

# **MILLER PLACE**

## **UNION FREE SCHOOL DISTRICT**



### **Reopening Schools Plan**

### **2020-2021**

Dated: July 31, 2020  
**Updated: September 2, 2020**

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Colleen Card, School Business Official

## 2020-21 REOPENING SCHOOLS PLAN

Written in consultation with the following District subcommittees comprised of Central Office administrators, building administrators, District curriculum specialists, director of guidance, teachers, school psychologists, school library media specialists, nurses, clerical staff, operations staff, and parents were organized to inform the Steering Committee and provide feedback from the various constituent groups within the school community.

### **District Reopening Schools Steering Committee:**

- 5 - Board of Education Members
- 5 - Central Office Administrators

### **Communications Subcommittee**

Chairperson: Dr. Marianne Cartisano, Superintendent

- 1 - Board of Education Members
- 3 - Central Office Administrators
- 2 - Public Relations Specialists

### **Learning and Instruction Subcommittee**

Chairperson: Susan Craddock, Assistant Superintendent

- 4 - District Administrators
- 5 - Building Administrators
- 11 - Teacher Union Representatives
- 1 - Operations Union Representative
- 1 - Clerical Union Representative
- 1 - Nurses' Union Representative
- 7 - Resident/Parent Representatives

### **Special Education Subcommittee**

Chairperson: Sandra Wojnowski, Executive Director for Educational Services

- 3 - District Administrators
- 2 - Building Administrators
- 9 - Teacher Union Representatives
- 1 - Operations Union Representative
- 1 - Clerical Union Representative
- 1 - Nurses' Union Representative
- 5 - Resident/Parent Representatives

### **Technology Subcommittee**

Chairperson: Susan Craddock, Assistant Superintendent

- 4 - District Administrators
- 2 - Building Administrators
- 9 - Teacher Union Representatives
- 1 - Operations Union Representative
- 1 - Clerical Union Representative
- 8 - Resident/Parent Representatives

### **Health and Safety Subcommittee**

Chairperson: Seth Lipshie, Deputy Superintendent

- 3 - District Administrators
- 3 - Building Administrators
- 9 - Teacher Union Representatives
- 1 - Operations Union Representative
- 1 - Clerical Union Representative
- 1 - Nurses' Union Representative
- 9 - Resident/Parent Representatives

### **Operations Subcommittee**

Chairperson: Colleen Card, School Business Official

- 3 - District Administrators
- 2 - Building Administrators
- 5 - Teacher Union Representatives
- 1 - Operations Union Representative
- 1 - Clerical Union Representative
- 4 - Resident/Parent Representatives

Subcommittee meeting minutes were posted on the District website to provide the community with information regarding discussion topics.

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## **I. INTRODUCTION**

On July 16, 2020, the New York State Education Department issued guidance to New York State public schools regarding the submission of school District reopening plans. The guidance document was created in collaboration with the Board of Regents Regional Task Force, Virtual Youth Forum, feedback from the field, and recommendations of the NSYED P12 program offices.

The Miller Place UFSD Reopening Schools document is intended to communicate specific components of the MPUFSD plan and specific preparations for reopening schools in fall 2020. Based upon reflections on the emergency remote distance learning in spring 2020, review of state guidance, and feedback from our stakeholder groups (District Reopening Schools Subcommittees and Steering Committee), the District offers three different instructional models, which are dependent upon the Governor Cuomo's direction regarding the return to school [model] in the fall. Considering feedback, these plans reflect the needs and concerns of families and staff while maintaining priorities for health, safety, rigorous instruction, and necessary support services.

These structure and format of these plans must remain flexible as they are subject to change in the future as additional guidance and recommendations are issued by the Center for Disease Control (CDC), Department of Health (DOH), Suffolk County Government, and other municipalities as appropriate.

The District reopening plan inclusive of school building plans can be found on the District website [www.millerplace.k12.ny.us](http://www.millerplace.k12.ny.us) or in this document.

## **II. COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT**

Pursuant to the NYS Education Department Guidance Document for reopening schools, a school, District, or other party responsible for developing the school's reopening plan must sign an assurance that its plan includes provisions to meet the following communication requirements:

1. The District reopening plan was written in consultation with school stakeholders and community members (administrators, faculty, staff, parents/legal guardians of students, and union representatives). The District Steering and Communications Committee composed of the five Board of Education trustees and five Central Office administrators met weekly and provided oversight to the five district subcommittees for Health and Safety, Operations, Learning and Instruction, Technology, and Special Education which also met weekly.
2. The communications plan for students, parents or legal guardians of students, staff, and visitors will include voicemail messages, direct emails, website postings, posting to the District Facebook page, and community meetings.
3. The District reopening plan will include student participation in age appropriate COVID-19 personal protective equipment (PPE) and safe social distancing orientation meetings.
4. The District has purchased appropriate signage that will be displayed within school buildings and District offices regarding COVID-19 PPE and social distancing safety precautions and protocols. Precautions and protocols will be reinforced at faculty meetings, in classroom instruction, and through student character education programs.

5. The District reopening plan protocols for communication with families through multiple means in the languages spoken by families includes access to translation services, as needed, for different languages spoken by families. The District also has ENL teachers, student assistance counselors, and other staff who are available to assist with communication with families. The District website translates the information posted into multiple languages.
6. Contact Tracing and Testing Protocols with Suffolk County Department of Health (Added 9/2/20):

### **Contact Tracing**

The Suffolk County Department of Health (SCDOH) is responsible for case investigation and contact tracing in Suffolk County and will support the District with contact tracing. The District will support case investigation and contact tracing efforts by confirming attendance, sharing rosters, etc. SCDOH typically completes case investigations within 24 hours of receipt of a positive test result. The District will notify the school community while investigations are underway. SCDOH provides isolation or quarantine orders to all cases and contacts in Suffolk County. In addition, those under isolation or quarantine will be monitored daily by SCDOH. When the isolation or quarantine period has ended, a letter from SCDOH confirming release will be provided to each case and contact. Students and/or staff must provide the letter to their school district in order to return.

COVID-19 test results will come in most cases to SCDOH through the NYS Electronic Clinical Lab Reporting System (ECLRS) system. If during case interview SCDOH identify that case is a student in school, SCDOH will reach out to the school administration to inform them of the positive case and conduct contact tracing. If it is rapid antigen test, the student/family may get the result before SCDOH. In that situation, SCDOH will expect the medical office that ordered the test to reach out to SCDOH. Case investigation/contact tracing would then proceed after SCDOH is notified. Contact tracing and quarantining of close contacts is *only* initiated upon receipt of a positive test result. In addition, only contacts of the case are quarantined, not contacts of contacts.

### **Additional Information from SCDOH on Contact Tracing and Testing**

- If the spouse of a faculty member presents with a positive COVID-19 test, the employee would be considered a close contact of the spouse, and would be subject to quarantine for 14 days from date of last contact with the spouse. The employee may return to work after completion of the quarantine period; no test is necessary unless the employee develops symptoms.
- If a faculty member who has wide-spread access to the building tests positive, the faculty member will be under home isolation; if anyone meets the definition of a close contact with that faculty member, the close contact(s) will quarantine for 14 days. Faculty member may return to work after 10 days of isolation

provided that person is fever free for the last 72 hours without the use of fever reducing medications and symptoms (if any) are improving.

- If a parent who was notified that he/she (the parent) tested positive for COVID-19 after the child left the house for the bus stop and the student has already arrived at school and is in class the child student will be held in the isolation room to be sent home to be placed on quarantine. The child is not a case at that point, and therefore there is no action that needs to be taken for any of the other persons mentioned. SCDOH will not quarantine a contact of a contact.
- If an elementary student tests positive and the students within the class cohort are all in masks and 6 feet apart in the decision to quarantine would be decided on a case-by-case basis. SCDOH may advise that all of the students in that class/cohort be considered close contacts and be placed on quarantine. If all were wearing face coverings and practicing social distancing, the likelihood that further positive cases are identified from that cohort is minimal.
- SCDOH strongly recommends that close contacts get tested for COVID-19. Students and staff should consult their medical provider for guidance.
- Students and staff with symptoms of illness should not attend school. It is recommended that individuals and/or families consult their medical provider to determine if COVID-19 testing is warranted. Note: notification and contact tracing is initiated upon receipt of a positive COVID-19 test result. No action is taken for suspected cases.
- Students and staff who test positive for COVID-19 should follow the established CDC/NYS DOH guidelines for ending isolation. All residents who test positive are monitored daily by SCDHS contact tracing staff and will receive a letter from SCDHS confirming release from isolation.

