



# **Eastport-South Manor Junior-Senior High School**

**2020/2021  
Reopening Plan**

## Summary of the Guidance Document's Provisions From New York State:

### Health and Safety

Focused on preventive actions, schools and districts will be required to perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; develop plans to maximize social distancing; develop plans to manage and isolate ill persons until they can be sent home; instruct students and staff in proper hand and respiratory hygiene; require wearing appropriate face coverings; and develop cleaning and disinfection procedures for the school in accordance with CDC and DOH guidance.

### Facilities

Schools and school districts should promote social distancing while maintaining existing safety requirements designed to protect students. To accomplish this, schools may expand their physical footprint or change the way they utilize space. Schools should also continue to meet or exceed ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. School leaders will need to plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

### Nutrition

Schools and school districts should include food service directors in reopening plan discussions so they are able to meet their requirements to provide all enrolled students with access to school meals each school day whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means, in the languages spoken by those families.

### Transportation

The school bus is an extension of the classroom and services should be provided to all students with consistency and equity. The district is required to perform regular school bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the bus. Districts will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities just as they always have.

### Social-Emotional Well-Being

As school and district personnel adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also prioritize social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

### Budget and Fiscal

All schools and school districts must continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.

## **Attendance and Chronic Absenteeism**

Schools must develop a mechanism to collect and report daily teacher student engagement or attendance. While this requirement is straightforward in an in-person setting, a procedure should be developed to make daily contact with students in remote or hybrid settings. Schools may consider for instance, assigning the homeroom teacher or advisory teacher to be the point of contact to touch base with a specific group of students daily. Attendance data must be reported in the student information reporting system or SIRS. School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school. It is 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.

## **Technology and Connectivity**

Adequate access to a computing device and high-speed broadband is essential for educational equity. The District must determine 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; and provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional models.

The District will provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences

## **Teaching and Learning**

Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

To allow for schools to adapt to complications caused by the pandemic, certain flexibilities will be authorized by New York State, including: flexible student/staff ratio in prekindergarten; extended time for prekindergarten and kindergarten screening to be completed; a waiver allowing districts to convert UPK seats from full-day to half-day (not applicable to Statewide Universal Full Day Pre-K programs); flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences; and when appropriate, districts and charters may utilize remote or virtual work-based learning experiences for CTE and CDOS programs.

## **School Schedules**

Schools must create a comprehensive plan for a schedule that includes in-person instruction, remote instruction or a hybrid of both in-person and remote. All plans should be clearly communicated, with as much advance notice as practicable, to students, families and staff.

To adhere to state and local health and safety guidelines and ensure social distancing practices, schools may consider various reopening plans and schedules that stagger or alternate their students' return to campus. Schools should collaborate with district stakeholders when considering alternate schedules.

## **Special Education**

Schools and school districts are required to provide: 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 parental engagement regarding the provision of services to their child; collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) 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; and

documentation of programs, services and communications with parents.

Schools and school districts should consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible and consider contingency plans developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended school closures.

### **Bilingual Education and World Languages**

Reopening plans must address the learning loss experienced by many English language learners (ELLs), in both their English language development and their mastery of content area knowledge. The Department has identified the following requirements and considerations that will allow schools to provide ELL services that address the impact of last year's school closures and prepare them for potential challenges in the coming year. Schools and districts must:

- provide all communications to parents/guardians of ELLs in their preferred language and mode of communication to ensure that they have equitable access to critical information about their children's education;
- ensure that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language or Bilingual Education program based on their most recently measured English language proficiency level;
- conduct ELL identification for all students who enrolled during COVID-related school closures in 2019-20, during the summer of 2020, and during the first 20 days of the 2020-21 school year within 30 days of the start of the school year; and
- recognizing that all teachers are teachers of ELLs, provide professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations.

Schools and districts align their policies to the Blueprint for English language learner/Multilingual learner (ELL/MLL) Success; adopt progress monitoring tools to measure ELL proficiency; provide social-emotional learning supports to ELLs in their home language; continue utilizing technology in ELL instruction; support Students with Interrupted/Inconsistent Formal Education (SIFE) and other vulnerable populations; ensure the Emergent Multilingual Learners (EMLL) Profile supports early learning; and support completion of the NYS Seal of Biliteracy.

### **Staffing and Human Resources**

The District 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 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; and 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.

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## INTRODUCTION:

### Message from Mr. Joseph A. Steimel, Superintendent of Schools:

As we know, the COVID-19 pandemic has changed our daily lives in many ways and we are still battling through it. One area of our community which was affected in an unprecedented manner was the education of our children. The last time that students were receiving instruction from their teachers in a school building was March 13, 2020. Through the Spring our administration, teachers and support staff moved to continue student instruction and support through a virtual environment. The COVID-19 pandemic has affected all of the ESM community in a myriad ways. Individuals, families, and community members have suffered physically, emotionally, and financially. Now as we ready ourselves for the start of a new school year this September, the spectre of the pandemic continues to loom large on the horizon.

On July 16, 2020 the New York State Education Department issued a guidance document to every school district in the state. In order to prepare for the upcoming academic year, schools are tasked with developing plans which meet the new requirements and recommendations for every building in their district. Every school in NYS has been charged with putting together three proposed instructional models for the reopening of schools in September. As you might expect, all three models must be designed under the Covid-19 healthy and safety umbrella.

The three instructional models are:

- 1) Full Reopening (In-Person) – All students in school
- 2) Hybrid – Mix of live in school and online learning
- 3) Remote – Full online learning

The Governor has stated that he will decide how schools open on the week of August 3, 2020. When the Governor announces his decision, we continue our on the chosen model to fully develop and implement our ESM plan. The synthesis of our plan will come from one of our models discussed in this document, the one which is chosen by the Governor. However, we fully expect ongoing improvements to our plan. We will update them, as well as make changes and modifications based on the Governor's announcement. We also expect that adjustments will also be made to the plan from trial and error as well as from continued community and committee input. Please understand that we recognize that no plan will be perfect for each student and family situation. Unfortunately, there will not be a one size fits all plan in these three models. None of them will be our traditional school model, which we all yearn to return to as soon as possible. I do know that our plans will be focused on best meeting our student's educational and emotional needs, whichever model is chosen by the Governor.

This document outlines the essential elements that must be included in ESM's school reopening. The COVID-19 pandemic has highlighted the need for schools to always consider and address the health and safety needs, as well as the social-emotional needs, of their students, families, and staff. As you will read, these items are addressed in our plan.

We expect that working together our educators, Board of Education, students, parents and community members will continue to address this challenge with resiliency, tenacity and grit. We will continue to communicate and share information with you when it is available. I ask for your patience and support as our educational community navigates through these challenging times together.

## COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT:

On July 13, 2020, New York State, the Reimagine Education Advisory Council, and the NYS Department of Health released finalized guidance and guiding principles for reopening schools. Prior to this guidance, the Eastport-South Manor School District had developed a restart advisory committee with a variety of school stakeholders which included administrators, faculty, staff, students, parents/legal guardians, local health care providers, and affiliated organizations, such as unions, alumni, and community based groups. These members provided valuable input to assist in the reopening plans of the District.

As a learning institution, we believe regular and frequent communication between schools, families, and the wider community is an essential element of effective family and community engagement. Communication will be the cornerstone for students to return to school safely and families to be knowledgeable about the changes occurring in an effort to reopen safely. The uncertainty surrounding the COVID-19 spread changes on a daily basis. Therefore, we will utilize a variety of methods to communicate with the school community. The communication tools we will utilize include messages on our website, e-mail, phone messaging service, and social media. We encourage all our families to review the contact information provided in our school management system (Schooltool) which is located on our parent portal. We encourage all families to frequently visit our website at [www.esmonline.org](http://www.esmonline.org) for updates regarding school closures, modified days, and other important information.

Students returning to school is our main priority. Prior to their return to school, we will release the protocols contained in this reopening document regarding the safety measures that every person entering the school must be aware of. This information will include detailed instructions on entering the building, walking through the hallways, appropriate mask wearing, mask breaks, nurse's visits and much more. In addition, all schools will have signage throughout the buildings detailing instructions as a reminder for students and staff. These instructions will include hand sanitizing protocols, social distancing guidelines, floor spots for keeping social distancing, one way hallway signs, and more. Key personnel will be stationed throughout the school to assist students and to reinforce the safety protocols. Our elementary schools will also communicate information over our loudspeaker systems, or through Sharknet News at the Junior-Senior High School, where we invite students to assist with the sharing information.

## HEALTH AND SAFETY:

Eastport South Manor Central School District's protocols are based on best practice or recommendations from the Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH). The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our schools and district. Our District is committed to implementing proactive and preventive actions in order to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks;
  - Healthy Hygiene Practices;
  - Social Distancing;
  - Personal Protective Equipment (PPE) and Cloth Face Coverings;
  - Management of Ill Persons; and
  - Cleaning and Disinfectants
1. Based on any updated recommendations of the Center for Disease Control and Prevention (CDC) and the New York State Department of Health (NYSDOH), the district will continue to review the reopening plan and revise as needed in order to ensure effective communication, best practices and input from all parties. District's reopening plan provides:
    - Ability to maintain appropriate social distance
    - PPE and cloth face mask availability
    - Availability of safe transportation
    - Local hospital capacity – consult your local department of health.
  2. Through a Reopening Advisory Committee, the Eastport South Manor Central School District engaged with school stakeholders and community members to develop the District's reopening plan. The Reopening Advisory Committee includes administrators, faculty, staff, students, parents/legal guardians, the district's health care providers, and school union officials.
  3. The District has developed a consistent communication plan for students, parents/guardians, staff, and visitors. This communication plan includes applicable instructions, signage, resources and COVID-19 related information. All information will be posted on the District's website, sent to families via email, communicated through the district's phone messenger service and provided to individuals in hard copy as needed. In addition, all COVID-19 related information will be provided in our student's family's native language.
  4. Prior to the start of school, staff will be provided with training on all COVID-19 related protocols and procedures. Training will continue to be provided throughout the school year by the building principals and department directors. All new employees will be trained through a staff orientation that includes safety protocols and best practices. All protocols and signage must be posted in common areas in all buildings. Protocols will also be emailed to all staff on a regular basis. In addition, all information regarding the District's reopening plan must be posted on the District's website and emailed to all parents/guardians.
  5. The District's Director of Nursing Services meets with the nursing department and the District's physician on a regular basis. The nurses in each of the buildings provide regular training to all employees on the signs of illness and what to do if they believe an individual is symptomatic. Employees are instructed to observe signs of illness in students and staff and require symptomatic

persons to be sent to the school nurse or other designated personnel. The symptoms of illness are posted throughout the buildings in all common areas.

6. The district posts the following written protocol that outlines the daily temperature screening requirements for all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students. All students have their temperatures taken upon entering the school building. Temperature checkers are trained by the school nurses on how to accurately take a temperature. All students must have a temperature of 99.9°F or lower in order to be allowed into the school. If a student's temperature is 100.0°F or higher, they will be brought to an isolated area in the building and their parents will be called to pick up the child. All records of temperatures are maintained by the nursing department at each of the schools.
7. In addition, health screening questionnaires are utilized for all students and staff. Students will be asked to complete a health survey periodically in addition to having their temperature taken daily before coming to school.
8. All employees are required to complete the health survey on a daily basis before entering the buildings. The survey is located on the district's website and contains the following questions:
  - Have you had COVID-19 symptoms in the past 14 days? (The current definition of symptoms includes: fever, cough, shortness of breath, or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat, or loss of taste or smell)
  - Have you had a positive COVID -19 test within the past 14 days?
  - Have you had close contact with confirmed or suspected COVID-19 cases in the past 14 days?
  - Have you traveled out of the state or country recently?
  - If you answered yes to question d, please list the states/countries and the dates of travel.
9. The District requires that any ill student or employee be assessed by the school nurse (registered professional nurse, RN), ill students and employees will be sent home for follow up with a healthcare provider. The student or employee must provide proof of their follow-up with the healthcare provider to the nurse's office and to the building administrator, prior to returning back to school or work. If a student or staff member is sent home with a fever, they must be cleared by a doctor to return to school or be fever/symptom free for 24 hours, without the use of fever reducing medicines.
10. If the school nurse reports a confirmed or suspected COVID-19 case, the local health department will be contacted immediately for contact tracing.
11. Each school has a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home. Any students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire will be sent directly to the isolation area where they will be assessed by the school nurse where if ill, they will be sent home or for follow-up with a healthcare provider. Each school building within the District has an isolation room in addition to the nurse's that will be identified by the building principal.
12. All visitors, guests, contractors, and vendors, as per the District's normal protocol, will be stopped at the teller window, identified and cleared through our Raptor System and then asked to complete

our health screening before entering the building. These health surveys will be maintained by the building administration for the entire school year.

