESS , which is the ability to take the perspective of and empathize with others, including those from diverse	Social awareness allows us to understand the broader historical and social contexts around the inequities exacerbated by COVID-19 and

backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.	the ongoing individual and institutional impacts of systemic racism.
RELATIONSHIP SKILLS , which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age and distance; support one another during collective grief and struggle and collaboratively find solutions to new obstacles.
RESPONSIBLE DECISION-MAKING , which is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; and the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	Responsible decision-making is particularly important as we analyze the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being and engage in collective action to form a more just and equitable society.

To ensure that all students receive the support they need we will use data to continuously improve support for students, families and staff. We will collect data using multiple platforms including a daily mental health check-in for students.

To further make sure that every student has access to the mental health support they need, the District is creating clear procedures for the referral of students to support staff such as school psychologists, social workers and guidance counselors. To facilitate the referral process, each building will create a flowchart to ensure a teacher knows when to reach out for additional student support and who to contact to receive the support. This information will be differentiated as needed to provide support during in-person, hybrid and distance learning environments. Educators are an integral part in helping students understand, process and heal during this time of extreme stress and trauma. In order to effectively support students, adults will need support to aid in their own healing. Educators need to feel connected, supported, valued and capable of taking on the challenges ahead. To facilitate adult healing, the District will:

- Allow space for connection and healing among adults in the form of collegial circles and workshops centered on mindfulness and mediation.
- Provide access to mental health and trauma supports through the uses of the BOCES Employee Assistance Program.

To engage members of the school community in seeking knowledge on social emotional support and mental health well-being we will create community resources to post on the District's webpage. The resources will include but are not limited to:

- Links to community mental health resources.
- Links to community economic relief resources.
- Videos and tutorials to provide social emotional support for students at home.
- Webinars on improving and supporting mental health in the home.

Educators will need the skills and knowledge necessary to create equitable learning environments that promote all students' social, emotional and academic competencies across new learning formats. The District created a Professional Learning Plan with a focus on professional learning to help educators understand that academic growth is deeply connected to developmental relationships and SEL. The District will have professional development workshops that provide learning opportunities to build educators' capacity to support students' social, emotional and academic growth. The Professional Learning Plan provides staff opportunities to participate in workshops to enhance and improve their knowledge and skills necessary to help students develop better coping mechanisms and build their resilience. The Professional Learning Plan will include but is not limited to the following workshops:

- The RULER Approach - teaches the skills associated with recognizing, understanding, labeling, expressing and regulation emotion
- CASEL's Framework - Five Core Competencies of Social and Emotional Learning
- Empathy in Communication
- Mindfulness in the Classroom
- Relationship Building in the Classroom
- Integrating SEL Pedagogy in Instruction
- Trauma Informed Practices

School Schedules



In-person Instruction



Remote Instruction



Hybrid Instruction
(in-person and remote)

The District has created 3 types of school schedules (in-person, hybrid, and remote) for the 2020-2021 school year that follow the guidance and recommendations of the CDC, NYSDOH and NYSED to the extent practicable. This was done with the health and safety of our staff and students as our paramount concern while maximizing our ability to provide a high quality education for all students. School schedules will be reviewed and possibly adjusted throughout the year when necessary as new information and guidance becomes available.

Sample Hybrid Schedule

Sample 1

All students grades K-12 will attend in-person instruction based on the chart below and remote instruction on the days not in school.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A	Group A	Group A	Group B	Group B
Week 2	Group A	Group A	Group B	Group B	Group B

Sample 2

Scheduled plan for implementation at the beginning of the 2020-2021 school year

Grades K-6

- Attend school five (5) days a week in smaller cohorts (classes) with all available spaces within a school building utilized for instructional purposes.
- Support staff, including AIS providers and reading teachers, would be utilized to teach additional classes that were created in order to maintain maximum classroom capacity to ensure proper social distancing.
- Special areas may be taught within the general education setting with teachers rotating between classrooms.
- Outdoor spaces, when feasible, will be utilized to maximize social distancing and building capacity.
- Parents have been given the opportunity to select a full virtual option for their children in grades K-6.

Grades 7-12

All students grades 7-12 will attend in-person instruction based on the chart below and remote instruction on the days not in school.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A	Group A	Group A	Group B	Group B
Week 2	Group A	Group A	Group B	Group B	Group B

Special Education

Students in the STRIVE program, secondary CDP, FFL and ALC programs will attend full time in-person instruction.