### **Important Information on NYSDOH Contact Tracing Procedures**

If an individual has a positive test, a COVID-19 Contact Tracer from the SCDOH will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you've been in contact with while you were infectious to trace and contain the virus spread.

- Your caller ID will say "NYS Contact Tracing" (518-387-9993).
- If you get a call from "NYS Contact Tracing" (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.
- A contact tracer will:
  - NEVER ask for your Social Security number
  - NEVER ask for any private financial information
  - NEVER ask for credit card information



- NEVER send you a link without proper authentication procedures

### **Helpful Resources on Contact Tracing:**

- <https://www.coursera.org/learn/covid-19-contact-tracing?edocomorp=covid-19-contact-tracing>
- <https://coronavirus.health.ny.gov/new-york-state-contact-tracing>
- [https://coronavirus.health.ny.gov/system/files/documents/2020/05/13114\\_covid19\\_contacttracing\\_051420\\_0.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/05/13114_covid19_contacttracing_051420_0.pdf)

### **Testing**

The District will assist families, students and staff with COVID-19 testing as necessary. The District will work closely with the SCDOH to support testing.

Individuals who have questions regarding eligibility or access for testing should call the New York State COVID-19 Hotline at 1-888-364-3065. You may want to call the testing site or your health care provider before you go for testing.

If you go to a test site run by New York State, there is never a monetary charge for your test. If you go to a test site operated by local governments, private companies including pharmacies and medical practices, or not-for-profit organizations, you are advised to check with the testing site and your insurer in advance of being tested to confirm you will not be responsible for any fees associated with your test.

Suffolk County has a comprehensive network of family health centers that serve the uninsured and underinsured. More information can be found out: <https://suffolkcountyny.gov/Departments/Health-Services/Patient-Care/Health-Centers>

In addition, COVID-19 testing sites can be found at: <https://coronavirus.health.ny.gov/find-test-site-near-you>

### **For your reference, as of August 14, 2020, local COVID-19 testing sites are:**

- City MD Urgent Care, Rocky Point
- City MD Urgent Care, Port Jefferson Station
- City MD Urgent Care, Selden
- Go Health Urgent Care, Port Jefferson
- Go Health Urgent Care, Riverhead
- LI Urgent Care, Manorville
- Pro HEALTH Urgent Care, Riverhead
- PM Pediatrics Urgent Care, Selden
- Rite Aid, Selden
- Suffolk County Center Drive-thru, Riverhead
- Elsie Owens Health Center, Coram
- Mather Hospital, Port Jefferson
- Stony Brook University Hospital, Stony Brook

Additional considerations for effective communications and family engagement:

- As suggested through the Department of Health (DOH) guidance, the District will present information through a wide array of platforms, including, for example, postal mail, email, telephone calls, social media/Facebook, and website postings.
- All families should have access to telephone technology to receive information.
- A COVID-19 safety coordinator is designated at each building as the principal and the director of facilities and the superintendent of schools are the District safety coordinators.

### **III. HEALTH AND SAFETY**

Reopening plan mandatory requirements:

1. The District reopening plan reviewed and considered the number of students and staff allowed to return in person and considered the following factors for determining resumption of in person instruction: (1) ability to maintain appropriate social distancing or face coverings, (2) PPE and face covering availability, (3) availability of safe transportation and (4) local hospital capacity.
2. The District engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, organizations, such as unions, alumni, and/or community-based groups) in developing the reopening plan. Stakeholder groups included District and building administration, parents/legal guardians, and union representation from the teachers, clerical, operations, nurse's associations, and administrator association with constituents serving on each of the District subcommittees as follows: health and safety, operations, learning and instruction, technology, and special education.
3. The District reopening plan includes a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
4. In consultation with the District's chief medical officer, the District will develop instructions for staff to observe signs of illness in students and staff and develop instructions for symptomatic persons to be sent to the school nurse or other designated personnel. Professional development and training for staff and for students will be required.
5. The District will implement daily health screenings practices for faculty and staff members. Daily health screenings including daily temperature checks and completion of a screening questionnaire are required for faculty and staff prior to attending work. Staff who have a temperature of 100°F or greater or has a positive response on the screening questionnaire should not report to work. Parents and guardians will be instructed that when students with a fever of 100°F or greater and/or symptoms of COVID-19, should not be present in school. Screening of students may include a daily temperature check and periodic completion of a screening questionnaire.
6. Ill students and staff will be assessed by the school nurse and will be sent home for follow-up care with a help care provider if recommended.

7. Staff, or students exhibiting signs of COVID-19 with no other explanation for them, should be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school will contact the parent/guardian to come pick up their ill child. The staff member will be sent home.
8. The District will develop and implement daily health screenings for visitors, guests, contractors, and vendors. The District will limit the number of visitors on school grounds or in school facilities except for picking up a sick child.
9. The District reopening plan will have a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school. These instructions will be provided through the mass notification system messages, emails to parents, postings on websites and the District Facebook page. Parents may also contact the health office.
10. Staff and students will be informed that routine healthy hygiene practices are a crucial measure to protect against COVID-19 and other illness. Appropriate signage for hand and respiratory hygiene will be posted throughout the District.
11. The District will develop and implement social distancing strategies to increase spacing between students including adjusting seating arrangements for school buses and classrooms. Specific practices will be customized for each school and may include designating building entrances by grade level, mapping traffic patterns through the school, and scheduling student and staff groupings to be as static as possible. The District will post signage in all buildings; a section regarding social distancing will be included in the Code of Conduct and the District will send out messages and reminders.
12. The District will make reasonable accommodations for medically vulnerable/high risk staff members in accordance with the American Disabilities Act (ADA). The District will make reasonable accommodations for vulnerable/high risk students based on the individual student's needs as determined by medical documentation or Individualized Education Plan (IEP) or 504 plan.
13. All staff, students and visitors will wear face coverings while inside District buildings and while using District transportation. Face coverings may be cloth or disposable. Face coverings are required at all times within classroom settings, on District transportation, and in situations where safe social distancing cannot be maintained. Exceptions to wearing a face covering includes during meals, mask breaks, while maintaining a safe social distance, and individuals with a health condition, a communication or impairment, or disability that prevents them from wearing a face covering.
14. The District will provide face coverings for individuals arriving to the buildings without one. Additional protective PPE will be provided as appropriate for settings that require close contact such as providing certain supports for students. The District will post visible signage at entrances for faculty, staff, students, and visitors. Adult visitors will be required to sign a form acknowledging the District's requirement of the use of face coverings.