13. All parents/guardians will be sent guidance on how to observe for signs of illness in their child that require staying home from school. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:

- fever
- abdominal pain
- vomiting
- diarrhea
- neck pain
- rash
- bloodshot eyes
- feeling extra tired

If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community. This guidance is posted on the district's website and sent home on a monthly basis as a reminder.

14. Signage instructing staff and students on correct hand and respiratory hygiene are posted throughout the building and specifically in all bathrooms and kitchen areas. In addition, all protocols are sent out periodically as a reminder to staff, students and parents/guardians.

15. Signs instructing staff and students in school buildings and district office to keep social distance of at least 6 feet whenever possible, are posted throughout the buildings in all common areas. In addition, all protocols are sent out periodically as a reminder to staff, students and parents/guardians.

16. The District will do their best to identify all medically vulnerable or high risk groups of students and staff who are at higher risk of complications and are in need of additional alternative provisions for social distancing. Such individuals may themselves be at higher risk or live with a person at high risk. The District will send out regular communication to alert students or staff that accommodations are available to all high risk individuals. The District's Personnel Department will meet with high risk individuals, along with building administration, to determine how best to meet the needs of the individual student or staff member. The District understands that the following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Schools will need to make accommodations and be able to accommodate the needs of these students in the school community.

Persons in these groups will also be advised to meet with their healthcare provider regarding any accommodations or provisions regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma serious heart conditions
- immunocompromised

- severe obesity (body mass index [BMI] of 30 or higher)
- diabetes
- chronic kidney disease undergoing dialysis
- liver disease
- sickle cell anemia
- children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

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

- school health services personnel
- special education personnel
- related services and
- administration.

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

- Additional PPE for staff caring for such students;
- Assigning only one staff member to care for the student; and/or
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

The District will meet with families and staff through the CSE/CPSE, 504 Committee or Interdisciplinary Committee to identify and document the necessary plan for students to return to school safely. Finally, the District understands that if the parents/guardians choose not to send their child back to school, schools will need to provide instruction remotely. Please see the section on Special Education for more details.

17) Signs will direct instructing staff, students and all visitors in school buildings and district offices to wear a cloth face covering whenever social distancing cannot be maintained are posted throughout the buildings and specifically at each main entrance. Disposable face coverings are available as needed for all visitors. In addition, all protocols are sent out periodically as a reminder to staff, students and parents/guardians.

18) Whenever students are going to be socially distanced for an extended period of time, they will be directed by teachers or other staff to take mask breaks. Principals will work with teachers and other staff to coordinate and ensure that mask breaks are provided frequently throughout the school day for students.

19) The Facilities Department has ordered and will maintain supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals. Each building is responsible for keeping inventory of these supplies and for contacting facilities in ample time if additional supplies need to be ordered.

20) If there is a confirmed case of COVID-19 in the school: Whenever a student shows symptoms of

any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately. The Director of the Nursing Department shall immediately notify our local public health agency of any diseases reportable under the public health law. The Director may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

The school staff must immediately report any illness of students or staff to the school nurse and building administration. Such reports should be made in compliance with FERPA. If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student's confidentiality. Any student that is showing potential signs of illness, will be isolated with supervision in a separate room. If a separate room is not available, students must be kept at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. It is recommended that: Students should be escorted from isolation area to the parent/guardian:

- The parent or guardian be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- Symptomatic students or staff members follow CDC's Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19;

21) The District complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed cases of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. The return to school will be coordinated with the local health department. All schools will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.

22) Students or staff may return to school if:

- they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school and once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- they are not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 and the healthcare provider states that they can return to school and once there is no fever, without the use of fever reducing medicines, and they have felt well and been fever free for 24 hours.

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

- It has been at least ten days since the individual first had symptoms;
- It has been at least 72 hours since the individual has had a fever (without using fever reducing medicine); and
- It has been at least 72 hours since the individual's symptoms improved, including

cough and shortness of breath.

23) The Facilities Department follows CDC Guidance for cleaning and disinfecting the schools and other campus buildings. The District utilizes the Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleanings include classrooms, restrooms, cafeterias, libraries, playgrounds, and buses. The level of cleaning will increase depending on the threat of the virus. Cleaning for all buildings must include:

- Specific cleaning and disinfection frequency for each area in the building.
- Schools must maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
- Cleaning plans must include considerations regarding the safety of custodial staff and other people.

24) The District conducts all required school safety drills with modifications to ensure social distancing between persons. Please see the District's School Safety Drills COVID-19 Considerations Protocols on page 22.

25) The Eastport South Manor School District does not currently run their own before and after care program. However, the link below provides a list of local child care providers for parents/guardians to consider. Refer to the District's Website for Childcare options.

26) The Eastport South Manor Central School District has designated a COVID-19 safety coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities.

27) All off campus field trips will be in moratorium for the 2020/2021 school year.

## Health Checks:

The District will provide parents/guardians and staff members information regarding the careful observation of symptoms of COVID-19. Parents/guardians and staff will also be asked to complete a health screening each morning before coming to school. All parents/guardians and school staff will be instructed that any student or staff member that has a fever greater than 100°F (100.0°F) and/or symptoms of possible COVID-19, must not come to school. This information will be posted on the District's website as well as on the individual school websites and in the entrance ways of all buildings on the school campus. The following is a list of the most common symptoms of COVID-19:

- Fever or chills (100.0°F or greater);
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

Any students or staff exhibiting the above signs with no other explanation for them will be sent to the school

health office for an assessment by the school nurse. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home.

Daily temperature checks and periodic health screenings are required for all students. All students and staff have their temperatures prior to entering the building or school. Teachers conduct periodic health screening of students during the school day. Daily temperature checks and daily health screenings are required for all staff. All staff in the District respond to a daily online health screening prior to entering the schools. This information is reviewed daily by building personnel and administration. A screening questionnaire is required for contractors, vendors, and visitors prior to being allowed to enter the building. Anyone who has a temperature of 100.0°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students should be supervised in the isolated area while awaiting transport home. Schools should refer such persons to a healthcare provider and provide [resources on COVID-19 testing](#).

Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. A District's health screening questionnaire determines whether the individual has:

- been in close contact with confirmed or suspected COVID-19 cases in the past 14 days?
- had a positive COVID-19 test in the past 14 days?
- experienced COVID-19 symptoms in the past 14 days? (The current CDC definition of symptoms includes: fever, cough, shortness of breath, or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell).
- traveled out of state recently from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days.

*\*Health survey states, if you answered yes to question 6, you will be asked to list the States/Countries and Date of Travel*

The District will provide staff and parents/guardians with periodic reminders of the requirements through signage, written notices sent home, online reminders, emails and messenger phone contacts.

Each school will designate a staff person (administrator, attendance person, or school nurse) to review the periodic health screenings by students and staff and attest that they are completed.

The District's procedures require that the parent/guardian take their child's temperature at home and to keep their child home if their temperature is 100.0°F or higher. In addition, all schools will take student temperatures upon arrival. The District asks that parents complete their child's health screening prior to coming to school.

## Temperature Screenings:

The District has installed temperature checkers at each of the school's entrances. Students, staff and visitors walk through the checkers and the results are supervised by district staff. Temperature checkers with thermometers are stationed at a few entrances where the checkers are not available. Schools conducting temperature screenings should have:

- Staff members to supervise students who are waiting their turn. While waiting, students must be socially distanced;
- Trained staff members to perform temperature screenings;
- Sufficient supplies for taking temperatures such as disposable thermometer probes; and
- PPE or barriers for staff members conducting the screening.
- Nurses or trained temperature checkers will utilize a physical barrier, such as a glass or plastic window when taking a child's temperature.

## Taking Temperatures/Hand Hygiene:

- Temperature checker will wash hands with soap and water for 20 seconds;
- Wear disposable gloves;
- Check the child's temperature, reaching around the partition or through the window;
- If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
- If non-contact thermometers are used, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. You can reuse the same wipe if it remains wet.

## Reliance on Social Distancing:

Staff meeting the parent/guardian at their car will ask the parent/guardian to confirm that the child does not have fever, shortness of breath or cough. During this time, the parent/guardians and staff person should stand at least 6 feet apart.

If the staff member is taking the child off the bus, they must make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness. All staff members working with students will be trained in the identification of COVID-19 warning signs.

## Healthy Hygiene Practices:

Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. Each school will provide regular instruction in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. In addition, each school has signs posted in all bathrooms and wash areas.

The District also has signs posted throughout the schools and offices reminding individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.

- Follow hand hygiene, and cleaning and disinfection guidelines.

## Hand Hygiene:

The District reminds students and staff to practice good hand hygiene to help reduce the spread of COVID-19. Each of our schools provides:

- Hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces;
- Adequate facilities and supplies for hand washing including soap and water;
- Paper towels;
- Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes;
- Time in the schedule to allow for frequent hand washing; and
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

## Respiratory Hygiene:

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

## Social Distancing:

Social Distancing means keeping social distance between yourself and others. The school will make every effort to ensure that student groupings are as static as possible by having the same group/cohort of students stay together. Additionally:

- The size of groups/cohorts of students will be determined by the number of students who can be in each classroom while maintaining social distancing;
- The District has staggered the arrival and dismissal times of students at both the elementary and secondary schools to allow for increased social distancing on buses as well as in classrooms;
- Schools will follow all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use;
- Each school has established designated areas for student drop-off and pick-up, limiting contact and entry of parents/guardians into the building, to the greatest extent possible;
- Each school will reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions by utilizing the following recommendations for all classrooms;
- Staggered use of restrooms, allowing use at other times when necessary. Bathrooms will be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.

Social distancing will be maintained within the classrooms. Principals and teachers will ensure that the following protocols are in place:

- All desks will be turned to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets.
- Opened windows to improve ventilation, unless there is a health or safety risk (e.g., allergies, or potential fall);
- Individual student belongings will be separated and the use of shared supplies to one group of

- students. Supplies will be cleaned between use by cohorts of students;
- Wherever necessary, school will use visual aids to illustrate traffic flow and appropriate spacing to support social distancing;
- Each principal will use alternate spaces where available and ensure that classroom groups are together in lunchrooms while adhering to the social distancing rules.

Within the schools, building principals will restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced:

- Principals will limit gatherings in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such space are wearing acceptable face coverings;
- Playgrounds will continue to be used when it is possible to ensure that proper safeguards are in place. In elementary school settings, principals will stagger playground use rather than allowing multiple classes to play together. Students will be directed to wash hands before and after play;
- Principals and teachers must ensure that a distance of six feet in all directions is maintained between individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity;
- The principals will cancel/limit student assemblies, athletic events/practices, performances, school-wide parent meetings. Whenever possible trips will be transitioned to virtual opportunities, and
- The District will limit all visitors to school buildings and district offices by using online meetings with parents and other persons when feasible.

## Medically Vulnerable/High-Risk Groups:

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Schools will accommodate students and families on a case-by-case basis while determining the needs of these students in the school community.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma
  - serious heart conditions
  - immunocompromised
  - severe obesity (body mass index [BMI] of 30 or higher)
  - diabetes
  - chronic kidney disease undergoing dialysis
  - liver disease
  - sickle cell anemia
- children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

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

Alternate plans created in consultation with school health personnel on how to meet the needs of the child

while keeping social distancing may include:

- Additional PPE for staff caring for such students;
- Assigning only one staff member to care for the student; and/or
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

*Please see the Special Education section for more information on accommodations*

## **Personal Protective Equipment (PPE):**

The District and schools must ensure that they have adequate supplies of PPE for use by school nurses to assess and care for ill students and staff members. Such PPE includes, but is not limited to:

- face masks (disposable surgical masks)
- (N95) masks
- gloves
- disposable gowns
- eye protection or face shields

Specific guidance on the usage of face shields. All face shields must:

- be worn with masks at all times, except during socially distanced direct instruction sessions.
- extend below the chin anteriorly to the ears laterally.
- extend below the chin.
- extend to the ears.
- not have an exposed gap between the forehead and the shield's headpiece.
- only be worn one person per shield.
- be cleaned between use.

The wearer should wash their hands after removing the shield and before putting it on.

*\*Many of the PPE items listed above are in high demand and difficult to obtain. The school district will make every effort to provide all PPE items to staff and replenish items as needed.*

## **Cloth Face Coverings:**

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

- in hallways;
- in restrooms; and
- in other congregate settings, including buses.

The schools will provide acceptable face covering to employees (and students if they forget their own) and have an adequate supply in case of need for replacement.