Sample 3

Grades K-5, Grade 6 and Grade 9

- Attend school five (5) days a week in smaller cohorts (classes) with all available spaces within a school building utilized for instructional purposes.
- Support staff, including AIS providers and reading teachers, would be utilized to teach additional classes that were created in order to maintain maximum classroom capacity to ensure proper social distancing.

- Special areas may be taught within the general education setting with teachers rotating between classrooms.
- Outdoor spaces, when feasible, will be utilized to maximize social distancing and building capacity.

Grade 7, 8, 10 ,11, and 12

All students Grades 7, 8, 10, 11 and 12 will attend in-person instruction based on the chart below and remote instruction on the days not in school.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A	Group A	Group A	Group B	Group B
Week 2	Group A	Group A	Group B	Group B	Group B

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students in some self-contained programs including: STRIVE, CDP, FFL and ALC students, English language learners, alternative high school students and students with technology or connectivity needs.

Each school building will create a daily schedule that adheres to these guidelines for in-person instruction. These schedules will be distributed to staff, students and parents / guardians prior to the start of the school year. Daily student schedules could be modified due to unforeseen circumstances.

To prepare for a seamless transition between models the District will ensure that:

1. Each teacher sets up a Google Classroom with an administrator assigned to the class.
2. Every student has a Chromebook and access to WiFi.
3. There are clear expectations for students regarding class schedules, screen time, amount of classwork, assessment, communication, and grading.
4. Every student has access to online counseling, tutoring, skills classes and IEP services.
5. Teachers receive ongoing professional development on engaging social emotional activities, digital success, techniques, teaching strategies, case management and student support.

6. Support is provided to students to help them mitigate the impacts of financial stress and food insecurity, which includes providing daily food (breakfast and lunch) delivery to all students who request it and helping students find community-based resources.
7. Training is provided for parents / guardians on the use of Google Classroom, eSchool and any other applications their children may be using.
8. Schools are divided into small social-emotional support groups.
9. Students with chronic absenteeism are given proper support, which may include home visits (following social distancing guidelines) to discuss needs with families to increase engagement; offering more at home intervention and counseling.
10. Language barriers are reduced by having bilingual staff available for student and parent / guardian phone calls when needed.

For information about how school schedule information will be communicated to staff, students and parents / guardians, visit the [Communication / Family and Community Engagement](#) section of our reopening plan.

Attendance / Chronic Absenteeism

Attendance for State Aid purposes

- Districts will continue to report attendance for state aid purposes through SAMS Form A, in accordance with the guidelines for instruction. Charter schools should continue to follow applicable guidance.

Attendance for instructional purposes

- Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

Attendance for reporting purposes

- Attendance of any student of compulsory age, who resides in the district or is placed in another public school district, a charter school, or in an educational program outside the district, must be reported in SIRS.

School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school.



Critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.



Before initiating Educational Neglect or PINS processes, schools and districts should collaborate with local Departments of Social Services.



1!

The District's attendance protocols and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of parent / guardian letters, robocalls, emails and social media. Teachers will record daily attendance in eSchool, the District's student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and / or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

All schools will collect and report daily teacher / student attendance regardless of the instructional setting. Middle school and high school classes will take attendance daily in each course regardless of the instructional model employed (ie. in-person, remote, hybrid). The District will encourage students and staff to stay home when they are not feeling well. Yearly “Perfect Attendance” awards for students will be suspended until further notice.

While there is no one-size-fits all approach to addressing chronic absenteeism, the District is committed to providing interventions to prevent and address health-related (physical and / or mental) chronic absenteeism. We recognize that many factors will influence student attendance and may be greatly impacted by the instructional models employed. The following steps will be taken to address chronic absenteeism:

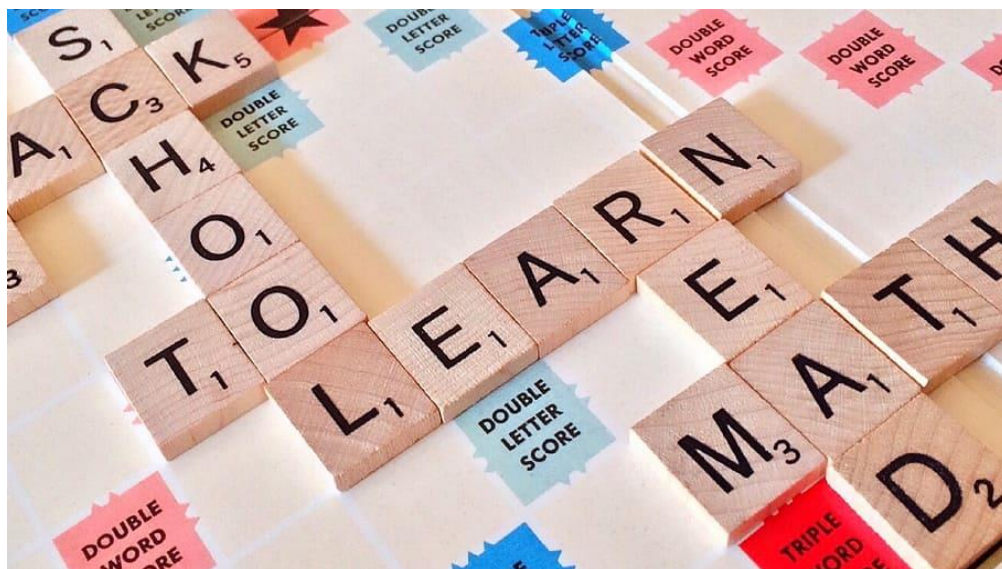
1. Nurture a culture of attendance

- a. Communicate clearly to families and students what the attendance policy is and expectations for participation based on the model of instruction.
- b. Explain the importance of attendance to the entire school community.
- c. Track daily attendance, tardiness and student engagement in one central, secure location with a tool that can quickly track how these data points impact student overall success at school.

2. Early identification and intervention

- a. Each school regularly monitors attendance data and communicates with parents / guardians about issues as they arise.
- b. Use data from multiple sources to identify which students are at risk.
 - i. Teachers will inform administration of students who are not actively engaged in hybrid or remote models. Reporting protocols will be established by the building principal and communicated to teachers.
- c. Establish intervention plans that may include but are not limited to:
 - i. Parent / guardian phone calls
 - ii. Physical distancing check-ins with students whose families are not responding to phone calls or other methods of communication
 - iii. Counseling (in-person or live virtual sessions)
 - iv. Instructional modifications
 - v. Engage community partners
 - vi. Establish a student “ally” - an adult who is responsible to check in on the student every day, regardless of the modality, to support a student when chronic absenteeism continues to impede a child's growth.

3. Create a more positive school culture and a focus on engaging instruction
 - a. Evaluate and address students' engagement in learning.
 - b. Provide teachers with professional development to support:
 - i. High levels of meaningful student / teacher engagement in all three of the instructional models employed
 - ii. Social Emotional Learning (see the [Social Emotional Well-Being](#) section for more information)
 - c. Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up our ideal school culture.
4. Flexibility will be considered when monitoring attendance in a remote model due to parent / guardian schedules, availability of technology or other barriers that may preclude students from connecting with teachers at a certain time. In this situation, the parent / guardian, student, teachers and principal along with appropriate support staff will work together to provide necessary accommodations to support the student through this hardship.
5. The District will work with the Suffolk County Department of Social Services if educational neglect is suspected.



Technology & Connectivity: Digital Equity & Access

Have knowledge of the level of access all students and teachers have in their places of residence.



To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.



Provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.



The District acknowledges that access to reliable digital tools is an essential component needed for students to have full participation in the reopening of schools. The District will ensure equitable access to technology for staff and students and to support multiple models of instruction and learning.

The District will be providing Chromebooks to all students in grades K-9. Students in grades 10-12 were issued Chromebooks upon their arrival to the high school as freshmen. The District will ensure that new entrants throughout the school year are provided with a device. The District will make Chromebooks available to teachers who do not have access to an appropriate device at home to successfully implement synchronous and asynchronous instruction in a hybrid or remote learning setting.

Should newly purchased devices not arrive in time for the start of the school year, we will make devices available to students who do not have their own device at home to start the year. The District did not collect devices that were lent to students in need in the spring. Therefore, the number of students who are in need of a device immediately should be manageable with our current inventory on hand.

The District acknowledges that not all students have access to a reliable internet connection at their home. We will determine the level of access all students and teachers have in their places of residence; to the extent practicable. Assistance will be given to students who currently do not have sufficient internet access. The District will provide students with resources for low cost internet services that are available in our community. Additionally, the District will provide students with a list of internet "hotspots" that are available around the community.

We will provide multiple ways for students to participate in learning and demonstrate their

mastery of the learning standards in remote and hybrid instructional models when a device or internet is not immediately available.

Teachers will work with students and parents / guardians to provide resources to students in alternative ways where and when appropriate to ensure that students have equitable access to the curriculum to support their growth to meet the New York State Learning Standards. Alternative materials include but are not limited to textbook, workbook, and teacher created materials.