15. The District reopening plan includes methods for obtaining and maintaining adequate supplies for face coverings for student and staff who forget their masks and PPE used by district health care professionals.
16. In consultation with the District's Chief Medical Officer, the Suffolk County DOH and CDC guidelines, if a staff member or student is diagnosed with COVID-19 by a healthcare provider based on a test or symptoms or they do not get a COVID-19 test but has had symptoms, they should not be at school and they should stay at home. The District will contact the Suffolk County DOH.
17. Staff or students who are required to stay at home due to symptoms or diagnosis of a confirmed case of COVID-19 or following quarantine, may return to work or school after consultation with the District's Chief Medical Officer, the Suffolk County DOH and CDC guidelines.
18. The District will implement cleaning and disinfection measures to ensure that physical spaces, equipment, and materials that students and staff members who come in contact with, remain safe. Daily sanitizing will be implemented for high touch areas. Restrooms will be monitored for cleanliness throughout the day.
19. The District will conduct mandatory evacuation drills and lockdown drills each school year. If the district follows the hybrid plan, drills will be conducted on alternating days. The evacuation drills will be modified to maintain social distancing.
20. The District's approved before- and after- care program will follow the guidelines for social distancing, PPE usage, cleaning, and disinfecting.
21. The reopening plan designates a COVID-19 Safety Coordinator as each school building (building principal) and at the District level (director of facilities and superintendent of schools) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Additional considerations for health and safety:

PPE, Face Coverings, and Healthy Hygiene

- The District will designate two rooms for school health service personnel. One room will be for healthy students to obtain medications and nursing treatments. The second room will be for isolating ill persons.
- The District will use disposable equipment and supplies in the health office as the much as practicable.
- The District will provide PPE to custodial and other personnel cleaning and engaging in disinfection at the school if required by the manufacturer of the agent being used.
- All staff, visitors, and students will wear face coverings while inside District facilities and while using District provided transportation. Face coverings may be cloth or disposable and will be provided for individuals who are unable to provide their own. Exceptions to this requirement include: While individuals are eating or drinking; when under the supervision of a school staff official who directs the

covering to be removed; during mask breaks; and individuals with a health condition, a communication impairment, or disability that prevents them from wearing a face covering.

- Additional protective equipment including face shields, gloves, and gowns will be provided, as appropriate, for settings that require close human contact.
- Healthy Hygiene Practices - Routine healthy hygiene practices are a crucial measure to protect against COVID-19 and other illnesses. Hand washing guidelines indicate that students should wash hands for at least 20 seconds after blowing their nose, coughing, or sneezing; before eating, and upon entering classrooms. Breaks will be provided for hand washing. If soap and water are not readily available, sanitizer that contains at least 60 percent alcohol will be provided.

#### Social Distancing

- Staff will implement social distancing strategies to increase spacing between individuals, including adjusted seating arrangements for school buses and classrooms and posted signs to remind staff and students of 6-foot social distancing. Staff will maintain small groups by having students eat meals in elementary classrooms whenever possible and eliminating volunteers and visitors in the building. Additionally, staff will use strategies to minimize mixing between groups whenever possible. Specific practices will be customized for each school and may include designating building entrances by grade level, mapping traffic patterns through the school, and scheduling student and staff groupings to be as static as possible.

#### Medically Vulnerable/High Risk Groups

- The Center for Disease Control and Prevention (CDC) has defined certain students and staff who need extra precautions against infection. The District may provide options for students and teachers who are determined to be medically vulnerable. This option is available for students and teachers who need extra precautions due to a medical risk.

## **IV. FACILITIES**

Reopening plan mandatory requirements:

1. The District does not have any plans to make changes or additions to facilities and will therefore not need to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to the Office of Facilities Planning (OFP).
2. The District is scheduled for an Annual Visual Inspection for the 2020-21 school year to ensure compliance with the 2020 Building Condition Survey and Visual Inspection.
3. The District will conduct lead in water testing as required by NYS DOH regulation 67-4, once the schools are being occupied by students.

4. The District reopening plan will be in accordance with Fire Code of New York State (FCNYS) 2020 Section 5705.5 regarding all existing and new Alcohol-based Hand-Rub Dispensers.
5. The District does not have plans to install dividers in the classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, or other points of congregation that would require OFP approval.
6. The District does not have any plans for new building construction or for temporary quarter projects that would need to be submitted to OFP.
7. The District does not plan to lease space that would require consultation with OFP for a preliminary evaluation.
8. The District will pursue approval adhering to the Building Conditions Survey of New York State (BCNYS) for the use of tents.
9. The District is not planning on altering the existing toilet and sink fixtures that currently exist and meet the minimum standards of the BCNYS.
10. The District reopening plan includes the provision of one drinking fountain per one hundred occupants as it had previously installed water fountain filling stations which are going to remain operational throughout the District.
11. The District plan for maintaining adequate, code required ventilation includes utilizing the installed unit ventilators and air handlers that provide fresh air into an occupied space while mixing it with inside air prior to passing the air over the coils and then the air is pushed into the room. All HVAC units are designed to meet OFP guidelines. The District will also open windows, as appropriate, to provide additional natural air ventilation to rooms. In rooms that have air conditioning as per Individualized Education Plans (IEP) and/or 504 Plans the HVAC units in those room will continue to operate as designed.
12. The District is not considering any project submissions only dedicated to “COVID-19 Reopening” at this time, but if considered in the future, the District will comply with the appropriate labelling requirements.
13. The District will make ensure that any plastic separators, if used, will comply with the 2020 BCNYS Section 2606.

#### Means to Control Infection

District disinfecting plans and procedures for custodial staff:

##### Classrooms/Gymnasium/Cafeterias

1. Wear proper PPE (masks, gloves, and face shields)
2. Pick up and remove all garbage from classroom
3. Sweep floor
4. Ensure all desks are at their proper clearance
5. Clean all desks, chairs, sills, counters, shelves with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) with clean rags/paper towels
6. Clean any sinks, counters, faucets, and fountains with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) with clean rags/paper towels
7. Clean all glass (windows, mirrors) with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) with clean rags/paper towels

8. Clean all door handles and common touch areas on doors with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) and clean rags/paper towels
9. Wipe down light switches with alcohol wipes or disinfectant wipes
10. Wipe down computer mouse and keyboard with either alcohol wipes or disinfectant wipes
11. Wipe down PA phones with either alcohol wipes or disinfectant wipes
12. Clean/mop the floor with Stride (HS/NCR) or E-33 (LADSBS/AMPS) neutral cleaner
13. Trained personnel disinfect the entire room using the electrostatic foggers and the Virex II (HS/NCR) or E-23 (LADSBS/AMPS) following all directions and wearing any additional proper PPE as per products guidelines

#### Bathrooms

1. Pick up all garbage
2. Sweep floor as needed using a lobby brush and scooper
3. Clean all door handles and common touch areas on doors with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) and clean rags/paper towels
4. Wipe down light switches with alcohol wipes or disinfectant wipes
5. Clean all glass (windows, mirrors) with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) with clean rags/paper towels
6. Clean any sink, faucets with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) with clean rags/paper towels
7. Clean all walls with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) using clean rags/paper towels
8. Clean toilet bowl(s) and or urinal(s) with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) and bowl brush
9. Clean/mop the floor with Stride (HS/NCR) or E-33 (LADSBS/AMPS) neutral cleaner
10. Trained personnel disinfect the entire room using the electrostatic foggers and the Virex II (HS/NCR) or E-23 (LADSBS/AMPS) following all directions and wearing any additional proper PPE as per products guidelines

#### Offices/Auditorium

1. Wear proper PPE (masks, gloves, and shields)
2. Pick up and remove all garbage from office
3. Sweep floor or vacuum carpet
4. Clean all desks, chairs, sills, counters, shelves with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) and clean rags/paper towels
5. Clean all glass (windows mirrors) with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) with clean rags/paper towels
6. Wipe down computer mouse and keyboard with either alcohol wipes or disinfectant wipes
7. Wipe down all telephones with either alcohol wipes or disinfectant wipes
8. Clean/mop the floor with Stride (HS/NCR) or E-33 (LADSBS/AMPS) neutral cleaner

9. Trained personnel disinfect the entire room using the electrostatic foggers and the Virex II (HS/NCR) or E-23 (LADSBS/AMPS) following all directions and wearing any additional proper PPE as per products guidelines

#### Health Offices

1. Wear proper PPE (masks, gloves, and shields)
2. Pick up and remove all garbage from office
3. Sweep floor
4. Clean all desks, chairs, cots, sills, counters, shelves, scales, cabinets with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) and clean rags/paper towels
5. Clean all glass (windows, mirrors) with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS) with clean rags/paper towels
6. Wipe down computer mouse and keyboard with either alcohol wipes or disinfectant wipes
7. Wipe down all telephones with either alcohol wipes or disinfectant wipes
8. Clean/mop the floor with Stride (HS/NCR) or E-33 (LADSBS/AMPS) neutral cleaner
9. Trained personnel disinfect the entire room using the electrostatic foggers and the Virex II (HS/NCR) or E-23 (LADSBS/AMPS) following all directions and wearing any additional proper PPE as per products guidelines

#### Hallways/Stairwells

1. Sweep all hallways and stairwells after classroom sweeping has been completed but before cleaning/mopping of classroom floors
2. Wash down all walls with Alpha Hp (HS/NCR) or E-15 (LADSBS/AMPS)
3. Clean floors using Stride (HS/NCR) or E-33 (LADSBS/AMPS) using the ride-on or walk behind machines for floors and mop for stairwells
4. Trained personnel disinfect the entire room using the electrostatic foggers and the Virex II (HS/NCR) or E-23 (LADSBS/AMPS) following all directions and wearing any additional proper PPE as per products guidelines

#### Playground Equipment

Playground equipment, if used, will be cleaned using E-15 and clean rags after each recess period and allowed to dry before next class is allowed to use it. CDC does not recommend disinfecting equipment as it deems it unnecessary and a waste of resources. It is anticipated that playgrounds will not be open for use when school opens in September 2020.