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

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

Schools will provide instruction to students, parents/guardians, staff, contractors and vendors on:

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

## Management of Ill Persons:

Students and staff with symptoms of illness will be sent to the health office immediately. If the school nurse is not available, schools will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. Administrators should work collaboratively with school nurses to determine if additional staff is needed to assist with non-nursing tasks such as:

- Student supervision;
- Telephone calls, text, or emails to parent/guardians; and
- Assistance with completing any required paperwork other than nursing documentation.

## If Students or Staff become Ill with Symptoms of COVID-19 at School:

The District will follow Education Law § 906, which provides that whenever a student or staff member shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services or designee shall immediately notify a local public health agency of any disease reportable under the public health law<sup>7</sup>. All such reports will be made in compliance with FERPA, and Education Law 2-d. If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue. In a situation where a student or staff member is sick with COVID-19 related symptoms:

They will be escorted from isolation area to the person transporting them home;

- They 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;
- Symptomatic students or staff members follow CDC's Stay Home When You Are Sick guidance will be provided for informational purposes.
- Students or staff suspected of having COVID-19 awaiting transport home will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

The school's health and safety protocols will include:

- 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;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.

\*Once the area has been appropriately cleaned and disinfected it can be reopened for use.

\*Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 will be returned to the area and resume school activities immediately after cleaning and disinfection.

School staff will be made aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:

- fever
- abdominal pain
- vomiting
- diarrhea
- neck pain
- rash
- bloodshot eyes
- feeling extra tired

All schools must will for emergency transport (911) for any student showing any of these emergency warning signs of MIS-C or other concerning signs:

- trouble breathing
- pain or pressure in the chest that does not go away
- new confusion
- inability to wake or stay awake
- bluish lips or face
- severe abdominal pain

If a student or staff member reports having tested positive for COVID-19, the building administrator or designee will notify the local health department to determine what steps are needed for the school community.

### **Return to School after Illness:**

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

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

stating they are clear to return to school.

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

- It has been at least ten days since the individual first had symptoms;
- It has been at least 72 hours since the individual has had a fever (without using fever reducing medicine); and
- It has been 72 hours since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

Clarification: The CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 10 days of quarantine after exposure based on the time it may take to develop illness if infected.

## COVID-19 Testing:

The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#).

## Contact Tracing:

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. All schools will cooperate with state and local health department contact tracing. Schools will assist public health departments in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the [New York State Contact Tracing Program](#). This does not mean schools are required to have staff members take the contract tracing program. Questions should be directed to the local health department.

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

## School Closures:

The school district will collaborate with the local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

The Superintendent will consider closing schools if absentee rates impact the ability of the school to operate safely. Schools may choose to modify operations prior to closing to help mitigate a rise in cases. Schools should consult the local department of health when making such decisions.

## Health Physicals and Screenings:

Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the Department released the memo Health Examinations in Light of COVID-19 Pandemic, which provides direction to schools when students are delayed in obtaining required health physical examinations, along with information on the required health exam form Required NYS School Health Examination Form.

The memo states:

- Schools are to continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021;
- Parents/guardians are provided with additional time to provide the completed health exam to the school;
- Student athletes are able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria;
- Beginning February 1, 2021 health examinations for schools are to be completed on the NYS Required Health Examination Form or an electronic health record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall; and
- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner's Regulations section 136.3(e).

## District's School Safety Drills COVID-19 Considerations Protocols:

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration will be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

## Modifications to evacuation drill protocols include:

- School will conduct drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. It is required that drills be conducted with all students in the school building on any given school day. Therefore, it may be necessary to do so during a class period that is extended for this purpose; and
- Regardless of the instructional model, all schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills
- Conduct lockdown drills in the classroom without "hiding"/ "sheltering" but provide an overview of how to shelter or hide in the classroom. Teachers will engage students in classroom discussions about why the various drills are necessary.

- Teachers and administrators will verbally walk students and staff through what to do in the various real potential emergencies, and subsequently demonstrate appropriate techniques, identify safe space locations, etc. For example, instead of hiding in corners or closets, as would be directed in an actual drill, teachers could discuss a lockdown and then show students the area while verbally explaining to them what they would do in a real lockdown situation.
- Teachers, support staff, and administrators should have strategic debriefing discussions and talking about anxiety and trauma that any individual may be feeling.
- Debriefings will also be held with students after drills and instructive presentations.
- Responsible adults will be provided with a supply of disposable masks and disinfectant wipes for students in their safety drill "go-bags".

## **FACILITIES:**

The Eastport South Manor Central School District realizes that when students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. The Districts will follow the health guidance through the Center of Disease Control and the Department of Health related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19.

## **Emergency Drills:**

The District shall conduct standard operations and procedures to the best of their ability without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's decision and responsibility.

## **Cleaning and Disinfection:**

The District will be following the Reopening Guidance for Cleaning and Disinfection which was provided by CDC with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and buses. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following:

Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;

Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important;

When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children;

## Facilities - Remote Learning Instructional Model K-12

### For all Staff the District will:

- Disinfect and clean all meal service areas immediately after use, this includes but is not limited to cleaning and disinfecting table tops and chairs where staff eat meals
- Have custodians disinfect all staff work areas after the end of the school day which includes but is not limited to the disinfection and cleaning of desk tops, chairs, door handles/knobs, light switches, phones, keyboards, monitors and tablets
- Have custodians disinfect all staff break rooms after the end of the school day which includes but is not limited to sinks, countertops, faucets, tabletops, chairs, and handles of kitchen appliances
- Encourage staff to frequently wash their hands
- Have custodial staff clean high-touch areas multiple times a day and by request when able
- Clean and disinfect bathrooms after the end of the school day
- Clean and disinfect bathrooms multiple times a school day
- Follow the manufacturer's guidelines for cleaning and disinfecting electronic devices such as laptops, iPads, Chromebooks, keyboards, mice, etc., between uses

### For General Cleaning and Disinfection Procedures the District will:

- Have all custodians utilize EPA-approved disinfectants when cleaning
- Have custodians use PPE when required during the performance of their duties
- Continue to train custodial staff on the latest updates in health and safety guidelines
- Keep up to date with all fire code compliance requirements
- Keep current with all requirements for building inspections including but not limited to the annual Building Condition Survey and Five-Year Capital plan
- Maintain a schedule for the cleaning and changing of air filters in all HVAC systems
- Keep current with all Lead-in-Water testing as required
- Have custodial staff routinely check all non-utilized rooms for incidental use by staff and if found to have been used, will follow all cleaning and disinfection procedures
- Deploy Electro-Static sprayers for disinfection when appropriate in conjunction with following regular cleaning and disinfecting of high touch surfaces
- Maintain individual cleaning and disinfection logs for all rooms that will include the date, time and scope of cleaning in the facility or area
- Maintain a schedule of frequency when rooms, facilities or areas are to be cleaned
- Provide all staff with PPE
- Have all custodial staff follow social distancing recommendations at all times which includes wearing a mask when social distancing is not possible

## Facilities - Hybrid Instructional Model K-12:

### For Staff and Students the District will:

- Clean playgrounds according to CDC guidelines
- Post signage around the District to encourage students and staff to wash their hands frequently, practice social distancing and wear a mask when not able to properly social distance from others
- Have custodial staff clean high-touch areas multiple times a day and by request when able
- Have custodians disinfect all staff break rooms after the end of the school day which includes but is not limited to sinks, countertops, faucets, tabletops, chairs, and handles of kitchen appliances
- Clean and disinfect bathrooms after the end of the school day

- Clean and disinfect bathrooms multiple times during a school day
- Clean and disinfect locker rooms after the end of the school day and once at midday during school days when in use
- Disinfect and clean all meal service areas immediately after use, this includes but is not limited to cleaning and disinfecting of table tops and chairs where students and staff eat meals
- Not allow custodians to disinfectant or use cleaning agents in the presence of students
- Not allow students to take part in cleaning or disinfection activities
- Have custodians disinfect all student and staff work areas after the end of the school day which includes but is not limited to the disinfection and cleaning of desk tops, chairs, door handles/knobs, light switches, phones, keyboards, monitors and tablets

**For Routine Cleaning and Disinfection Procedures the District will:**

- Have all custodians utilize EPA-approved disinfectants when cleaning
- Have custodians use PPE when required during the performance of their duties
- Continue to train custodial staff on the latest updates in health and safety guidelines
- Maintain a schedule for the cleaning and changing of air filters in all HVAC systems
- Have custodial staff routinely check all non-utilized rooms for incidental use by staff and if found to have been used, will follow all cleaning and disinfection procedures
- Deploy Electro-Static sprayers for disinfection when appropriate in conjunction with following regular cleaning and disinfecting of high touch surfaces
- Maintain individual cleaning and disinfection logs for all rooms that will include the date, time and scope of cleaning in the facility or area
- Maintain a schedule of frequency when rooms, facilities or areas are to be cleaned
- Provide all staff with PPE if requested
- Have all custodial staff follow social distancing recommendations at all times which includes wearing a mask when social distancing is not possible
- Keep up to date with all fire code compliance requirements
- Keep current with all requirements for building inspections including but not limited to the annual Building Condition Survey and Five-Year Capital plan
- Keep current with all Lead-in-Water testing as required
- Follow the manufacturer’s guidelines for cleaning and disinfecting electronic devices such as laptops, iPads, Chromebooks, keyboards, mice, etc., between uses

**Staff and Students will:**

- Be encouraged to staff to wash their hands frequently, practice social distancing and wear a mask when not able to properly social distance from others

**Facilities - In - Person Instructional Model K-12:**

**For Staff and Students the District will:**

- Post signage around the District to encourage students and staff to wash their hands frequently, practice social distancing and wear a mask when not able to properly social distance from others
- Have custodial staff clean and disinfect high-touch areas multiple times a day and by request when able
- Have custodians clean and disinfect all staff break rooms after the end of the school day which includes but is not limited to sinks, countertops, faucets, tabletops, chairs, and handles of kitchen appliances
- Clean and disinfect bathrooms after the end of the school day

- Clean and disinfect bathrooms multiple times during a school day
- Clean and disinfect locker rooms after the end of the school day and once at midday during school days when in use
- Clean and disinfect all meal service areas immediately after use, this includes but is not limited to cleaning and disinfecting of table tops and chairs where students and staff eat meals
- Not allow custodians to disinfectant or use cleaning agents in the presence of students
- Not allow students to take part in cleaning or disinfection activities
- Have custodians disinfect all student and staff work areas after the end of the school day which includes but is not limited to the disinfection and cleaning of desk tops, chairs, door handles/knobs, light switches, phones, keyboards, monitors and tablets
- Clean playgrounds according to CDC guidelines

**For General Cleaning and Disinfection Procedures the District will:**

- Have all custodians utilize EPA-approved disinfectants when cleaning
- Have custodians use PPE when required during the performance of their duties
- Continue to train custodial staff on the latest updates in health and safety guidelines
- Maintain a schedule for the cleaning and changing of air filters in all HVAC systems
- Have custodial staff routinely check all non-utilized rooms for incidental use by staff and if found to have been used, will follow all cleaning and disinfection procedures
- Deploy Electro-Static sprayers for disinfection when appropriate in conjunction with following regular cleaning and disinfecting of high touch surfaces
- Maintain a schedule of frequency when rooms, facilities or areas are to be cleaned
- Provide all staff with PPE if requested
- Have all custodial staff follow social distancing recommendations at all times which includes wearing a mask when social distancing is not possible
- Keep up to date with all fire code compliance requirements
- Keep current with all requirements for building inspections including but not limited to the annual Building Condition Survey and Five-Year Capital plan
- Keep current with all Lead-in-Water testing as required
- Follow the manufacturer’s guidelines for cleaning and disinfecting electronic devices such as laptops, iPads, Chromebooks, keyboards, mice, etc., between uses

**Staff and Students will:**

Be encouraged to staff to wash their hands frequently, practice social distancing and wear a mask when not able to properly social distance from others

**Cleaning and Disinfection Logs for Each Building:**

Each building and school must maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area. Custodians at each building will maintain individual cleaning and disinfection logs for rooms, which will include the date, time and scope of cleaning in the facility or area. The logs are maintained by the Lead Custodian in each building

Students will not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities.

The District will follow the manufacturer’s instructions for cleaning and disinfection of electronic devices such as laptops, iPads or Chromebooks, keyboards and computer mice, etc., between use.

Shared wind musical instruments should be cleaned between use per the manufacturer's directions;

- playgrounds will be cleaned [per CDC guidance](#):
- outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning, but do not require disinfection do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public
- high touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely
- cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended
- sidewalks and roads should not be disinfected.
- Shared athletic/gym equipment (e.g., balls, protective gear) should be cleaned between use per manufacturer's directions.