Professional development will continue to be provided for teachers and leaders on designing effective remote and hybrid instruction that may include using web-based tools to provide distance learning, navigation of software platforms, student engagement, remote SEL practices and requirements regarding information privacy and security and NYS ED Law 2D.

In an effort to decrease stress and increase equitable access for students and families, the District will provide instruction on using technology and IT support for students and families. Parent / guardian workshops and online resources will be provided to assist families with utilizing the technology and the varying online platforms. Students will be provided with instruction on digital citizenship, proper care of devices, and utilization of the various platforms and tools used for instruction.

Instructional Technology support for parents / guardians will be provided through email. In a remote setting, additional IT support will be provided through a live help desk open two days a week.

A review of distance learning regulatory compliance, FERPA, HIPAA, staff and student privacy, NYS ED Law 2D, and other concerns related to virtual learning environments will be conducted by the District Data Security Officer and the Director of Technology. An update of all security measures for information privacy and security in virtual environments will take place. As remote learning continues, accountability into ensuring sound security practices will be implemented and enforced to counter a possible breach in confidentiality, integrity, and network availability.

Special Education

Provision of a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services

Meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child

Collaboration between the CSE/CPSE and program providers representing the variety of settings where students are served

Access to the necessary instructional and technological supports to meet the unique needs of students

Documentation of programs and services and communications with parents



Consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible; and



Consider contingency plans developed by the CSE/CPSE to address remote learning needs in the event of intermittent or extended school closures.

Special education programs and services in the District provide equity and access for students with disabilities to be involved in, and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability of each student. The special education plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist. The use of PPE, social distancing and cleaning

/ disinfecting will be reviewed with staff and students. Social emotional health will be addressed through social stories, wellness activities and the use of mental health staff.

To ensure each special education student receives equitable access to the curriculum, IEPs were developed to ensure that students can work on their goals in any learning environment (in-person, hybrid, remote). The Office of Special Education will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to:

- narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21
- a record of what instruction and services were provided
- a record of formative, summative and standardized assessments and the results
- progress monitoring documentation
- a record of school-family collaboration
- compensatory services records

The District is committed to providing meaningful parent / guardian engagement in the parent / guardian's preferred language or mode of communication regarding the provision of services to his / her child to meet the requirements of the IDEA. Furthermore, communication between the District and the parents / guardians and other family members will be frequent to ensure that the parents / guardians are engaged in their children's education during the reopening process.

The CSE / CPSE chairperson will utilize a live interpreter to the greatest extent possible. When there is not an interpreter available, the District will use Propio Language Services to interpret over the phone in the parent / guardian's preferred language. Written documents such as IEPs, PWNs and parent / guardian communications will be translated as well.

Service providers are invited to participate in CSE / CPSE meetings. To minimize visitors to the District, all CSE / CPSE meetings will be held virtually. All service providers are required to provide progress reports in accordance with the District's current schedule; 3 times yearly on the elementary level and quarterly on the secondary level. IEP goals are consistently monitored to ensure they are appropriate to the needs of the student. In the case of remote instruction, all related services will be offered to all students. Progress monitoring and data collection will be ongoing.

All accommodations, modifications, supplementary aids and services, and technology outlined in the IEP are reviewed by school staff in accordance with Section 408 mandates. This is recorded

in a written document signed by all individuals working with the student. Each student is assigned a case manager who is responsible for ensuring compliance. IEPs are also available through eSchoolData. Assistive technology that may be needed is ordered through the Office of Special Education, coded and assigned to students. Access to technology inclusive of internet connectivity will be consistent with district protocol.



Bilingual Education & World Languages



Communications and translations to parents/guardians must be in their preferred language and mode of communication.



Instructional Units of Study must be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including Former ELLs.