#### Additional Considerations for facilities:

- Each school building schedule will include extended time for passing in the halls and between classrooms as appropriate. Students and staff will follow posted signing for one-way hallways and designated entrances and exits.
- Interior classroom doors will be open when occupied by students.



- The District will install alcohol-based hand rub dispensers in rooms and corridors in accordance with FCNYS 2020 Section 5705 to provide additional capacity for students and staff to disinfect their hands.

## V. CHILD NUTRITION

Reopening plan mandatory requirements:

1. The District reopening plan will provide all students enrolled in the Food Service Authority (FSA) with access to school meals each day that school is in session.
  - If the District utilizes a hybrid model of instruction (partial on-site instruction and partial remote instruction), then the district will provide access to school meals to students who request school meals each school day.
  - If the District is required to go on remote instruction full-time, then school meals will be provided in multi-day packages for pickup by parent/student (this model was utilized during the spring 2020 emergency school closing).

The district will be utilizing a pre-order system so that students may request school meals. This will allow the District to have the appropriate number of meals prepared and served in school and/or sent home with the student (if appropriate) or the school meals can be picked up by the parent/student on remote instruction days for that student cohort.

2. The District's food service management company (FSMC) will follow CDC and state specific guidelines. The FSMC will provide meals in grab and go containers. The FSMC utilizes Eversafe multidimensional safety platform which includes SAFE operation checklists, PPE, equipment, and required self-screening procedures before FSMC employees report to work each day. The FSMC has mandatory handwashing every 20 minutes, employee temperature monitoring, procured PPE, appropriate signage reminders for social distancing, and Plexiglas barriers, if appropriate, on the food service line. Facial coverings are required for all FSMC employees in all customer service lines and where six-feet social distancing is not possible. The FSMC training includes guidance on increased sanitation measures and social distancing techniques to help ensure the safety of our students, school community, and FSMC team members. Cafeteria kitchen surfaces will be regularly sanitized with approved chemicals by FSMC. Cafeteria eating locations will be regularly sanitized with approved chemicals by the district custodial staff. Only FSMC staff and custodial staff are allowed to enter program food preparation areas. In addition, the District will be utilizing disposable prepackaged utensils for student and staff safety.
3. The District is proposing to serve school meals at the elementary level in the classrooms. For the elementary level, the FSMC will compare the meals pre-ordered for students against any student food allergies listed in the food service program (Nutrikids), as meals are prepared for each student prior to sending them to the classroom. The meals will be marked for delivery to the specific students.
  - \* The District must prohibit students from bringing peanut and tree nut-based products to school when students are eating in the classroom due to student allergies.
4. The District reopening plan protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted,

- and how sharing of food and beverages will be discouraged include serving meals at the student's desks within classrooms at the two elementary schools. Each classroom at the elementary level is equipped with sinks for students to perform hand hygiene before and after eating. The District will be serving meals in the cafeteria at the secondary level. The tables will be removed from the cafeterias and individual desks will be placed in the cafeteria which will help discourage food and beverage sharing as students will be the appropriate social distance. There will also be signage regarding the importance of social distancing.
5. The District reopening plan protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, when served in the same common area includes sanitizing cafeteria kitchen surfaces regularly with approved chemicals by FSMC. Cafeteria eating locations will be regularly sanitized between groups of students with approved chemicals by the district custodial staff.
  6. The school District reopening plan ensures compliance with Child Nutrition Program requirements as the district will be applying for waivers for non-congregate feeding, bulk meal service, and parent/guardian meal pickup depending upon the instructional model in place.
  7. The District reopening plan protocols for communication with families through multiple means in the languages spoken by families includes access to translation services, as needed, for different languages spoken by families. The District also employs (English as a New Language) ENL teachers, mental health staff, and other staff who are available to assist with communication with families. The District website translates the information posted into multiple languages.
  8. Students will safely social distance (six feet separation) while consuming meals in school unless a physical barrier is provided. The District will be serving meals in the cafeteria at the secondary level. The tables will be removed from the cafeterias and individual desks will be placed in the cafeteria for students to properly social distance while eating. The District will serve school meals at the elementary level in the classrooms at each student's desk with desk shields in place.

Additional considerations for child nutrition:

- The District follows all NYSED and USDA child nutrition policies as required by the program and will apply for any necessary waivers, if applicable.
- The District communicates the meal costs to families each year in the school calendar information section, free and reduced applications, and on the monthly menus.
- The District uses postal mail, email, and the district website as communication methods. The District website translates the information posted into multiple languages.
- The food service coordinator contact information is provided on all food service communications including emails, the district website, and letters from the district.

### Contact Vendors and Suppliers

The FSMC contacts the vendors and suppliers to maintain an adequate supply of food and serving supplies.

## **VI. TRANSPORTATION**

Reopening plan mandatory requirements:

1. The District utilizes a contract company, First Student, who will be cleaning and disinfecting the buses once a day using Signet Neutral Disinfectant which cleans, sanitizes, and disinfects.
2. The bus company First Student will ensure that high touch spots are cleaned between the AM bus runs and PM bus runs.
3. The bus company does not allow hand sanitizer to be equipped on any school bus.
4. The bus company does not allow school bus drivers, monitors or attendants to carry personal bottles of hand sanitizer with them on school buses due to the combustible nature of the product.
5. The bus company has provided the District with the assurance that they will follow CDC recommendations and require face coverings of all school bus drivers, monitors, attendants, and mechanics while the employee is in contact with students and other staff. Also, the bus company is requiring employees who are in common areas to wear masks in these common areas.
6. The bus company will facilitate a “kick-off” safety meeting that has been updated to include a Start Safe Training Module which reviews the use of PPE (face coverings), symptoms of feeling sick, handwashing and social distancing components.
7. The Start Safe Training Module which includes social distancing will be reviewed at the start of the school year and intermittently during the school year at the monthly transportation safety meetings.
8. The bus company will provide safety equipment to drivers, monitors and attendants as required by CDC guidelines.
9. The bus company is providing hand sanitizer to all employees in shared locations such as dispatch offices, break rooms and bus garages (if allowed by NYSDOT).
10. The bus company is required to provide safety equipment for drivers, monitors and attendants which would include gloves when they are in direct physical contact with students.
11. The bus company is requiring school bus drivers, monitors, attendants, mechanics and all other employees to perform a health self-screening (a self-health assessment) for COVID 19 symptoms before arriving at work and to stay home if they are unwell.
12. The Department of Health and the District is requiring that students must wear a mask on the school bus if they are physically able.
13. The District will not deny a student transportation and will provide a disposable face mask to those students.
14. The District will ensure that students with disabilities who are unable to wear a mask will not be denied transportation.
15. The District reopening plan includes student training and provide periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19 and proper use of social distancing.

16. As required by NYSED and Board of Education policy, the District will provide students transportation for nonpublic, parochial, private or students with IEP's. The District does not have a charter school within the voter approved transportation mileage limitation.

Additional considerations for transportation:

Students on Transportation

- Students on transportation will be required to wear masks when riding the bus unless a medical condition prevents them from wearing a mask.
- Students will be social distanced as feasible depending upon the bus run.
- Siblings will be required to sit together in one seat on buses.
- The District has confirmed that the 60 passenger buses have 20 seats in 10 rows.