## **CHILD NUTRITION:**

Eastport South Manor School District understands that a successful nutrition program is a key component to a successful educational environment. The District has provided the following guidelines for each of our

instructional models (Remote Instruction, Hybrid Instruction and In-Person Instruction), as per the Child Nutrition Program and the Department of Health:

## **Remote Meal Service:**

### **The District will:**

- maintain all records for students with special dietary needs and will make the necessary accommodations
- offer all condiments in single-use packages
- offer plastic utensils in sealed single-use packages
- make routine announcements to parents and guardians of the availability of the meal service via its email and automated telephone system as well as posting all vital information regarding meals to its website
- ensure that all meals (breakfast and lunch) are available for pick up at three locations: The High School, Dayton Avenue Elementary School and Eastport Elementary School

### **All meals will meet New York State Child Nutrition Program Requirements and meal patterns.**

#### **Involving meals:**

- Meal pick up times will be between the hours of 7am to 9am and 12pm and 2pm each weekday
- Parents and guardians will have the opportunity to review the daily menu options via the school's website and a smartphone app
- Parents and guardians will have the opportunity to order meals for students in advance via a smartphone app
- The meal service will include one hot and one cold lunch option with as many as 15 different lunch options made available on a rotating basis
- Production records will be maintained for all meals
- No meals are served containing nuts or nut products
- Students and staff will be strongly encouraged to wash their hands before and after each meal service

#### **Cafeteria Cleanliness:**

- Custodians will frequently disinfect touched surfaces including but not limited to tables, chairs, door handles, sinks and faucets
- Custodians and cafeteria staff will be trained on increased sanitary procedures and will coordinate with each other as to maximize frequent efforts to keep high-touch areas disinfected
- All meal handlers will utilize single-use gloves
- Only program staff will be allowed in food preparation areas
- All cafeteria and custodial staff are trained on district policies and health and safety protocols

## **In-Person Meals—K-6 Buildings:**

### **The District will:**

- ensure that signage is posted in bathrooms, classrooms and hallways on the importance of hand

washing

- reduce or eliminate high-touch areas on the meal service line or in areas where students traditionally have the opportunity to obtain menu items via self-service
- post signage on walls to remind students of the importance of social distancing while waiting at any meal service location
- place signage on floors to help students appropriately distance themselves while waiting for meal service
- maintain all records for students with special dietary needs and will make the necessary accommodations
- strongly encourage the use of its online payment system in an effort to reduce cash transactions
- make routine announcements to parents and guardians of the availability of the online payment system via its email and automated telephone system as well as posting all vital information the service to its website
- suspend the use of group-use dining tables
- discourage food sharing between students by reminding parents and guardians via emails and posting on its website to educate students not to share food
- provide teachers with student records regarding individual student food allergies and special dietary needs
- suspend any made-to-order salad bar or self-service refrigerator
- offer all condiments in single-use packages
- offer plastic utensils in sealed single-use packages
- clean and disinfect all high-touch areas in between lunch periods

#### **Students and Staff:**

- will be strongly encouraged to wash their hands before and after each meal service
- will be given the opportunity to wash their hands before each meal
- have the opportunity to pick up a bagged “Grab-N-Go” breakfast as they enter the building on their way to their classrooms via multiple pick up points as available
- when eating meals in a classroom, all classroom desks will be positioned at the recommended social distances
- when eating meals in the cafeteria will sit at the recommended social distances
- will be given the opportunity to wash their hands before each meal
- will have the opportunity to pick up a bagged “Grab-N-Go” breakfast in the cafeteria
- may be given the opportunity to eat meals at their desk in their classrooms at the recommended social distances, when appropriate
- may be given the opportunity to eat meals in the cafeteria at the recommended social distances, when appropriate

#### **Teachers:**

- will collect lunch orders during attendance each morning
- will submit online orders for student lunches to the cafeteria staff
- will be trained on food allergies and to recognize allergic reactions to food

#### **Parents/Guardians:**

- of students that qualify for free and reduced meals who are also studying remotely from home will be able to pick up meals between 9am and 11am each weekday
- of students that qualify for free and reduced meals who are also studying remotely will be notified of the availability of meals via the District’s automated email and telephone system. The information

will also be posted on the District's website

#### **Custodians:**

- will frequently disinfect touched surfaces including but not limited to tables, chairs, door handles, sinks and faucets
- and cafeteria staff will be trained on increased sanitary procedures and will coordinate with each other as to maximize frequent efforts to keep high-touch areas disinfected

#### **Cafeteria Management will involve the following:**

- The cafeteria staff will deliver lunch meals to each classroom
- The meal service will include one of several hot and cold lunch options with as many as 15 different lunch options made available on a rotating basis
- Ala carte menu items will be made available to students
- All meals will meet New York State Child Nutrition Program Requirements and meal patterns
- Production records will be maintained for all meals
- No meals are served containing nuts or nut products
- Only cafeteria staff will enter each student's ID number into the point of sale system as students make payment for meals
- All meal handlers will utilize single-use gloves
- Only program staff will be allowed in food preparation areas
- All cafeteria and custodial staff are trained on district policies and health and safety protocols

### **In-Person Meals—High School and Jr. High School:**

#### **The District will:**

- provide all dining areas with seats for students to eat meals at the recommended social distances
- will thoroughly clean and disinfect seating and tabletops where students eat meals between each use
- Provide meal service that will include one of several hot and cold lunch options with as many as 15 different lunch options made available on a rotating basis
- Provide ala carte menu items to students
- Provide meals that will meet New York State Child Nutrition Program Requirements and meal patterns
- Maintain production records for all meals
- Ensure no meals are served containing nuts or nut products
- Ensure that only cafeteria staff will enter each student's ID number into the point of sale system as students make payment for meals
- Ensure that students will have the opportunity to make payment for meals via a no-touch card swipe system at the point of sale
- Have cafeteria staff place single-use items on each students tray
- Have all meal handlers utilize single-use gloves
- Ensure that only program staff will be allowed in food preparation areas
- Ensure that all cafeteria and custodial staff are trained on district policies and health and safety protocols

### **Hybrid Meals—K-6 Buildings:**

**The District will:**

- post signage in bathrooms, classrooms and hallways of the importance of hand washing
- work to greatly reduce or eliminate high-touch areas on the meal service line or in areas where students traditionally have the opportunity to obtain menu items
- post signage on walls to remind students of the importance of social distancing while waiting at any meal service location
- place signage on floors to help students appropriately distance themselves while waiting for meal service
- maintain all records for students with special dietary needs and will make the necessary accommodations
- strongly encourage the use of its online payment system in an effort to reduce cash transactions
- make routine announcements to parents and guardians of the availability of the online payment system via its email and automated telephone system as well as posting all vital information the service to its website
- suspend the use of group-use dining tables
- discourage food sharing between students by reminding parents and guardians via emails and posting on its website to educate students not to share food
- provide teachers with student records regarding individual student food allergies and special dietary needs
- suspend any made-to-order salad bar or self-service refrigerator
- offer all condiments in single-use packages
- offer plastic utensils in sealed single-use packages
- make meals available to students who qualify for free and reduced meals for when school is not in session

**All Students and staff:**

- will be strongly encouraged to wash their hands before and after each meal service
- will be given the opportunity to wash their hands before each meal
- may be given the opportunity to eat breakfast at their desk in their classrooms at the recommended social distances, when appropriate
- may be given the opportunity to eat lunch at desk in their classrooms at the recommended social distances when appropriate
- may be given the opportunity to eat lunch in the cafeteria at the recommended social distances, when appropriate

**All Teachers:**

- will collect lunch orders during attendance each morning
- will submit online orders for student lunches to the cafeteria staff
- will be trained on food allergies and to recognize allergic reactions to food

**Parents/Guardians:**

- of students that qualify for free and reduced meals who are also studying remotely from home will be able to pick up meals between 9am and 11am each weekday

**Custodians:**

- will frequently disinfect touched surfaces including but not limited to tables, chairs, door handles, sinks and faucets

- and cafeteria staff will be trained on increased sanitary procedures and will coordinate with each other as to maximize frequent efforts to keep high-touch areas disinfected

**Cafeteria Management will involve the following:**

- When appropriate, cafeteria staff will deliver lunch meals to each classroom
- The meal service will include one of several hot and cold lunch options with as many as 15 different lunch options made available on a rotating basis
- Ala carte menu items will be made available to students
- All meals will meet New York State Child Nutrition Program Requirements and meal patterns
- Production records will be maintained for all meals
- Classroom desks will be positioned at the recommended social distances
- No meals are served containing nuts or nut products
- Only cafeteria staff will enter each student's ID number into the point of sale system as students make payment for meals
- All meal handlers will utilize single-use gloves
- Only program staff will be allowed in food preparation areas
- All cafeteria and custodial staff are trained on district policies and health and safety protocols

**Hybrid Meals—High School and Junior High School:**

**The District will:**

- suspend the use of group-use dining tables
- discourage food sharing between students by reminding parents and guardians via emails and posting on its website to educate students not to share food
- provide teachers with student records regarding individual student food allergies and special dietary needs
- suspend any made-to-order salad bar unless premade items are available
- suspend all self-service refrigerators
- offer all condiments in single-use packages
- offer plastic utensils in sealed single-use packages
- strongly encourage the use of its online payment system in an effort to reduce cash transactions
- make routine announcements to parents and guardians of the availability of the online payment system via its email and automated telephone system as well as posting all vital information the service to its website
- post signage in bathrooms, classrooms and hallways of the importance of hand washing
- work to greatly reduce or eliminate high-touch areas on the meal service line or in areas where students traditionally have the opportunity to obtain menu items
- post signage on walls to remind students of the importance of social distancing while waiting at any meal service location
- maintain all records for students with special dietary needs and will make the necessary accommodations
- place signage on floors to help students appropriately distance themselves while waiting for meal service
- make meals available to students who qualify for free and reduced meals for when school is not in session

**All Students and Staff:**

- will be strongly encouraged to wash their hands before and after each meal service

- will be given the opportunity to wash their hands before each meal
- will have the opportunity to pick up a bagged “Grab-N-Go” breakfast in the cafeteria
- will have an opportunity to eat meals in the cafeteria and gymnasium during their respective lunch periods
- will have the opportunity to make payment for meals via a no-touch card swipe system at the point of sale

**All Teachers:**

- will be trained on food allergies and to recognize allergic reactions to food

**Parents/Guardians:**

- of students that qualify for free and reduced meals who are also studying remotely from home will be able to pick up meals between 9am and 11am each weekday
- of students that qualify for free and reduced meals who are also studying remotely will be notified of the availability of meals via the District’s automated email and telephone system. The information will also be posted on the District’s website

**Custodians:**

- will frequently disinfect touched surfaces including but not limited to tables, chairs, door handles, sinks and faucets
- and cafeteria staff will be trained on increased sanitary procedures and will coordinate with each other as to maximize frequent efforts to keep high-touch areas disinfected

**Cafeteria Management will involve the following:**

- All high-touch areas in the cafeteria will be disinfected by custodial staff in between lunch periods
- No more than 200 students will be allowed in each the cafeteria or gymnasium at a time to eat meals
- All dining areas will have seats for students to eat meals at the recommended social distances
- Seating and tabletops where students eat meals will be thoroughly disinfected by custodial staff between each use
- Protective shielding will be provided to create a barrier between students and cafeteria staff when students are on line waiting for meal service
- The meal service will include one of several hot and cold lunch options with as many as 15 different lunch options made available on a rotating basis
- Ala carte menu items will be made available to students
- All meals will meet New York State Child Nutrition Program Requirements and meal patterns
- Production records will be maintained for all meals
- No meals are served containing nuts or nut products
- Only cafeteria staff will enter each student’s ID number into the point of sale system as students make payment for meals
- Cafeteria staff will place single-use items on each students tray
- All meal handlers will utilize single-use gloves
- Only program staff will be allowed in food preparation areas
- All cafeteria and custodial staff are trained on district policies and health and safety protocols

**Safety and Sanitation:**

- The District will update standard operating procedures for sanitation of school kitchens, cafeterias,

- food warehouses, and central production kitchens;
- Identify any additional equipment or supplies such as thermometers, alcohol wipes or other equipment that may be needed to keep food, students, and staff safe;
  - Consider the special feeding needs of students with severe disabilities whose safety and sanitation needs at mealtimes may differ from those of their peers;
  - Install barriers at the point of sale/point of pickup (see the Facilities Guidance section);
  - Have adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas (see the Health and Safety section);
  - Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads;
  - Wear single-use gloves when handling or delivering all foods;
  - Wear a disposable apron when handling or delivering foods;
  - Allow only program staff, custodial staff, and approved volunteers to enter program areas.