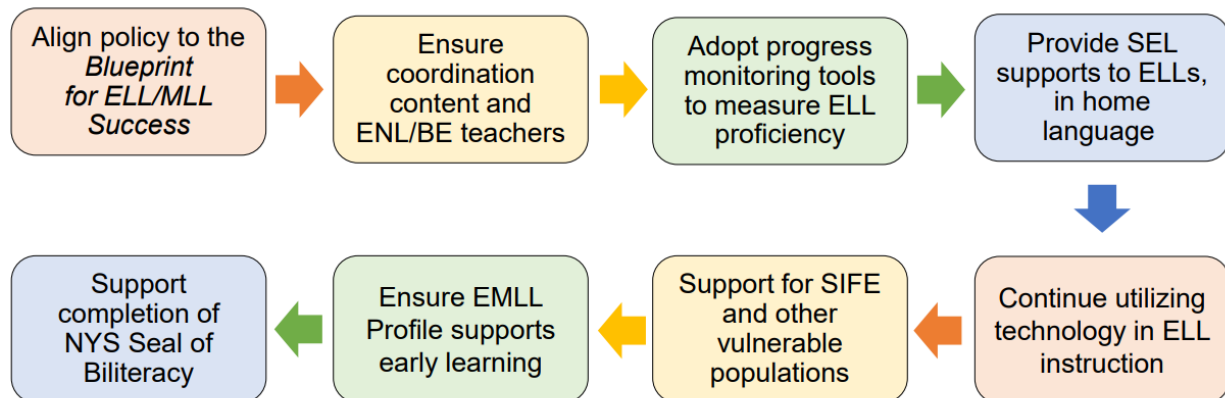


Update to the Identification timeline, including proposed regulatory change for newly enrolled students during COVID-19 closures as well as newly enrolled students within the first 20 school days of 2020-21 re-opening.



Professional learning opportunities for all teachers need to cover topics that support best practices and an equitable instruction for ELLs and help address the learning gaps caused by COVID-19 school closures.

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Support of students classified as ELLs and SIFE will be comprehensive, high-quality and culturally responsive. If we reopen using in-person or hybrid instruction is implemented, all ELL / SIFE identification processes will take place within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in the 2019-2020 school year, and for all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELL / SIFEs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The District is committed to comprehensive, high-quality and culturally responsive instruction for ELL / SIFE students; we will provide the required instructional Units of Study to all ELL / SIFEs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Due to the lack of NYSESLAT / NYSITELL the District will utilize STAR Enterprise, ARC Reading and Fountas and Pinnell systems to determine baseline and current language / reading levels of functioning. The District uses a combination of Push-in / Pull-out services for both Integrated and Stand Alone ELL / SIFE students. Further, we will maintain regular communication with the parents / guardians and other family members of ELL / SIFEs to ensure that they are engaged in their children's education during the reopening process, which includes the District's website, telephone contact, text messages, social media, emails and regular mail all in their preferred language. The District will maintain a Google Document that keeps track of each family's preferred language as ascertained through the Home Language Questionnaire. We utilize Propio, Xerox Easy Translate and Talking Points to assist with the translation of documents and live conversations.

Teachers will utilize materials and instructional resources that are linguistically age and grade appropriate as well as aligned to the Next Generation Learning Standards. The [Blueprint for English Language Learner / Multilingual Learner Success](#) will be reviewed to ensure that educational expectations are clear for ELL / SIFE students to provide a foundation for academic success. Teachers will collaborate with school support staff and community-based organizations to address the multiple needs of ELL / SIFE students.

The District will provide professional development opportunities for staff that support best practices and equitable instruction for ELL students to address learning gaps caused by the COVID-19 school closures. The District also has access to the BOCES Professional Learning Catalog to support teachers to ensure ENL and world language instruction is personalized and research-based.

In order to ensure that students have opportunities to study world languages we are prepared to teach Spanish and Italian in the in-person, hybrid or remote models upon reopening. With the support of BOCES, we will provide professional learning opportunities to our teachers to support best practices in all three formats of instruction and ensure equitable instruction for our ELL / SIFE students.

Staffing & Human Resources

Must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.

Can continue to utilize incidental teaching when determining how to staff their classrooms.

Can also employ substitute teachers to address staffing needs for the allowable amount of days, given their qualifications and teaching assignment.

Should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction.

Should consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote, or hybrid instructional model.

Teacher and Principal APPR

All teachers and principals will continue to be evaluated pursuant to the District's approved APPR plan. The District is reviewing whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model. Any revisions will be negotiated with the appropriate bargaining units. The District will continue to apply for the APPR Hardship Waiver.

Certification and Substitute Teaching

All teachers in the District including those incidental teaching and substitute teaching will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Student Teachers

Student teachers from NYSED registered college or university programs can serve under the supervision of fully certified teachers in the District. Student teachers will follow all of the social distancing, mask wearing, health status reporting and other COVID-19 procedures that the teachers follow.

Athletics, Extracurricular & Co-Curricular Activities

Athletics

As a result of the COVID-19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. The District follows the guidance and recommendations of NYSDOH, NYSED, NYSPHSAA and Section XI when making decisions in regards to interscholastic athletics. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage and cleaning and disinfection of equipment, the following will be implemented:

- Cancel Fall Regional and State Championship events.
- Waive seven-day practice rule.
- Maintain current practice requirements.
- Encourage geographic scheduling for games and contests.
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

Interscholastic athletics across the state are currently prohibited.