Protocols Once Students Disembark from Transportation

The school buses will unload as they arrive to the school buildings, using multiple designated drop-off locations. This will allow students to disembark from the buses immediately upon arrival since they are required to wear masks and enter the buildings in an orderly fashion. The District will load buses in a staggered manner according to plans that are specific to each school. These buses will depart as they are loaded, and the next group will then be loaded.

Pupil Transportation Routing

The District plan will provide all students with access to bus transportation each day that a student is assigned an on-site session.

- If the District is full on-site instruction, the District will be utilizing its normal routing with some minor modifications to reduce density on certain buses.
- If the District utilizes a hybrid model of instruction (partial on-site and partial remote instruction) then the District will utilize the normal bus routes and the buses will pick up the students who on-site session that day. Families will need to be aware that transportation pickups may be faster or slower based upon social distancing and ridership at each of the bus stops. Families should arrive at the bus stop earlier than the scheduled pick up times to ensure they do not miss the bus. Students are welcome to be transported by their parents. Principals will be notifying them of drop-off and pick-up procedures at each building.

If the District is required to go on full-time remote instruction, then transportation will no longer be necessary until such time as the school resumes on-site instruction based on guidance received from DOH and NYS.

## **VII. SOCIAL AND EMOTIONAL WELL-BEING**

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, the District will

prioritize social emotional well-being – not at the expense of academics, but to create the mental, social, and emotional space for academic learning to occur.

Reopening plan mandatory requirements:

1. The District will reference the District-wide and building-level comprehensive developmental school counseling program plan, as necessary.
2. The District has building Mental Health Teams, School Climate Teams, and School Improvement Teams to inform the comprehensive developmental school counseling program plan.
3. The Mental Health Team at each building will provide resources and referrals to address mental health, behavioral, and emotional support services, and programs.
4. The District Mental Health Team and ESBOCES will provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

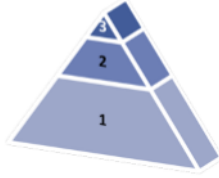
Additional considerations for social and emotional well-being:

#### Mental Health and Trauma-Responsive Practices

Trauma-responsive practices help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes. The mental health and counseling staff will provide mental health support and resources, including group or individual counseling and consultation for students and families, as needed.

#### Multi-tiered Systems of Support (MTSS)

- Universal Interventions include proactive activities for all students.
- Secondary Interventions include targeted activities for students identified at-risk.
- Tertiary Interventions include intensive activities for students identified at high risk.



**Tier 3: Tertiary Interventions** - Specialized, individualized, serves high-risk students (1 -5% of total population)

**Tier 2: Secondary Interventions** - Specialized, serves groups with at-risk behaviors (5-15% of total population)

**Tier 1: Universal Interventions** - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	<ul style="list-style-type: none"> <li>Individual instruction in SEL competencies strategies and skills</li> <li>Practice and coaching</li> </ul>	<ul style="list-style-type: none"> <li>Crisis intervention</li> <li>Individual counseling/ support plan</li> <li>Family Collaborations</li> <li>Referral to services</li> </ul>	<ul style="list-style-type: none"> <li>Wraparound services</li> <li>Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs)</li> <li>Faculty/staff mentor</li> <li>Academic and/or behavioral coach</li> </ul>	<ul style="list-style-type: none"> <li>Family Conferences/ Collaborations</li> <li>Formal Restorative Conference(s)</li> </ul>	<ul style="list-style-type: none"> <li>Intensive instruction (1-2 students)</li> <li>After school tutoring</li> <li>Computer-assisted programs</li> <li>Specially-designed instruction (SDI)</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>Targeted explicit instruction in SEL competencies, strategies, and skills</li> <li>Practice and coaching with feedback</li> <li>Peer-to-peer SEL workshops</li> <li>SEL focused community building circles</li> </ul>	<ul style="list-style-type: none"> <li>Individual/small group counseling</li> <li>Support groups (e.g. anger management, etc.)</li> <li>Family Engagement</li> <li>Substance abuse prevention counseling</li> <li>Referral to services</li> </ul>	<ul style="list-style-type: none"> <li>Faculty/staff mentor</li> <li>Daily Check In/Check Out</li> <li>Daily Progress Reports (DPR)</li> <li>Social and Academic Instructional Groups (Small Group)</li> <li>Individual Behavior Contract</li> <li>Academic and/or behavioral coach</li> <li>Targeted afterschool support program(s)</li> </ul>	<ul style="list-style-type: none"> <li>Peer Mediation</li> <li>Restorative Problem-Solving Circles</li> <li>Formal Restorative Conference</li> <li>Community service</li> </ul>	<ul style="list-style-type: none"> <li>Peer Tutoring and Paired Reading</li> <li>Small group supplemental instruction</li> <li>Guided instruction</li> <li>Visual/auditory aids/cues and manipulatives</li> </ul>
Tier 1	<ul style="list-style-type: none"> <li>Explicit instruction in SEL Competencies</li> <li>Integration of SEL within the content areas</li> <li>General teaching practices that model and support SEL (student, staff, families)</li> <li>School climate surveys (student, staff, families)</li> <li>SEL Plan based on survey and other student data</li> <li>Family engagement</li> </ul>	<ul style="list-style-type: none"> <li>Mental health education</li> <li>Mental health screening</li> <li>Prevention/ Intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.)</li> <li>Trauma-Informed/ trauma-sensitive approach</li> <li>Peer education</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide Behavioral Expectations</li> <li>Evidence-based classroom management</li> <li>Guidance conference(s)</li> <li>Training of peer educators</li> <li>Student leadership opportunities</li> <li>Bullying prevention (i.e., DASA)</li> <li>Culturally responsive practices</li> <li>Student government, extracurriculars</li> <li>Afterschool and summer programs</li> <li>Community schools</li> <li>Community service opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Community Building Circles</li> <li>Negotiation Skills Training</li> <li>Peer Mediation</li> <li>Restorative Circles</li> <li>Community service</li> <li>Student circle keeper training</li> <li>Family Engagement</li> <li>Responsive discipline policies</li> </ul>	<ul style="list-style-type: none"> <li>Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction</li> <li>Goal-setting for learning</li> <li>Student self/peer assessments</li> <li>Project based learning/ assessments</li> <li>Family engagement</li> <li>Universal Design for Learning</li> <li>Health Education Coordination</li> </ul>

### Social Emotional Learning (SEL) and Transformative SEL

The District will reinforce and enhance curriculum and support specific to social-emotional learning, relationship-building, and transitions to new schools, classrooms, and environments, for in-person and distance learning. Specific examples include morning meetings at the elementary level and check-ins at all grade levels.

### Adult SEL and Well-being

The District plan recognizes the need for support services for returning staff which will be made available at conference days, faculty meetings, email communication, through building administration, and will also be available on the District website.

### Student SEL and Well-being

The District will identify students needing additional services or supports during remote learning as per the following proposed plan:

- Staff identifies (Google form) students in need of additional supports or services during remote learning. Staff will complete the form for students taught and/or counseled during remote learning (spring 2020). The purpose of the form is to identify students who experienced remote learning challenges so that the information can be passed on to all staff who will interact with those students in the 2020/2021 school year. In addition, this identifies those students who experienced problems with technology or social/emotional issues so that those issues can be addressed by appropriate school personnel.
- Parents identify (Google form) students in need of additional supports or services. Parents will complete this form to make the school District aware of learning

challenges they anticipate for their children in a remote learning environment so that those issues can be addressed before the start of the 2020/2021 school year.

- Student situations will change as the year progresses and issues may arise at any point. A form will be available to teachers/staff to be completed as/when issues arise. This form would be completed by staff during the 2020-2021 school year as staff become aware of remote learning challenges for their students.
- Parent forms will be accompanied by a list of District “point people,” including contact information to assist with specific needs (such as academic support, technology support contact information, and social/emotional support contact information).