## **Food Service Staff:**

The District will:

- ensure that staff are trained on district policies and protocols on health and safety;
- review, and retrain staff as needed on standard operating procedures for food service;
- consider cross-training program staff to perform essential activities in the event of key absences or emergency situations.

## **TRANSPORTATION:**

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) should be applied to the school bus, as well. Pupil transportation also presents certain unique challenges, especially with regard to the transportation of homeless students, students in foster care, students in nonpublic and charter schools, and students with disabilities. So, it is critical that schools and school districts must be sure to include Transportation Department staff in all school reopening planning.

The District will continue to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although challenging, these expectations must continue to be in place.

## **School Bus Requirements:**

Students who are able will be required to wear masks and social distance on the bus. All buses will follow CDC and Department of Health Guidelines. Buses which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);

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

Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

## **School Bus Staff Requirements:**

School bus drivers, monitors, attendants and mechanics will be asked to perform a self-health assessment for symptoms of COVID-19 before arriving at work. If personnel are experiencing any of the symptoms of

COVID-19 they should notify their employer and seek medical attention;

- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;

The District's transportation carrier will provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

### **Students on Transportation Requirements:**

As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100.0°F or more prior to them boarding their method of transportation to school.

Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering:

- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by the district;
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

## **SOCIAL EMOTIONAL WELL-BEING:**

The Eastport South Manor Central School District understands that academic learning cannot be effective until the basic human needs for physical and emotional safety are met. The district-wide and building-level school counseling program plans have been reviewed and expanded to meet current needs. Developed in collaboration with our certified mental health staff, the following program modifications, additional supports and proactive interventions will be implemented during the 2020/2021 school year to address COVID-19 related social emotional issues. Except where otherwise noted, the considerations outlined below are relevant regardless of whether instruction is in-person, remote, or hybrid:

**Social Emotional Learning District-Wide Committee:** The District's current Mental Health Committee, will be expanded to include Positive Behavior Intervention and Support (PBIS) committee members from each of our schools. In addition, the committee will include a variety of stakeholders, such as students from both the elementary and secondary schools, parents/guardians and Board Members. The committee will develop a screening tool that, administered with parent/guardian and student consent, can assist the schools with identifying the needs of returning students. The COVID-19 Related Survey will assist our staff to identify at-risk students and with potential student referrals.

The Social Emotional Learning District-Wide Committee will also be responsible for reviewing and disseminating the Lion's Quest Social Emotional Curriculum throughout the district. The Lion's Quest Social Emotional Learning Curriculum has been implemented by our elementary teachers for several years. Last school year, the district began training some of our junior senior high school staff, as well as the mental health staff to expand its implementation and to ensure that the lessons were being implemented consistently and with fidelity throughout the district. The Lion's Quest Social Emotional Curriculum will focus on self-awareness, self-management, social awareness, relationship skills and reasonable decision making in the elementary and secondary schools.

Unlike on the elementary level, students at the Junior Senior High School level are not with one teacher for the majority of the day. On the elementary level, teachers are more easily able to check in with students on a regular basis. This model is significantly different on the Junior Senior High School level, where students meet with multiple teachers on various days. In order to ensure that students' needs are being met on all grade levels, The Junior Senior High School has created a short homeroom period, where teachers will be able to check-in with students daily, allowing teachers to identify any changes in mood or academic performance, thus creating another avenue to assess the social emotional needs of students. This short period will not only provide a check-in opportunity for teachers to see how students are progressing, it will also provide a time period for teachers to review some of the Lion's Quest Social Emotional Curriculum.

Supporting all of our students through the challenges that face our schools, is a massive undertaking. The mental health specialists will offer professional development that will provide teachers with the skills to address COVID-19 related issues. The mental health specialists will also provide developmentally appropriate classroom lessons that address COVID-19 related topics. Our goal is to provide our teachers with the necessary tools to support students and to assist in identifying and referring students at risk.

The District realizes that many of our teachers and staff have also experienced loss and hardship during the pandemic. In order to address these concerns, the District will work with our Employee Assistance Program to offer counseling and workshops to address many of the COVID-19 related issues that have negatively impacted staff.

## ATTENDANCE AND CHRONIC ABSENTEEISM:

The District realizes that during these challenging times, the development of positive school relationships may be a lifeline for students disconnected from school. Remote learning did not work for everyone during the spring 2020 school closures. Attendance was a challenge for all concerned, especially at the Junior Senior High School. It is critical that each of our schools utilize a variety of creative methods to reach out to students and their families who did not engage in distance learning. Schools are responsible for developing a mechanism to collect and report daily student engagement or attendance regardless of the instructional setting.

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month. Chronic absence includes all absences from instruction, both excused and unexcused. It is essential for school attendance policies to focus on the academic consequences of lost instructional time and for the school procedures to address absences before students fall behind in school.

The following protocols outline attendance procedures, monitoring practices, attendance incentives, as well as consequences for chronic absenteeism:

### Attendance at the K-2 Elementary Schools:

At the grade K-2 elementary schools, attendance will be taken through the school district’s online student management system (currently Schoology) on a daily basis. Students will have attendance taken during their homeroom period. This will ensure that the classroom teacher will have a daily point of contact with every student, even when they are working in a hybrid or remote learning environment.

Students who maintain an attendance rate of 90% or higher will be acknowledged with certificates at the end of each trimester.

The classroom teacher(s) will be the school districts lifeline for students disconnected from school. If students fail to show up in person or for a live Google Meet, the following actions will occur:

1. The teacher will mark the student absent in the student management system.
2. The teacher will call the household to see if any connectivity issues or other mitigating factors caused them to miss school in order to rectify attendance.
3. Automated calls will be made daily to contact parents/guardians for any missing classes.
4. After **three absences** or a **pattern of absences** the teacher will call the parent/guardian regarding their absences.
  - a. Provide possible solutions for attendance issues
  - b. Discuss the missing assignments
  - c. Provide appropriate referral if necessary
  - d. Teachers continue to call until they speak to student or parent (Communication log in Schoology will be kept by all staff)
5. After **eight excused/unexcused absences**, 10% or more for that time of the year:
  - a. A warning letter will be mailed home to the parent/guardian.

- b. The teacher will call parent/guardian (Maintain communication log in Schooltool)
  - i. Provide possible solutions for attendance issues
  - ii. Discuss the missing assignments
  - iii. Provide appropriate referral if necessary
  - iv. Parent meeting will be set up with the School Social Worker
- 6. After **twelve excused/unexcused absences**, 10% or more for that time of the year:
  - a. A second letter with return receipt will be mailed home to the parent/guardian requesting a parent meeting with the school social worker.
- 7. After **fifteen excused/unexcused absences**, 10% or more for that time of the year and no improvement has been shown:
  - a. A third letter with return receipt will be mailed home requesting a conference with the Principal and IST committee.

All absences and lateness must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the absence and to provide a written excusal upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed.

### Attendance at the 3-6 Elementary Schools:

At the grades 3-6 elementary schools, attendance will be taken through the school district's online student management system (currently Schooltool) on a daily basis. Students will have attendance taken during their homeroom period. This will ensure that the classroom teacher will have a daily point of contact with every student, even when they are working in a hybrid or remote learning environment.

Students who maintain an attendance rate of 90% or higher will be acknowledged with certificates at the end of each trimester.

The classroom teacher(s) will be the school districts lifeline for students disconnected from school. If students fail to show up in person or for a live Google Meet, the following actions will occur:

- 1. The teacher will mark the student absent in the student management system.
- 2. The teacher will call the household to see if any connectivity issues or other mitigating factors caused them to miss school in order to rectify attendance.
- 3. Automated calls will be used daily to contact parents/guardians for any missing classes.
- 4. After **three absences** or a **pattern of absences** the teacher will call the parent/guardian regarding their absences.
  - b. Provide possible solutions for attendance issues
  - c. Discuss the missing assignments
  - d. Provide appropriate referral if necessary
  - e. Teachers continue to call until they speak to student or parent (Communication log in Schooltool will be kept by all staff)

5. After **eight excused/unexcused absences**, 10% or more for that time of the year:

- f. A warning letter will be mailed home to the parent/guardian requesting a parent meeting with the school social worker.

- g. The teacher will call parent/guardian (Maintain communication log in Schooltool)
  - i. Provide possible solutions for attendance issues
  - ii. Discuss the missing assignments
  - iii. Provide appropriate referral if necessary

6. After **twelve excused/unexcused absences**, 10% or more for that time of the year:

- h. A second letter with return receipt will be mailed home to the parent/guardian requesting a parent meeting with the school social worker and building principal.

7. After **fifteen excused/unexcused absences**, 10% or more for that time of the year and no improvement has been shown:

- i. A third letter with return receipt will be mailed home requesting a conference with the Principal and IST committee.

All absences and lateness must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the absence and to provide a written excusal upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed.

### **Attendance at the Junior-Senior High School:**

At the Junior Senior High School, attendance is critical for a student's academic success. The Jr-Sr High School will set clear expectations regarding attendance and share the benefits of regular school attendance whether in school or at home. Attendance will also be encouraged through a variety of recognition opportunities on a quarterly basis for students who attend school more than 95% of the time. Students will also be recognized for improved attendance on a quarterly basis. The goal is to stress the importance of attendance in all instructional models.

Attendance will be taken through the school district's online student management system (currently Schooltool) on a daily basis. This will be done in person as well as online during a student's scheduled class. Students will also have attendance taken during their homeroom period which is a component of all three instructional models. This will ensure every student will have a daily point of contact even when they are working remotely. The homeroom teacher(s) will be the school district's lifeline for students disconnected from school. The homeroom period will be a fifteen minute live virtual meeting. If students fail to show up for the live virtual meeting during homeroom or any other scheduled period, the following actions will occur:

1. The teacher will mark the student absent in the student management system.
2. The teacher will contact the student to identify the reason they missed their homeroom/class.
3. Automated calls will be used twice a day to contact parents/guardians for any missing classes.
4. After three consecutive absences the teacher will call the parent/guardian regarding their absences.
  - a. Provide possible solutions for attendance issues
  - b. Discuss the missing assignments
  - c. Provide appropriate referral if necessary

- d. Teachers continue to call until they speak to student or parent (Communication log in Schooltool will be kept by all staff)
5. After five absences in a full-year course, or three absences in a semester course,
  - a. Attendance Notification Form #1 will be mailed home to the parent/guardian. Copy provided to the student's school counselor.
  - b. The teacher will call parent/guardian (Maintain communication log in schooltool)
    - i. Provide possible solutions for attendance issues
    - ii. Discuss the missing assignments
    - iii. Provide appropriate referral if necessary
6. After ten absences in a full-year course, or six absences in a semester course,
  - a. Parents/Guardian will be contacted by the classroom teacher and the attendance concerns will be explained to them, especially the impact on their course grade.
  - b. Teacher will fill out the Attendance Notification Form #2 and return to the Attendance Office.
  - c. The Assistant Principal will meet (possibly virtually) with the student and fill out the second portion of Attendance Notification Form #2 and mail it to the parent/guardian.
  - d. Copy provided to the school counselor.
7. After fifteen absences in a full year course, or eight absences in a semester course,
  - a. Teacher will fill out Attendance Notification Form #3 and contact the Guidance Counselor.
  - b. Guidance Counselor will contact the parent/guardian and arrange a conference with the parent/guardian, the teacher, the counselor, and the Assistant Principal.
  - c. The attendance concerns would be explained to them and the parent/guardian would sign the Attendance Notification #3 Form.

The high school attendance requirements policy states, in part, to be granted academic credit for any course, a student must earn a passing grade in the course and not be absent more than 18 class sessions of a full-year course, more than 9 class sessions of a full-year alternating-day course, more than 9 class sessions of a half-year course, or more than 4 class sessions of a half-year alternating-day course. Students who achieve perfect attendance (in-person/remote) will be recognized by the school at the end of the year.

### **Excused and Unexcused Absence & Lateness**

Excused absences and lateness are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or such other reasons as may be approved by the appropriate building administrator (including, but not limited to, absences due to circumstances related to homelessness).

All other absences and lateness are considered unexcused absences.

All absences and lateness must be accounted for. It is the parent's responsibility to notify the school office within 24 hours of the absence and to provide a written excusal upon the student's return to school. For homeless students, the homeless liaison will assist the student in providing or obtaining documentation if needed.