Should high schools start a condensed season in January 2021, the plan would entail the following:

Season I (Winter Sports)

Dates: Jan. 4-Mar. 13, 2021 (Week 27-36) 10 Weeks *Note: tentative dates

Sports: basketball (girls and boys), bowling (girls and boys), gymnastics, ice hockey (girls and boys), indoor track and field (girls and boys), skiing (girls and boys), swimming (boys),

Due to the high-risk nature of wrestling and competitive cheer, those sports may be moved to Season II or Season III.

Season II (Fall Sports)

Dates: Mar. 1-May 8, 2021(Week 35-44) 10 Weeks *Note: tentative dates

Sports: football, cross country (girls and boys), field hockey, soccer (girls and boys), swimming (girls), volleyball (girls and boys), Unified bowling.

Girls tennis will be moved to Season III.

Season III (Spring Sports)

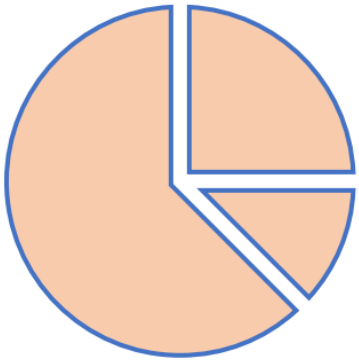
Dates: Apr. 5-Jun. 12, 2021(Week 40-49) 10 Weeks *Note: tentative dates

Sports: baseball, softball, golf (girls and boys), lacrosse (girls and boys), tennis (girls and boys), outdoor track and field (girls and boys), Unified basketball.

Extracurricular and Co-Curricular Activities

The District will assess the various extracurricular and co-curricular offerings provided at each school. The District must make a determination as to which activities can be held at school in a safe environment with appropriate social distancing, PPE usage, cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies and other gatherings). Every effort will be made to maintain cohorts, if applicable, or members of the same household. The District will assess which extracurricular and co-curricular activities can continue in a remote setting.

Budget & Fiscal Planning



All existing state aid reporting requirements and deadlines must be maintained.

The content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order.

The District will transfer unused funds from 2019-2020 operations to fund reserves which are the most flexible and easiest to access for the upcoming school year. Additionally, the District will access COVID-19 driven funding available through Federal and State sources. A line by line analysis of the 2020-2021 budget will be performed to identify funds that may be available due to the change in school structure. These funds will then be earmarked for the purchase of supplies and materials necessary to implement all three models of instruction. The District will continue to monitor COVID-19 legislation providing financial and budgetary flexibility for reserve funds, utilizing any temporary measures granted to responsibly manage expenses.

Appendix

<u>Acronym</u>	<u>Meaning</u>
ALC	Active Learning Classroom
APPR	Annual Professional Performance Review
ARC	American Reading Company
ASTM	American Society for Testing and Materials
AVI	Annual Visual Inspection
BCNYS	Building Code of New York State
BOCES	Board of Cooperative Educational Services
CDC	Centers for Disease Control and Prevention
CDP	Career Development Program
COVID-19	Coronavirus
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
DOH	Department of Health
EAP	Employee Assistance Program
ELL	English Language Learner
ENL	English as a New Language
EPA	Environmental Protection Agency
FAPE	Free Appropriate Public Education
FCNYS	Fire Code of New York State
FERPA	Family Educational Rights and Privacy Act
FFL	Foundations for Literacy
GCN	Global Compliance Network

HIPAA	Health Insurance Portability and Accountability Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IT	Instructional Technology
NYS	New York State
NYS Ed Law	New York State Education Law
NYSDOH	New York State Department of Health
NYSED	New York State Education Department
NYSESLAT	New York State English as a Second Language Achievement Test
NYSITELL	New York State Identification Test for English Language Learners
NYSPHSAA	The New York State Public High School Athletic Association
OFP	Office of Facilities Planning
OSHA	Occupational Safety and Health Administration
PPE	Personal Protective Equipment
PWN	Prior Written Notice
SDS	Safety Data Sheet
SEL	Social Emotional Learning
SIFE	Students with Interrupted Formal Education
STAR	Standardized Test for the Assessment of Reading
STRIVE	Structured Teaching Reinforced in a Visual Environment
UFSD	Union Free School District
UL	Underwriter Laboratories