## VIII. SCHOOL SCHEDULES

Reopening plan mandatory requirements:

1. The District reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

District school schedule models:

### A. On-site Instruction with Social Distancing

This reopening plan is presented in the case where schools are opened by the Governor for all school buildings with recommended social distancing protocols as per the DOH, CDC, and NYSED. In this model, **all** students attend daily classes at their schools. However, this model is **not** possible at the secondary level due to District space limitations and therefore not an option.

Grades K-5 **will** attend school five days per week with a projection of 17 students per classroom with appropriate PPE protocols, including wearing face coverings at all times except for scheduled breaks and meals. It is anticipated that elementary students will follow a typical elementary schedule of core and encore subjects (specials) as a regular in-school day instructional model to the extent possible.

### B. Hybrid Instructional Model - on-site instruction with social distancing and remote learning

1. This reopening plan is presented in the case where schools are opened by the Governor for all school buildings with recommended social distancing protocols as per the DOH, CDC, and NYSED. In this model, students attend classes at their schools as per their “regular” school day (on-site) schedule for two days per week.
2. Social distancing – the District classrooms are limited to 50% capacity in accordance with health and safety guidelines, with restricted visitor access. Six-foot social distance is maintained whenever possible for staff and students. To the extent possible cohort groups are to be maintained wherever possible. Student desks are positioned forward-facing in all classrooms when possible.
3. Schedules – instructional delivery requires a reduced schedule of on-site learning. Students participate in remote instruction on a learning management system on days when they are not in a school building. The hybrid model includes a rotating day schedule for in-person and online instruction for two

cohort groups. Students are assigned into cohort group 1 or 2 based upon an alphabetical split by last name. Families with different last names may follow the schedule of the eldest child in the household. Secondary students will follow an A Day/B Day schedule for purposes of labs and (class) rotations.

4. The District must plan for the possible contingency of fully remote learning. The hybrid model allows for remaining connected with a methodology to support student learning while at home. All students will have access to and interaction with an appropriately certified teacher to the extent possible.
5. Elementary school students will participate in core subjects each day that they are learning on-site in school and specials on a rotating schedule. Wednesday synchronous instruction will include a modified schedule where all students will logon with a teacher.
6. Secondary students will follow a nine-period day schedule inclusive of core and encore subject area classes. The bell schedule will include extra time for students passing between classes. The Wednesday synchronous instruction will follow a modified nine period day schedule with students signing on for each class as per their regular on-site learning instruction schedule. The Wednesday synchronous instruction schedule will follow an A day or B day rotating schedule.
7. The schedule below demonstrates the attendance and learning hybrid model for each cohort group.

Sample Hybrid Instructional Learning Model				
Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1 Learning on-site	Cohort 1 Learning on-site	Teacher planning and professional development	Cohort 2 Learning on-site	Cohort 2 Learning on-site
Cohort 2 Asynchronous learning online	Cohort 2 Asynchronous learning online	Cohorts 1 & 2 modified synchronous instruction schedule (teacher-directed) learning online	Cohort 1 Asynchronous learning online	Cohort 1 Asynchronous learning online



8. Below is a sample of the on-site learning schedule for Andrew Muller Primary School students (Grades K-2) to accommodate a hybrid learning environment.

<b>Andrew Muller Primary School Hybrid Instructional Learning Model</b>					
	<b>Monday Cohort A (in school)</b>	<b>Tuesday Cohort A (in school)</b>	<b>Wednesday Cohort A and B (online synchronous instruction)</b>	<b>Thursday Cohort A (online asynchronous instruction)</b>	<b>Friday Cohort A (online asynchronous instruction)</b>
9:15-9:26	Arrival	Arrival	Whole class meeting Health	Attendance	Attendance
9:26-10:06	Morning Meeting/SEL Math	Morning Meeting/SEL Math	Live teaching in small groups for leveled support in math	Flipped math lesson and problems Virtual	Flipped math lesson and problems Virtual
10:07-10:47	Math	Math	Journeys – Whole group	RAZ KIDS or Fast ForWord Virtual	RAZ KIDS or Fast ForWord Virtual
10:48-11:28	Snack/Fundations	Snack/Fundations	Whole group Social Studies or Science RTI ELA	RTI ELA Non RtI Students writing	RtI ELA Non RtI Students writing
11:29-12:09	Mini-lesson on a reading strategy	Mini-lesson on a reading strategy	Live teaching in small groups for leveled support in reading	Science Video	Social Studies Video
12:10-12:50	Guided reading groups, students working on writing, independent/shared reading/math	Guided reading groups, students working on writing, independent/shared reading/math	Library/Maker Space	RTI Math	RtI Math
12:51-1:31	Lunch	Lunch	Lunch	Lunch	Lunch
1:32-2:12	Specials	Specials	RtI Math	Flipped classroom lesson	Flip classroom lesson
2:13-2:53	Writing Mini lesson and writing SPEECH, O/T, P/T – if needed	Writing Mini lesson and writing SPEECH, O/T, P/T – if needed		Handwriting	Handwriting
2:54-3:34	Journeys – Language and Literacy Integration SS or Science Experiment	Journeys – Language and Literacy/Integration SS or Science Experiment		Listen to a fiction or non-fiction story – Journeys, a site, or the classroom teacher prerecorded	Listen to a fiction or non-fiction story – Journeys, a site, or the classroom teacher prerecorded

9. Below is a **sample** of the on-site learning schedule for Laddie A. Decker Sound Beach School students (Grades 3-5) to accommodate a hybrid learning environment.

Laddie A. Decker Sound Beach School Hybrid Instructional Learning Model					
	Monday Cohort A (on-site)	Tuesday	Wednesday	Thursday	Friday
8:30 -8:40	Homeroom/Arrival	Homeroom/Arrival	Whole class meeting Health		
8:40-9:20	Math	Math	Whole Group Math Lesson followed by Live teaching in small groups Math – Differentiated by Student Level	ELA Lesson Posted Math Lesson Posted or extension from Monday/Tuesday Lesson	ELA Lesson Posted Math Lesson Posted or extension from Monday/Tuesday Lesson
9:20-10:00	PE	Art Music	Live teaching in small groups Math – Differentiated by Student Level	RtI Math and Reading will be scheduled on these days	RtI Math and Reading will be scheduled on these days
10:00 10:40	ELA Journeys – Language and Literacy	ELA Journeys – Language and Literacy	Whole group ELA Lesson	Science and/or SS lesson will be posted	Science and/or SS lesson will be posted
10:40- 11:20	ELA Journeys – Language and Literacy	ELA Journeys – Language and Literacy	Live teaching in small groups ELA – Differentiated by Student Level	Music Art PE	Music Art PE
11:20- 12:00	LUNCH	LUNCH	Live teaching in small groups ELA – Differentiated by Student Level	Music Lessons could occur for 4 <sup>th</sup> and 5 <sup>th</sup> graders	Music Lessons could occur for 4 <sup>th</sup> and 5 <sup>th</sup> graders
12:00- 12:40	Speech/Small group instruction	Speech/Small group instruction	Lunch	Speech/Small group instruction	Speech/Small group instruction
12:40-1:20	Social Studies	Science		Social Studies	Science
1:20-2:00	Writing Mini lesson and writing	Writing Mini lesson and writing		Writing Mini lesson and writing	Writing Mini lesson and writing
2:00-2:40	Math	Math		Math	Math
2:40 – 3:00	Guided reading Groups (Other students working on writing, independent/shared reading/math)	Guided reading Groups (Other students working on writing, independent/shared reading/math)		Guided reading Groups (Other students working on writing, independent/shared reading/math)	Guided reading Groups (Other students working on writing, independent/shared reading/math)

C. **Remote Instructional model (full time online instruction)**

1. This model includes five days of teacher-directed synchronous instruction. In the case where the district is directed to implement a full time online instructional model, online learning schedules will be finalized and communicated to students and families.
2. Secondary students will follow a typical on-site schedule to logon to their daily classes.

3. Elementary students will follow a modified schedule to accommodate a full instructional model that is social and emotionally and developmentally appropriate for elementary students including but not limited to periodic breaks from learning and opportunities for cooperative learning and peer collaboration.