Unexcused absences or lateness may result in disciplinary action consistent with the district's Code of Conduct. Those penalties may include, for example, detention or denial of the privilege of participating in or attending extracurricular events. However, absences related to homelessness will not result in negative consequences where the district determines that it would be in the best interests of the student in retaining the student in school. Also, flexibility will be considered when monitoring attendance in a remote model, but parents/guardians must keep in contact with teachers or counselors regarding issues with remote instruction. The lost instructional time for students will have the greatest impact on their education. Besides the lifeline of the homeroom teacher, the school counselors will be the "ally" for a student if absences in a full year course escalate throughout the year. The student's counselor (or other designated staff member) will check in with the student on a daily basis in an attempt to assist the student and/or their family.

Please review the Eastport-South Manor Attendance policy and the Junior-Senior High Student Handbook for further information regarding the school's attendance procedures.

## **TEACHING AND LEARNING:**

The Eastport South Manor School District is committed to providing quality ongoing instruction for our students. The District carefully devised their reopening plans for the 2020-2021 school year with in-person instruction as a priority. The District was asked to create three plans, one for in-person instruction, one hybrid model of remote and in-service instruction and one for solely remote instruction. As per the New York State Department of Health guidance, the District's plans address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year. All scheduling decisions were informed by health and safety standards and the most up-to-date guidance from the New York State Department of Health.

It is important to note, if the in-person model is implemented, the District will make every effort to instruct as many students as possible in-person and in doing so, strongly consider the District's high risk population needs. Currently, all districts must follow all Department of Health (DOH) and Contagious Disease Center (CDC) mandated health and safety regulations. These regulations limit the number of students on buses, classrooms, and common areas. The regulations also dictate how the buildings must be cleaned and how the classrooms must function. Many variables must be considered, such as space in classrooms, as well as how many students are permitted on the buses at one time. These variables create immense challenges to the District and may prohibit the in-person model to be implemented fully. The District wants to see all students in-person for instruction and will continue to consider all variables and work to find solutions to the many challenges that must be considered when opening the schools in-person.

In the development of the school plans, the District carefully considered the needs of students, families, and staff as well as the realities of available space and student enrollment in each unique school. While devising schedules a large array of considerations were considered. The following describe the three different scheduling models at each grade band of schools, (K-2), (3-6), (7-12)

## **INSTRUCTIONAL MODELS AND SCHEDULES:**

### **Junior Senior High School 7th grade through 12th grade Level:**

COVID-19 required schools to make critical adjustments to their instructional model in March 2020 with little or no time to plan. As such, schools have since been given the ability to restructure their programs using flexible scheduling models taking advantage of in-person, remote, or hybrid learning models and to provide synchronous and/or asynchronous instruction.

To meet the challenges of the unknown development of COVID-19, the Jr-Sr High School is planning to reopen schools in a phased approach, while simultaneously enhancing and structuring our online learning to ensure the continuity of instruction for the 2020-2021 school year.

#### **Full In-Person Model**

The ultimate goal of our reopening plan is to have all students in-person every day. This will depend on conditions as well as guidance from DOH and NYSED and will be reevaluated throughout the year. The schedule will follow as normal for all students using the period schedule stated in the first phase. The continuity of online instruction will remain in place.

An A/B day cycle will allow for students to participate in a full range of courses outlined in the course catalogue. In this model, students will have access to their lockers as per normal operating procedures.

|                                |                          |
|--------------------------------|--------------------------|
| <b>Homeroom</b>                | <b>7:15am-7:30am</b>     |
| <b>Period 1</b>                | <b>7:30am - 8:09am</b>   |
| <b>Period 2</b>                | <b>8:15am - 8:54am</b>   |
| <b>Period 3</b>                | <b>9:00am - 9:39am</b>   |
| <b>Period 4</b>                | <b>9:45am - 10:24am</b>  |
| <b>Period 5</b>                | <b>10:30am - 11:09am</b> |
| <b>Period 6</b>                | <b>11:15am - 11:54am</b> |
| <b>Period 7</b>                | <b>12:00pm - 12:39pm</b> |
| <b>Period 8</b>                | <b>12:45pm - 1:24pm</b>  |
| <b>Period 9</b>                | <b>1:30pm - 2:09pm</b>   |
| <b>Afternoon Announcements</b> | <b>2:09pm - 2:13pm</b>   |
| <b>Dismissal</b>               | <b>2:13pm</b>            |

**Phase I: Hybrid Model- In-person Cohort Schedule with a Scheduled Remote Day**

The administration and faculty of Eastport-South Manor Junior-Senior High School want all students back in classrooms as soon as possible; however, our first priority is always the health and safety of our students and staff. Therefore, we will open school following a two-day cycle where students will have in-person instruction at the school one day and will be at home participating in online instruction the next. This cycle will include a fully remote day on Wednesday each week.

**Blue Cohort = Students with last names beginning with letters A through K**

**Silver Cohort = Students with last names beginning with letters L through Z**

**Example for Week of 9/14-9/18:**

| <b>MONDAY<br/>9/14</b> | <b>TUESDAY<br/>9/15</b> | <b>WEDNESDAY<br/>9/16</b> | <b>THURSDAY<br/>9/17</b> | <b>FRIDAY<br/>9/18</b> |
|------------------------|-------------------------|---------------------------|--------------------------|------------------------|
| Blue Cohort            | Silver Cohort           | Everyone Remote           | Blue Cohort              | Silver Cohort          |

Monday/Tuesday will be A Days and Tuesday/Thursday will be B days in order to ensure each cohort receives live instruction for all semester courses that rotate on an A/B cycle.

In this phase, students will **NOT** have use of lockers in the building, students should plan accordingly to bring any materials with them that they will need for the day.

### **Period Schedule (For any in-person instruction)**

To accommodate for new movement procedures in the building, we will be following a **revised** period schedule for the 2020-2021 school year.

|                                |                          |
|--------------------------------|--------------------------|
| <b>Homeroom</b>                | <b>7:15am-7:30am</b>     |
| <b>Period 1</b>                | <b>7:30am - 8:09am</b>   |
| <b>Period 2</b>                | <b>8:15am - 8:54am</b>   |
| <b>Period 3</b>                | <b>9:00am - 9:39am</b>   |
| <b>Period 4</b>                | <b>9:45am - 10:24am</b>  |
| <b>Period 5</b>                | <b>10:30am - 11:09am</b> |
| <b>Period 6</b>                | <b>11:15am - 11:54am</b> |
| <b>Period 7</b>                | <b>12:00pm - 12:39pm</b> |
| <b>Period 8</b>                | <b>12:45pm - 1:24pm</b>  |
| <b>Period 9</b>                | <b>1:30pm - 2:09pm</b>   |
| <b>Afternoon Announcements</b> | <b>2:09pm - 2:13pm</b>   |
| <b>Dismissal</b>               | <b>2:13pm</b>            |

**Please note** that due to the flexibility of schedules we are removing bells throughout the school year.

### **Continuity of Instruction through Online Learning**

As part of the cohort structure, each student will participate in online learning on the day they are not in-person in the building. Substantial online lessons will be created and assigned by our certified teaching staff for the student to complete. Specific expectations for assignments and course material will be provided to students by their classroom teachers.

Daily and period by period attendance will be taken for all students. It is expected that each student will actively participate in their online instruction following their in-person schedule and use the period schedule above to join their class online.

**Remote Schedule during any phase of in-person instruction** - When the Junior-Senior High School is in any phase of in-person instruction, the remote learning schedule will follow the period schedule in the building. For example, if a student has Social Studies scheduled for period 3, they will sign on during that period to join a livestream of the classroom. **All students will be expected to sign on beginning at 7:15am for their Homeroom where attendance will be taken.**

### Phase II: Hybrid Model- In-person Instruction Every Other Day

In the second phase of our reopening, the Wednesday, all student remote day, will be discontinued to allow for an every other day in-person experience without interruption and everything stated in the first phase carries over. Students will continue to participate in online instruction on the days they are not physically present in school.

#### Two-week Example:

| Week #1 | MONDAY        | TUESDAY       | WEDNESDAY     | THURSDAY      | FRIDAY        |
|---------|---------------|---------------|---------------|---------------|---------------|
|         | Blue Cohort   | Silver Cohort | Blue Cohort   | Silver Cohort | Blue Cohort   |
| Week #2 | MONDAY        | TUESDAY       | WEDNESDAY     | THURSDAY      | FRIDAY        |
|         | Silver Cohort | Blue Cohort   | Silver Cohort | Blue Cohort   | Silver Cohort |

**\*This is for example only, please see the calendar on our school webpage for the specific schedule**

The A/B day cycle will change to a four day cycle A/A/B/B. This will ensure each cohort receives live instruction for all semester courses that rotate on an A/B cycle.

In this phase students will **NOT** have use of lockers in the building, students should plan accordingly to bring any materials with them that they will need for the day.

### Home Instruction

As a result of the continuity of online instruction that will be in place for the entirety of the 2020-2021 school year, the district will not be offering Home Instruction. Students who would have qualified for Home Instruction in the past will now follow the nine period schedule assigned to them by logging into their classes from home. This will allow students to receive instruction from our certified teaching staff.

## Remote Instruction Model

In the event the Eastport-South Manor Jr-Sr High School building is closed, we will transition to remote instruction. This could also include the need to close for only one day due to unforeseen circumstances. Students will participate in synchronous and asynchronous learning activities through Schoology. The remote learning schedule will follow the normal period schedule in the building. For example, if a student has Social Studies scheduled for period 3, they will sign on during that period (9:00am) to join the classroom. **All students will be expected to sign on beginning at 7:15 am for homeroom with their first period class. The period schedule is below for your reference.**

|          |                         |
|----------|-------------------------|
| Homeroom | 7:15 a.m.-7:30 a.m.     |
| Period 1 | 7:30 a.m. - 8:09 a.m.   |
| Period 2 | 8:15 a.m. - 8:54 a.m.   |
| Period 3 | 9:00 a.m. - 9:39 a.m.   |
| Period 4 | 9:45 a.m. - 10:24 a.m.  |
| Period 5 | 10:30 a.m. - 11:09 a.m. |
| Period 6 | 11:15 a.m. - 11:54 a.m. |
| Period 7 | 12:00 p.m. - 12:39 p.m. |
| Period 8 | 12:45 p.m. - 1:24 p.m.  |
| Period 9 | 1:30 p.m. - 2:09 p.m.   |

**Attendance will be taken in our student management system each day by teachers and reported each period following the schedule above.** Just as during in-person classes, students are expected to be active participants in their learning using the Schoology online learning platform and through video conferencing tools like Google Meet.

**\*Special Note: All off campus field trips will be in moratorium for the 2020/2021 school year.**

## TECHNOLOGY AND CONNECTIVITY:

The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. The Eastport-South Manor CSD is in the process of securing devices for all students and teachers with devices for their exclusive use to utilize for any method of instruction during the academic year. In addition, we continue to provide assistance to families in obtaining high-speed internet to fully participate in remote learning. Resource: [USNY Statewide Learning Technology Plan](#) (2010). As a district, we are aware of areas within our district where high-speed internet is limited or unavailable. To the greatest extent possible in working with community partners, the Eastport-South Manor CSD is making every effort to ensure all students have high-speed internet access.

## Reopening Plan Requirements:

Starting in March 2020, with the sudden closure of schools, the faculty and staff of the Eastport South Manor CSD reached out to all families to determine student access to a computing device as well as high-speed internet. This included contact via: Email, text, phone and home visits completed by teachers, social workers, guidance counselors, psychologists, administrators and secretaries. Administrators compiled a list of families needing computing devices as well as internet access.

- Computing devices were made available to families upon request and approximately 250 devices were deployed district-wide with the majority of devices needed for elementary students. Over 100 families requested to hold onto their device through the summer.
- Devices were delivered to the homes of students who were unable to pick-up a device at the school by faculty and administrators.
- The Technology Department coordinated with faculty in assisting families with securing internet access through our local provider Altice.
- A local agency provided a donation of 50 Acer Chromebooks which were promptly distributed to our neediest families.
- Hotspot devices were also made available to students who were unable to secure internet service.

The district's Restart Advisory Council created a community survey that was distributed to all families in July. The survey included questions about the students' level of access to devices and high-speed internet. Based on the distribution of devices in the spring, student participation in remote learning, and the data from the community survey, the district determined there was a need to ensure all students had the same learning experience. To level the playing field, the district is purchasing devices that will allow every child to have a device. In addition, all faculty will receive the same device as their students. The decision for this purchase is grounded in the needs of students and aligns with the instructional plans for reopening where there are increased expectations for continuity in teaching and learning as well as support for parents.