- D. Vulnerable students who choose to participate in full-time online learning
- Vulnerable students who medically qualify to participate in fulltime online learning may be offered a program facilitated by District personnel, Eastern Suffolk BOCES, or home tutoring instruction.
  - These programs will offer a basic and generic schedule for students to complete their instructional program and course requirements.
  - Students who do not meet the requirements for medically vulnerable populations will have the option to de-enroll their child and participate in a home-schooling program, where the education/instruction is provided by the parent/guardian.

E. Elementary Grades K – 6 Full 100% Virtual Learning Option (Added 9/2/20)  
 This model includes five days of virtual remote, teacher-directed, synchronous instruction for this parent choice option.

Elementary students will follow a full schedule to accommodate a full instructional model that is social and emotionally and developmentally appropriate for elementary students, including but not limited to, periodic breaks from learning and opportunities for cooperative learning and peer collaboration.

The schedule below demonstrates a sample of a full virtual learning model for elementary students grades K-6.

Elementary Sample Full Remote Learning Model					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Whole Group Morning meeting/SEL				
9:15-10:15	Math whole group instruction, independent work, small group instruction				
10:15-10:30	Mindfulness break				
10:30-11:15	Reading - Whole group mini-lesson, independent work, small group instruction	PE Synchronous/Asynchronous	Reading – Whole group mini-lesson, independent work, small group instruction	PE Synchronous/Asynchronous	Reading – Whole group mini-lesson, independent work, small group instruction
11:15-11:30	Mindfulness break				

11:30-12:15	Writing – Whole group mini-lesson, independent work, and small group instruction	Reading – Whole group mini-lesson, independent work, small group instruction	Writing – Whole group mini-lesson, independent work, small group instruction	Reading – Whole group mini-lesson, independent work, small group instruction	Art Synchronous/Asynchronous
12:15-1:10	Lunch				
1:10-2:00	Science – Whole group mini-lesson, independent work, small group instruction	Social Studies – Whole group mini-lesson, independent work, small group instruction	Science – Whole group mini-lesson, independent work, small group instruction	Social Studies – Whole group mini-lesson, independent work, small group instruction	
2:00-2:40	Music	Writing – Whole group mini-lesson, independent work, and small group instruction	Library	Writing – Whole group mini-lesson, independent work, and small group instruction	Writing – Whole group mini-lesson, independent work, and small group instruction
2:40-3:00	Whole Group Afternoon Meeting/SEL				

## IX. BUDGET AND FISCAL MATTERS

It is important to understand the fundamentals of education finance policy in New York State to develop the most responsible and flexible budget plans for reopening schools. New York State government operations are funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19. At this time school districts have not been advised of the impact COVID-19 may have on state aid projections.

## X. ATTENDANCE AND CHRONIC ABSENTEEISM

Reopening plan mandatory requirements:

1. The District reopening plan includes a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule. Teachers will record student attendance within the student management system each day that the students attend on-site instruction. Attendance will also be recorded in the student management system for remote instruction days as students will log onto the learning management system on each on-line remote learning day.

Additional considerations for chronic absenteeism:

### Attendance for Reporting Purposes

Student attendance will be reported through the student management system (School Tool) by the classroom teacher during on-site learning days and by another staff member on hybrid learning days.

### Chronic Absenteeism

As per the NSYED, students who are identified as missing two or more days per month and who have not engaged in remote learning and school staff outreach to parents/guardians has been unsuccessful, the District mental health team will reach out through phone calls to families to offer specific resources and assess student and family needs. In the case where families are not responsive to phone calls, the District may send emails as a lower-stress alternative and a subsequent phone calls can be arranged. The District will also identify adults in the school who have established a connection with the student and/or family to improve communication.

### Educational Neglect

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

### Persons in Need of Supervision (PINS)

Under the Family Court Act Article 7, a PINS proceeding may, in certain circumstances, be initiated to have a person under eighteen years of age, who does not attend school. Before taking such drastic action, outreach may provide the student and family access to additional services designed to prevent a young person from being adjudicated a PINS and should be a last resort.

## **XI. TECHNOLOGY AND CONNECTIVITY**

In May 2020, the District approved a 1:1 device initiative in grades K-12. Dell laptops were purchased to supplement the District's existing resources to provide each student and teacher with a laptop for use in synchronous and asynchronous instruction in a remote or in-school learning environment. This means that effective the 2020-21 school year, every student and teacher will have access to a personally assigned District-provided laptop for use at home and at school to support in-school and remote learning.

With guidance and support from the assistant superintendent, the District's director of technology and feedback from the District's reopening schools technology subcommittee, the District is reviewing various options for assigning and signing out District devices.

After feedback from the learning and instruction and technology subcommittees, as well as community feedback in July 2020, the District adopted a new learning management system, Google G-Suite to replace Microsoft 365 (Teams). The District is planning focused and intensive professional development for teachers and administrators, with opportunities for staff to participate in at least six hours of Google professional development prior to the start of school. The District is also planning to provide students

and families with orientation and instructional videos which will be posted to the District website prior to the opening of schools. Students will receive their devices upon their return to school. In the case where schools do not open, and students begin the school year in a 100% remote learning environment the devices will be distributed according to a plan that is to be determined.

The District will continue to partner with internet service providers to expand free and low-cost home internet service options for the community as available. The District may contact students and staff to assure that every student/family and staff has equitable access to internet service.

Regardless of the instructional model, digital resources help provide consistent and equitable access to learning. Staff will continue to engage in professional development opportunities to implement digital resources in combination with high quality instructional strategies.

Reopening Plan Mandatory Requirements:

1. During the spring of 2020, the District surveyed families and staff regarding access to devices and reliable internet. The District may contact students and staff to assure that they have equitable access to internet service.
2. The District will partner with local internet service providers to expand free and low-cost home internet service options for the community. Dell laptop devices were purchased to supplement the District's existing resources to provide each student and faculty member with a laptop for use in synchronous and asynchronous instruction in a remote or in-school learning environment.

## **XII. 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.

Reopening Plan Mandatory Requirements:

1. The District reopening plan includes a continuity of learning plan for the 2020-2021 school year for on-site, remote, and a hybrid model of instruction.
2. The District reopening plan includes an educational program that is aligned to the New York State Learning Standards within any model of instruction, whether delivered in-person, remotely or in a hybrid model. Curriculum and content will address priority standards and necessary skills for future learning.
3. The District reopening plan provides for a program that includes regular substantive interaction between teachers and students on-site two days per week; remotely (synchronously) one day per week; and remotely (asynchronously) two days per week.

4. The District communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology will be provided by each school building and will be accessible in the District and building websites.

Additional considerations for teaching and learning:

#### Units of Credit

Courses necessary to fulfill standards of learning and graduation requirements will be offered. In some situations certain courses originally selected, including electives, honors sections, and special programs, may not be able to run, as hybrid and online learning may not be able to support some programs and course offerings that would otherwise be available to enhance student course selections.

#### Science Laboratory Requirements

The 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. In a virtual environment, emphasis should be placed on the quality of the lab experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

#### Art, Music and Library

It is the District's intention to offer a varied level of art, music, and library instruction to the extent possible and in accordance with DOH guidelines.

#### Physical Education

Students at the elementary level will participate in physical education within the school setting. Students at the secondary level will participate in physical education within the school setting with their cohort and as per the A day/B day schedule.

#### Response to Intervention (RtI) and Academic Intervention Services (AIS)

Students will require flexible and responsive support for their academic, behavioral, and wellness needs. The District will maintain resources to support ongoing RtI and AIS. Classroom teachers and support staff will receive professional development to plan and implement a Multi-tiered System of Supports (MTSS) for implementation in both synchronous and asynchronous instructional models. Academic supports will provide intervention as delineated in the District's RtI and AIS plans. Teachers and support staff, including school counselors, psychologists, and social workers, will address student needs as identified through the building Instructional Support Teams.

#### Grading

Students will be graded according to District guidelines and procedures in each instructional model and will align to the outcomes of the course/subject and the New York

State learning standards. Elementary students will receive report card grades each trimester and secondary students will receive report card grades quarterly.

#### Assessment

District considerations for student assessment within each instructional model include a focus on reassessment and embedded formative assessments to inform instruction. Teachers should consider the testing accommodation needs of some students when planning the approach to assessments. The District will follow RtI and AIS plans for identifying students who need academic intervention services in accordance with the Department's guidance and plan to provide in-person, remotely, or in a hybrid model.

### **XIII. CAREER AND TECHNICAL EDUCATION (CTE)**

Students may participate in CTE, as regulated and facilitated by Eastern Suffolk BOCES the District's provider of CTE. Students who have completed the application process will be afforded the opportunity to continue and or complete their CTE through Eastern Suffolk BOCES.

### **XIV. ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

Athletics and extracurricular programs may be offered to the best of the District's ability as per guidance and regulations of multiple governing agencies.

### **XV. SPECIAL EDUCATION**

Reopening plan mandatory requirements:

1. All students within the Miller Place School District are provided with a free appropriate public education (FAPE). Students with disabilities will have access to special education programs, related services, program, and testing modifications delineated on their individual education plan (IEP). Special Education services will continue to be provided in the Least Restrictive Environment (LRE). A student with a disability will have the ability to be educated with typical peers to the greatest extent possible, as determined by the Committee on Special Education (CSE) and what has been indicated on the student's IEP.
2. The District documents all agreed upon programs and related services for each student on their IEP. The parent, student (as appropriate) as well as all service providers, are invited to the student's CSE/CPSE meeting to develop an IEP based on the individual needs and present levels of performance. Meeting invitations are sent to parents via e-mail, postal mail, and at time clerical phone calls are made to remind parents of upcoming meetings. At the conclusion of the CSE/CPSE meeting, parent is given a copy of the Prior Written Notice (PWN) and the finalized IEP. All service providers are given access to the PWN and the IEP via an electronic format.
3. The District utilizes Frontline IEP student management software (IEP Direct) to manage each student with a disability. Service providers can utilize the related service log within the software program to track the specific related services. Special education staff assigned to each student can utilize the contact log provided within the software. This log allows the staff to track the services provided to each student with a disability.



4. The District will utilize hardware and software established in the Technology Plan. Accommodations, modifications, supplementary aids, and services will be accessible to all staff and students via 1:1 device that the District has purchased for those days that remote instruction is provided. On-site instruction will be provided two days per week with access to District technology within the building. The special education teacher(s) and related service provider(s) continue to be responsible for students' individual needs placed on their caseload, both on-site and remotely.

## **XVI. BILINGUAL EDUCATION AND WORLD LANGUAGES**

Reopening plan mandatory requirements:

1. The Miller Place School District has English Language Learners (ELL) staff that will evaluate incoming students on an as-needed basis. All potential ELL students, including incoming Kindergarten students, will be evaluated within the appropriate timelines set forth by NYSED and Commissioner's Regulations (CR) Part 154. Summer staff will be conducting informal interviews and will proceed with the New York State Identification Test for English Language Learners (NYSITELL) assessment when warranted.
2. ELL students will receive their required unit hours of ELL instruction in person or within a hybrid model. For the 2020-21 school year, all ELL students will receive the same Units of Study, within the same environment (e.g. Stand-Alone or Co-Integrated), that they were previously provided in the 2019-20 school year.
3. The District's reopening plan will be posted to the District's website and will be available to the parent(s) in their home language should it be requested. The District utilizes Eastern Suffolk BOCES to provide the translated materials upon request, during registration parents are asked what language they would like to receive school communication in. The District uses a variety of translation tools, such as Talking Points, to communicate with the ELL parents.

Additional considerations for bilingual education and world languages:

- Although Miller Place has less than 5% of an ELL population, the District offers professional development hours related to ENL topics each year. The District adheres to the NYSED waiver that states "all teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the District's or BOCES' ELLs, in language acquisition". The ENL staff participate in additional hours as well. This year the district has made a switch in virtual platforms to Google Classroom. The district will continue to work with teachers to help meet the needs of our ELL students. Part of the decision to adopt Google Classroom was because of the customizations that can take place for our ELL population. The district will be training staff on applications such as ChromeVox and Select-to-Speak for our ELL students who need both the visual and auditory support to gain access to specific content.
- The District requires all staff to participate in professional development and/or articulation across content areas at least one time weekly. Content area teachers and ENL teachers work under a similar model to the school District's Integrated Co-

Teaching model for students with an IEP. ENL teachers will continue to coordinate plans for future lesson with content teachers. Often this information is front-loaded during a free-standing ENL period. These periods will occur both in person and in a small group hybrid session with the ENL teacher.

- Students will be provided pre-assessments in the fall grades K-12. Additional benchmarks will take place several times throughout the year. ENL professional development staff workshops will also look to generate progress monitoring assessment/tools that will help to identify skill deficits.
- The District plans on having Students with Disabilities within certain programs attend school more often than the typical student. Currently, the District does not have any SIFE students but will support them as best as possible with best resources and work, when feasible, in their Language 1 (L1). The District already has multiple bilingual publications.
- The District did not offer the New York State Seal of Biliteracy in the 2019-20 school year, therefore there are no 11th grade students who would require additional time to complete the requirements during the 2020-21 school year.
- The remote platform that the district will utilize will continue to be an extension of the classroom while in-person instruction is taking place to ensure familiarity with technology. The district has also purchased laptops for every student and is working with local cable companies to provide free Wi-Fi services for those who may be experiencing a financial hardship.
- The District's ENL staff works closely with their school building Psychologist and Student Assistance Counselor to make sure that the social-emotional needs of our ELL students are met. The district has bilingual counselors on site and utilizes a translation service via phone offering live interpretation for counseling and/or support meetings. We have been successful meeting with our ELL students for mental health sessions, using video conferencing, and plan to utilize the same method in the fall.
- The District will provide each student with a 1:1 device to access their education during a remote platform and have partnered up with local cable companies for free Wi-Fi access for those in need.
- Each ELL student will be assessed upon reentry to the school to determine regression and the possible need for additional ENL Units of Study.
- The District's website can be translated into multiple languages based on parental need. The District also uses applications that quickly translate text and school emails for parents who have requested such translations. Finally, the District encourages parent/guardians to participate in BOCES workshops offered throughout the distance learning experience. These 4-workshop series for Parents of English Language Learners were presented via Zoom in the top five languages spoken by ELLs on Long Island including- Spanish, Chinese, Urdu, Turkish, and Haitian Creole. Each session addresses the needs of parents of ELLs and provided a bilingual representative to respond to questions.
- The District has adopted many components of the Culturally Responsive-Sustaining (CR-S) Education Framework well before distance learning began. Classroom teachers, art, library, and music teachers have also been adopting new stories, themes,

and opportunities for all students to participate in topics that include areas of equity, anti-bias, and multiculturalism. ENL teachers have also partnered up with classroom teachers to provide whole-class instruction to both ELLs and non-ELLs highlighting monthly celebrations or customs from areas that may coincide with social studies instruction.

## **XVII. TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW 3012-D/APPR)**

Reopening plan mandatory requirements:

1. The District reopening plan will continue the evaluation of teachers and principals pursuant to the approved APPR plan, including any variance applications approved by the Department.

## **XVIII. CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING**

Reopening plan mandatory requirements:

1. The District reopening plan will continue to require that all teachers hold certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

Additional considerations for reopening schools:

- In response to the COVID-19 crisis, the superintendent 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. BOCES reviews and approves the requests for incidental teaching. Additional information about incidental teaching is available on the Employment Authorization webpage.
- Substitute teachers may be an important resource for schools during the COVID-19 crisis and currently fall into one of the three following categories.
  - Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in an area for which they are certified.
  - Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in the area for which they are seeking certification.
  - Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days in a school district or BOCES in a school year, 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 or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the District superintendent (for BOCES's and Districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component District of a BOCES) certifies that the District or BOCES, as applicable, 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, a District or BOCES may hire a substitute teacher beyond the 90 days, if a District superintendent or 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.

#### **XIX. STUDENT TEACHING**

Considerations for reopening schools:

- The District will continue to work with the College/University Educator Preparation Programs to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.