Information regarding families without access to high-speed internet was gathered in the spring. Our district social workers and counselors continue to work together with our technology department to secure additional "hotspot" devices to ensure students can participate in learning. We recognize that nothing compares to students coming to school and working directly with teachers in-person. As a district, we also understand the importance of health and safety and our phase-in approach allows students, parents and faculty to rebuild confidence and comfort as they re-enter school.

## Junior-Senior HS Program 7-12

| Model        | Learning   | Technology needed  |
|--------------|--|--|
| Face to Face | Teacher Directed Instruction: <ul style="list-style-type: none"> <li>● All core subject areas</li> <li>● Understanding technology resources; <i>Schoology</i></li> <li>● Netiquette</li> <li>● Guided Practice in utilizing applications, accessing information</li> <li>● Computer care, technical support</li> <li>● Parent Support</li> </ul>   | 1:1 device<br>Camera and microphone<br>On-line resources; <i>Content area specific</i> |
| Hybrid       | Teacher Directed Instruction: <ul style="list-style-type: none"> <li>● Subject area based on daily schedule</li> <li>● Utilizing technology resources; <i>Schoology</i></li> <li>● Netiquette</li> </ul> Independent practice: <ul style="list-style-type: none"> <li>● Utilizing applications, accessing information</li> <li>● Time management</li> <li>● Computer care</li> <li>● Parent Support</li> </ul> | 1:1 device<br>Camera and microphone<br>On-line resources; <i>Content area specific</i> |
| Remote       | <ul style="list-style-type: none"> <li>● All subject areas</li> <li>● Demonstrating independence while completing assigned tasks in a timely manner</li> <li>● Collaboration, creativity and communication</li> <li>● Computer care, technical support</li> <li>● Parent Support</li> </ul>  | 1:1 device<br>Camera and microphone<br>On-line resources; <i>Content area specific</i> |

Students who continue to have limited access to high-speed internet, despite the district's best efforts, will have the opportunity to participate in learning without technology.

**For students with limited or no access to internet**

| Model   | Learning  | Technology needed  |
|---|---|--|
| <p>Face to Face</p> <p><i>During school hours</i></p> | <p>Teacher Directed Instruction:</p> <ul style="list-style-type: none"> <li>● All core subject areas</li> <li>● Understanding technology resources; <i>Google Classroom</i></li> <li>● Netiquette</li> <li>● Guided Practice in utilizing applications, accessing information</li> <li>● Computer care, technical support</li> <li>● Parent Support</li> </ul>  | <p>1:1 device<br/>Camera and microphone<br/>On-line resources; <i>grade level specific</i></p> |
| <p>Hybrid</p> <p><i>During school hours</i></p>       | <p>Teacher Directed Instruction:</p> <ul style="list-style-type: none"> <li>● All core subject areas</li> <li>● Utilizing technology resources; <i>Google Classroom</i></li> <li>● Netiquette</li> </ul> <p>Independent practice:</p> <ul style="list-style-type: none"> <li>● Utilizing applications, accessing information</li> <li>● Computer care</li> <li>● Parent Support</li> </ul>  | <p>1:1 device<br/>Camera and microphone<br/>On-line resources; <i>grade level specific</i></p> |
| <p>Remote</p>   | <p>Without internet access, the student will work independently.</p> <p>Student/Teacher and support staff communication via phone or home visit as permitted by DOH guidelines.</p> <ul style="list-style-type: none"> <li>● All subject areas</li> <li>● Coursework and assignments provided in a traditional method with materials and resources made available</li> <li>● Developing independence to complete assigned tasks in a timely manner</li> <li>● Parent Support</li> </ul> |  |

As the district plans and prepares for the reopening of school, we continue to review and reflect on the accomplishments that took place in the spring in regard to remote learning as well as the anticipated challenges related to technology. In an effort to ensure equitable access to devices and internet access, the district is purchasing devices to accommodate a 1:1 approach, allowing students to have access to school in any of the three instructional models. A ‘Handbook for Chromebooks’ will be provided to staff, students/parents that will outline use, expectations, care and handling, and other pertinent information as

devices are distributed. Along with the Chromebook devices, carry cases, and insurance protection will be provided by the district.

During Summer 2020, a survey conducted of staff (teachers) gathered data that will allow the district to create and offer professional development opportunities for teachers to meet their needs in order to support student learning. An online resource center with tutorials and reference materials will be created to assist teachers, students, and parents on technology use. Ongoing and meaningful professional development related to integrating technology will be readily available for faculty and staff throughout the year.

At the start of the year, students will receive direct instruction related to utilizing a computing device, digital tools, platforms and applications in order to provide consistent daily instruction and meaningful feedback. Throughout the year, students will have multiple opportunities to develop their skills related to research and desktop publishing as well as manage platforms for completing assignments. It is expected that students will become more independent with technology during the academic year.

The District will ensure student data privacy and security will be maintained and that the school and/or district are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

A district-wide Technology Committee will be created consisting of students, parents, teachers and administrators focusing on the utilization of technology and related resources as part of a student's educational experience. The committee will have the opportunity to examine digital tools, various instructional platforms and assess the impact on student learning. In addition, the committee will serve as a vehicle for providing professional development for faculty and staff, student support and essential training to support parent and family engagement. The committee will regularly review the district website to ensure links and resources are viable and contain current information. Lastly, the committee will work closely with building administration to design effective remote/online learning experiences and best practices for instruction in remote/online settings.

## **ATHLETICS AND EXTRACURRICULAR ACTIVITIES:**

The Eastport South Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As the District plans for the reopening of schools, we will make every effort to bring back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, the schools are focusing on the creation of extracurricular activities that can be continued remotely in the event of another shut down.

### **Information Regarding Interscholastic Athletics:**

Per the NYDOH Guidance, Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

The New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force composed of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the school district as well the NYPHSAA website.

The NYSPHSAA presented an amended plan for athletics for the 2020-21 school year during the COVID-19 Task Force Committee Meeting. This plan was unanimously approved. With this announcement, Fall sports will now start on September 21 rather than August 24 provided school begins as scheduled. This would abbreviate our fall season to a maximum of 8 weeks and state championships and regional competition is eliminated.

If the Fall sports seasons are interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented. The Condensed Season plan would entail the following, with the stipulated dates being tentative.

#### **Season I (Winter Sports)**

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

Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), \*wrestling, \*competitive cheer.

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

#### **Season II (Fall Sports)**

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

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

- Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

### **Season III (Spring Sports)**

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

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

### **Sport Physicals**

Eastport South Manor's Athletic Program is available to students in grades 7 through 12. All student athletes are required to have a current physical on file in the School Nurse's office. Due to the COVID-19 pandemic and the impact that it is having on our health care providers, NYS has allowed us to permit student athletes to participate in the Fall 2020 sports season if they have previously had a health examination for school attendance in the 2018-2019 or 2019-2020 school years and provide a Health Interval Form completed and signed by the parent/guardian within 30 days of the start of the season. This form is filled out when registering your son or daughter through Final Forms. Student athletes who have not previously had a health examination must still obtain a health examination prior to participation in the Fall 2020 sports season. At this time, students should plan to obtain the required health examination prior to participation in the Winter or Spring 2020-21 seasons, although that may change depending on the status of COVID-19 in the Fall. Please use the NYS Health Examination Form which can be found on the school district website.

### **Extracurricular Activities:**

As part of a phased reopening approach, the school district will look to offer activities that are appropriately following social distancing guidelines and current state regulations. However, we will work to create experiences and opportunities for all learners to connect with campus life in virtual, as well as socially distanced, ways. Maximizing the use of technology and online resources to create or continue some extracurricular activities that may not need or have limited person-to-person contact.

The beginning of the first phase of the return of extracurricular activities, clubs and athletics will tentatively begin on September 21. Any extra curricular clubs will create a planned approach on how they are meeting social distance guidelines and offer opportunities for all members to attend when holding in-person meetings. Organizations may meet in a virtual setting, if applicable. Students are encouraged to communicate with the adviser(s) of the organization for specific details. The following is a tentative schedule for the return of clubs using phased reopening approach. *Please note that this schedule can be amended at any time following directives from the state/district.*

|  | Phase 1   | Phase 2  |
|--|---|--|
| <b>Extracurricular club phases<br/>(Any clubs not included will be in final phase)</b> | Student government and council (all grades)<br>Yearbook (all grades)<br>Literary Magazine | Environmental Awareness<br>All Honor Societies<br>Interact<br>Key Club<br>Natural Helpers<br>Coding Club<br>Art Club |

Extracurricular clubs will be phased in based upon social distancing, PPE usage, cleaning and disinfection, as well as risk of COVID 19 transmission.

Extracurricular Activities and Use of Facilities Outside of School Hours:

- All extracurricular activities and external community organizations that use school facilities must follow State and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.
- Facilities are prioritized for school use

## SPECIAL EDUCATION:

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

Students with disabilities will have equal access to high-quality programs designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students.

### Provision of Services:

To the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, we may not be able to provide all services in the same mode and/or manner they are typically provided.

### Remote learning

Will consist of a combination of synchronous and asynchronous learning opportunities daily.

### Face to face opening

- K-12 self-contained special education programs (8:1:1, 12:1:1, and 15:1) will be able to socially distance and meet at the level indicated on the IEP.
- Integrated Co Teaching and Resource Room students will be provided with services at the level indicated on the IEP.
- All related services will be provided at the level indicated on the IEP.
  - Health and safety protocols may impact the ratio of the services.

### Hybrid model

- Students placed by the CSE in full time 8:1:1, 12:1:1, and 15:1 self-contained programs K-12 will participate in a full-day live program five days a week.
  - In an effort to reduce exposure to COVID-19 and maintain separate cohorts students at the elementary level will not be mixed with other classes for specials and instead will remain with their class for specials such as art, music, and P.E.
  - Students with split programs (ex. one scheduled 15:1 or 12:1:1 self-contained class and the remainder of their schedule in ICT) will be considered an ICT student for reopening in September and follow the **building instructional models and schedules**.
  - Students who have split programs will be reviewed on a case by case basis as needed and a determination will be made by the CSE if a program change is required.

- Related services for all special education/504 students will be provided at school and via remote learning to the extent possible taking into consideration
  - The importance of students attending classroom lessons and receiving core instruction while they are in school during a hybrid model.
  - Health and safety protocols which may impact the ratio of the services.

### **Progress Monitoring and Documentation:**

Teachers and service providers will continue to collect data, during live and remote instruction, and use this data to monitor each student's progress toward their annual goals and evaluate the student's special education services' effectiveness. The district will keep track of services provided to the students using digital record logs. The district will keep digital logs of student and parent communication if a switch to a hybrid or full-time remote learning model. These logs and records will be available to CSE/CPSE teams and parents. The district will continue to send home IEP goal progress monitoring reports at the time intervals listed on the student's IEP.

For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services will be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs.

### **Technology:**

The district is aware of the students with disabilities requiring assistive technology to increase, maintain, or improve their functional capabilities. The district will provide parents and families access to contact individuals to respond to questions and concerns regarding the assistive technology device and/or service for their child(ren) via the district website. The district will ensure students have access to their working technology and any accompanying programs.

### **Child Find:**

With all opening options, the district will continue to identify, locate, and evaluate all students with disabilities who require special education and related services while keeping in mind the impact that school closures may have had on all students.

### **Referral:**

All parent referrals and requests for referrals by school staff will be considered as usual per the procedures in Commissioner's Regulations section 200.4(a). The school district will consider all factors that may have influenced the student's progress during school closures due to COVID-19.

**Initial Evaluation/Reevaluation:**

Initial and reevaluations, whether in-person or remotely, will be conducted within the required timelines. The use of technology will be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. The special education department has reviewed and will continue to review student records to determine which students are due or overdue for an initial evaluation or reevaluation and prioritize any backlog of testing in 2020.

**Eligibility Determination/Annual Review Meetings:**

The district has clear procedures and expectations for CPSEs/CSEs to meet as required including, to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. For CPSE/CSE meetings, the parent of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

**Communication/Coordination:**

The district has and will continue to collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect students and their service providers' health and safety. The district makes parent communications available on the district website, by sending emails and via phone calls. The district will continue to meet with the local SEPTO and provide outreach opportunities to educate the community and listen to any concerns parents may have.

**Procedural Safeguards and Prior Written Notice Requirements:**

The district will continue to provide parents with prior written notice in a reasonable time before a change in the identification, evaluation, educational placement, or provision of FAPE to the student.

The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice will continue to be provided to the parent by mail and/or via email if the parent elects to receive documents by email.

## **BILINGUAL EDUCATION AND WORLD LANGUAGES:**

The spring 2020, the COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). The District is committed to providing our ELLs with the support needed to close the learning loss that may have been a result of the school closures due to COVID-19. In order to address the ELLs specific needs, regardless of the instructional model being implemented, a hybrid, in-person, or remote, the ELLs will receive additional support. The institutional schedule that is being implemented for the general population, will be modified for ELLs and they will receive additional time in the classroom, in order to receive their units of study and for additional contact time with the ELL teacher.

### **Instructional Models with Special Considerations for ELLs K-12:**

#### **Remote:**

- If the remote model is implemented, all students in the school district are at home receiving instruction through on-line access. The District, working closely with ELL families will ensure that students have access to technology and WiFi. Just as was done during the spring of 2020, teachers, social workers and our technology department will work with individual families to ensure access. During the hybrid model, our ELL teachers and social workers increase contact with students through various modes, including phone calls, texting and email and online applications.

#### **Hybrid:**

- If the hybrid model is implemented, the general population will be coming to school every other day. Example: the general population of students will be in school with their cohort receiving in-person instruction and receiving on-line instruction on the alternate day. On Wednesday, all students are home receiving online instruction. The ELLs will not have an alternate day schedule. The ELLs will come to school Monday, Tuesday, Thursday and Friday. On Wednesdays, ELLs will be working remotely from home.

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

- If the in-person model is implemented, the District will make every effort to instruct as many students as possible in-person and in doing so, strongly consider the District's high risk population needs. Currently, all districts must follow all Department of Health (DOH) and Contagious Disease Center (CDC) mandated health and safety regulations. These regulations limit the number of students on buses, classrooms, and common areas. The regulations also dictate how the buildings must be cleaned and how the classrooms must function. Many variables must be considered, such as space in classrooms, as well how many students are permitted on the buses at one time. These variables create immense challenges to the District and may prohibit the in-person model to be implemented fully. The District wants to see all students in-person for instruction and will continue to consider all variables and work to find solutions to the many challenges that must be considered when opening the schools in-person.

#### **ELL Identification Process:**

The Eastport South Manor Central School District will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. The District's identification plan is as follows:.

## **K-12:**

### **Step 1 Screening**

All student enrollment is conducted by the District Clerk who administrates the Home Language Questionnaire. The District Clerk has provided the schools with information on any students that were registered during the school closings that require an interview, identification or placement. These students will be included with all new entrants at the beginning of the school year.

HLQ indicates a student's home or primary language is other than English. An individual interview is conducted in English and in the student's home language by qualified personnel with students and parents/guardians. The interview includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language

For students with disabilities who enter with an IEP, the Language Proficiency Team (LPT) will meet to determine:

- If the student has second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP.
- If the student does not have second language acquisition needs, the LPT will notify the principal, superintendent and the parents/guardians.

### **Step 2 Identification Assessment**

Qualified personnel administer the statewide English language proficiency identification assessment, currently the NYSITELL to determine a students English language proficiency. For students with disabilities, provide approved testing accommodations per the student's IEP or 504 Plan. In addition:

- If an ELL student is also designated as a SIFE student a qualified personnel will administer the SIFE questionnaire and diagnostic tool to determine SIFE status.
- Parents/guardians receive written notice of their student being identified as an ELL in their indicated preferred language with information regarding:
- Parents' right to seek a Review of ELL Identification Determination
- ELL's English language proficiency level Information regarding the Parent Orientation session

After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Provision of required [Instructional Units of Study](#) will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

## Communications and Language Access:

The District will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process. The District will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. In order to ensure positive and regular communication with our ELL students and families, the District will focus on the following three areas:

- Meeting the needs of ELLs and their families
- Building relationships with ELLS and all school staff
- Finding new ways to communicate and connect with ELLs and their families

In order to meet the needs of ELLs and their families, schools will continue regular communication and outreach. All communication will be provided in their preferred language. Information will be shared in a variety of ways, such as through email, website, Remind text messages and phone calls. ELL teachers will contact parents/guardians on a regular basis and provide the necessary referrals and outreach based on the family's needs. This outreach includes technology assistance with devices and WiFi. The District will continue to survey the needs of our ELL families to ensure that they have the devices and WiFi needed. The District will continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.

On the elementary level, the District has designed the ELL instructional day to promote communication between teachers, students, support staff and parents. In order to build relationships with ELL students, each of our schools has incorporated additional avenues for ELL students to have contact time with their ELL teachers and other teachers within the schools. All ELL students will have general education teachers and support staff teachers assigned to them for check-in time throughout the week. This time will be provided for teachers to actively engage ELLs on a regular basis to assess their potential need for social emotional supports. Teachers will prepare instruction for students, have daily contact with students in person and virtually, communicate with support staff and content area teachers to monitor and facilitate student success.

On the secondary level, the District has designed the ELL instructional day to promote communication between teachers, students, support staff and parents. In order to build relationships with ELL students, each of our schools has incorporated additional avenues for ELL students to have contact time with their ELL teachers and other teachers within the schools. All ELL students will have general education teachers and support staff teachers assigned to them for check-in time during homeroom each day. This time will be provided for teachers to actively engage ELLs on a regular basis to assess their potential need for social emotional supports. Teachers will prepare instruction for students, have daily contact with students in person and virtually, communicate with support staff and content area teachers to monitor and facilitate student success.

## Professional Learning for Educators:

The following professional development will be provided to our teachers during the 2020/2021 school year:

- All teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs.
- Through our district consultant, we are developing a three year plan to strengthen our ELL program and address areas of need. During the 2020/2021 school year, the training provided to all teachers will lay the foundation, by providing an understanding of where we are as a district.

- The district consultant has reviewed several years of our district's data. This data review focused on potential over-identification of culturally and linguistically diverse (CLD) students as disabled/under-identification as gifted and/or talented. Our three year goal is to foster a cultural shift within the district to address some of the discrepancies found in our data and to focus on equitable practices and differentiated instruction, including anti-bias curriculum and instructional strategies.

Additionally, each of our ELL teachers will turn-key training during faculty meetings, sharing information on Part 154 Comprehensive ELL Education Plan (CEEP), as well instructional strategies that teachers can utilize in their classrooms.

### **Progress Monitoring:**

With the cancelation of the 2020 NYSESLAT, schools must determine new methods to measure the English language proficiency levels of their ELLs to ensure that these students are receiving the appropriate level of instruction. Currently, the district progress monitors literacy and math, using running records, iReady, math and benchmarks. In addition, the schools will be using the Brigance to assess ELLs and to identify potential academic deficits. Our ability to provide daily informal assessments and anecdotal records will improve significantly with our ELLs being in attendance on a daily basis. Teachers will provide specific, targeted feedback to ensure students' progress towards academic goals remains at the forefront of instruction. The District will continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.

## **TEACHER AND PRINCIPAL EVALUATIONS SYSTEM (EDUCATION LAW 3012-DE/APPR) - STAFFING:**

Pursuant to Education Law 3012-d, Eastport South Manor Central School District will fully implement its currently approved APPR plan. As the District creates its plans for the 2020-2021 school year, we must ensure that all teachers, school and district leaders, and related service providers hold a valid and appropriate certificate for their assignment. The District may utilize incidental teaching when determining how to staff classrooms. The District may also employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment. The District will provide the ongoing support that teachers and school leaders require during this critical time. Providing feedback and support to educators through the evaluation process can both equip them as they adjust their practice to distance learning, as well as guide focus areas for future growth once students and teachers return to their physical classrooms.

- Pursuant to Education Law 3012-d, the District will fully implement its currently approved APPR plan for the 2020-2021 school.

## **CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING:**

The following section provides information regarding certification for prospective and practicing educators as well as personnel who are involved with staffing at each of our schools.

- Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate.

In response to the COVID-19 crisis, the Superintendent of Schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment.

Substitute teachers will be utilized by the District as an important resource during the COVID-19 crisis and they currently fall into one of the three following categories:

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

During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the Superintendent certifies that the district has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can

perform the duties of such position.

In rare circumstances, the district may hire a substitute teacher beyond the 90 days, if the Superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

### **STUDENT TEACHING:**

Eastport South Manor School District has a long history of accommodating student teachers from various local colleges. Student teaching is a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

During the school year where COVID-19 restrictions affect classroom instruction, the District will make every effort to accommodate student teachers within the classroom. All student teacher candidates must complete the online application in order to be approved by the Board of Education.

## GLOSSARY OF TERMS BY TOPIC:

### **Bilingual Education and World Languages:**

Bilingual Education Program (BE): A research-based educational program comprising the following instructional components:

- 1) Language Arts, which includes Home and English Language Arts;
- 2) English as a New Language; and
- 3) Bilingual content areas.

Emergent Multilingual Learner (EMLL): Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.

English As a New Language (ENL) Program: A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Former ELL: Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a ½ unit of Integrated ENL or other services as approved by the Commissioner.

Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

**Multilingual Literacy SIFE Screener (MLS):** A state-wide diagnostic tool that was created to determine SIFEs’ literacy levels in their home language in order to provide or to design appropriate instruction for SIFE. **New York State English As a Second Language Achievement Test (NYSESLAT):** The New York State English As a Second Language Achievement Test is an assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12<sup>th</sup> grade.

**New York State English As a Second Language Identification Test for English Language Learners (NYSITELL):** An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student’s enrollment in the NYS public school system.

**Students with Inconsistent or Interrupted Formal Education (SIFE):** ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing

regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).

**World Languages:** Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with classical languages, which no longer have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history..

## Health and Safety

**Aerosol Generating Procedures:** Procedures performed on patients which are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.

**Cleaning:** The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

**Cloth Face Covering:** Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.

**Disinfection:** A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

**Fit Testing:** A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-facepiece seal with a chemical agent.

**Hand Hygiene:** Hand washing with soap and water or alcohol-based hand sanitizer

**Metered Dose Inhaler (MDI):** A device that sprays a preset amount of aerosolized medicine through the mouth to the airways.

**\*N95 mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles.

**Nebulizer:** An air compressor machine when used with a nebulizer cup, tubing, and a mouthpiece or face mask delivers aerosolized medicine to the airways in a fine, steady mist.

**Peak Flow Meter:** An asthma management device used to measure a person's ability to push air out of the lungs.

**Personal Protective Equipment (PPE):** Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).

**Respiratory Hygiene:** Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.

**Spacer:** A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the

mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.

**Standard Precautions:** A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.

**Surgical Mask:** Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer's nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

**Transmission Precautions:** When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.

*\*Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn't prevent the wearer from spreading the virus.*

## **Social Emotional Learning**

**Adverse Childhood Experiences (ACEs):** Potentially traumatic events that occur in childhood (0-17 years).<sup>18</sup>

**Pupil Personnel Services (PPS):** Staff which includes school counselors, school social workers, school psychologists, mental health counselors and school nurses.

**Restorative Practices:** Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

**Social Emotional Learning (SEL):** The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Restorative Practices:** Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

## **Special Education**

**Annual Review:** An evaluation, conducted at least annually by the committee on preschool special education (CPSE)/committee on special education (CSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

**Assistive Technology Devices:** Any item, piece of equipment, or product system, whether acquired

commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device.

**Assistive Technology Service:** Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

**Child Find:** A process which requires all school districts to identify, locate and evaluate all students with disabilities, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of special education and related services.

**Committee on Preschool Education (CPSE)/Committee on Special Education (CSE):** A multidisciplinary team established in accordance with the provisions of Education Law that determines a student's special education needs and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21.

**Compensatory Services:** Services provided to students with disabilities to remedy the school district's failure to provide a student with a disability with "appropriate services" during the time the student was entitled to FAPE and was denied appropriate services.

**Free Appropriate Public Education (FAPE):** Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an individualized education program. **Individualized Education Program (IEP):** A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational needs of a student with a disability.

**Individuals with Disabilities Education Act (IDEA):** The IDEA is a federal law that provides students with disabilities the right to receive a free appropriate public education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.

**Initial Evaluation:** Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her special education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

**Least Restrictive Environment (LRE):** Placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

**Reevaluation:** The evaluation procedures that are conducted at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

**Special class:** A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

**Supplementary Aids and Services and/or Program Modifications:** Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with

disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

**Telepractice:** Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

## **Teaching and Learning:**

**Academic Intervention Services:** Additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

**Device:** A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini-tablets are not sufficient devices for learning purposes.

**Equivalent:** At least 180 minutes of instructional time for instruction delivered in a traditional face-to-face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

**Hybrid (blended) model:** A combination of in-person and remote learning.

**In-person instruction:** Instruction that takes place with students in attendance at the school building.

**Remote learning:** Instruction that takes place outside of the school building while the students are not in attendance at the school.

**Unit of Credit:** The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

**Unit of Study:** means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face-to-face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher.

**Instructional Experiences:** shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

**All the Time access** is a reference to the [National Educational Technology Plan](#), which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

**Sufficient access** to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.