

School Reopening Plan

Introduction:



East Irondequoit Central School District is dedicated to ensuring our students and staff return to school safely. Based on the latest guidance from the New York State Education Department (NYSED) and the Department of Health (DOH) we now have the appropriate guidance in order to return to teaching the students of East Irondequoit whether it is **in-person, remote learning, or a combination of the two**. Additionally, we have made plans that will allow our district, if necessary, to pivot to a **100% remote learning** environment that is robust and takes accountability for teaching and learning in our schools. Given the fluid nature of the pandemic, we have incorporated enough flexibility to mitigate possible disruptions resulting from a shift between learning environments.

Following all the guidance and mandates from both NYSED and NYSDOH, we determined the best course of action for East Irondequoit is to return all pre-kindergarten through fifth graders to their respective buildings. The 6th - 12th graders will follow a hybrid learning model, alternating two days in school and two days remote. Additionally, we are providing a full remote option for families who require accommodations.

This comprehensive reopening plan contains important information related to Health and Safety, Facilities, Nutrition, Transportation, Social-Emotional Well-Being, Teaching and Learning, Budget and Fiscal, School Attendance, Technology and Connectivity, and Staffing and Human Resources.

The purpose of this document is to inform all stakeholders while preparing for the reopening of all school facilities. Further guidance can be found by accessing our district website at www.eastiron.org.

East Irondequoit Central School District is confident that we can open for in-person learning in the fall of 2020 at all four of our elementary schools. This has been determined by using the measurement of individual classrooms at each of our four buildings, dividing the space to accommodate 6ft of distance between students and taking into consideration teacher space.

This resource draws on a resource created by the New York State Department of Education (NYSED) and the New York State department of Health (NYDOH). Additional guidance is provided by The Centers for Disease Control and Prevention and The American Academy of Pediatrics.

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Reopening Plan: East Irondequoit CSD

All decision-makers should be mindful that if there are cases of COVID-19 in the community, there are no strategies that can eliminate transmission risk within a school population. The goal is to keep transmission as low as possible to safely continue school activities.

On Monday, July 13th Governor Cuomo held a press conference where he shared the metric to reopen schools regionally. His guidance required that a region first must be in Phase IV and the infection rate needed to remain below 5% using a 14-day average. Governor Cuomo stated that schools will close if the regional infection rate rises over 9% at any time after August 1st. Currently (July 21, 2020), the Monroe County Department of Health lists the Finger Lakes region to be at 1.0% with a range of confirmed cases in our EICSD zip codes to be as low as 16 and as high 500 including the 14609 zip which is also heavily comprised of the City of Rochester.

This plan addresses three scenarios:

- a.) **100% Return to In-Person Instruction:** This plan requires us to use every available space in our schools for instruction including gyms, cafeterias, libraries, etc.
- b.) **Hybrid Instructional Plan:** This plan would have 50% of our student body in the school building on any given day. The schedule would alternate groups every other two days allowing a cohort of students to be in physical attendance 3 days one week and 2 days the following week. When students are not in physical attendance, they would be learning in a virtual environment. In this environment, attendance would be taken, and grades would be given.
- c.) **Remote Instruction Plan:** This plan would allow students to learn remotely with a connection to a classroom teacher. Instruction would be a combination of synchronous and asynchronous instruction. In this environment attendance would be taken and grades would be given.

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COVID-19 Safety Coordinator/Reopening Team

Per the NYSED guidance, every school in New York State is responsible for designating a COVID-19 safety coordinator. Per the guidance, this person must be an administrator whose responsibilities include continuous compliance with all aspects of the EICSD reopening plan, as well as phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. For this requirement, the East Irondequoit COVID-19 Safety Coordinator is Mr. Jim Vallone, Director of Student Services.

Jim Vallone in collaboration with Assistant Superintendent of Human Resources, Bob Crocetti, and Director of Secondary Instruction, Cheryl Dobbertin, facilitated the creation of subcommittee advisory groups to assist in the planning of reopening school.

Below is the list of subcommittee members who assisted in creating a plan for the reopening of schools in East Irondequoit CSD.

Individual(s)	Stakeholder Group Represented	Pandemic Team Roles and Responsibilities
Mary E. Grow	Superintendent	Plan development and response team
Idris Smith, Pat Storm, Jessica Krupa	Board of Education	Elementary and Secondary Reopening Subcommittee
Ruth Turner, Chad Hummel, Jennifer Foster	Parent	Secondary Reopening Plan Subcommittee
Erin Zeller, Tami Sanese	Parent	Elementary Reopening Plan Subcommittee
John Abbott	Deputy Superintendent	Both
Mark Anson	Assistant Superintendent for Instruction	Both
Cheryl Dobbertin	Director of Secondary Education	District Reopening Co-Chair Secondary Reopening Plan
Terri Robson	Director of Elementary Education	Both
Bob Crocetti	Assistant Superintendent for Human Resources	District Reopening Co-Chair and Transportation Subcommittee
Jim Vallone	Director of Student Services	District Reopening Co-Chair and Health Services Subcommittee
Jim Carroll	Director of Security	Safety and Security
Mark Christman	Director of Student Data	Attendance and Absenteeism
Danielle Gorevski	Communications	Communications Subcommittee
Dave Yates	Director of Communications	Communications Subcommittee

Lesley Powers	Director of Pupil Personnel Services	Social Emotional Learning and Pupil Personnel Services Subcommittees
Wendy Baker	CSE Chairperson	Social Emotional Learning and Pupil Personnel Services Subcommittees
Debbi Beauvais	School Nutrition Director	Food Service Subcommittee
Laurel Presher	Assistant School Nutrition Director	Food Service Subcommittee
Christine Osadciw	Director of Technology	IT, Remote Learning, and Secondary Reopening Subcommittee
Kathy Callon	Director of Transportation	Transportation Subcommittee
Mike Mamo	Director of Facilities	Buildings and Grounds Subcommittee
Matt Lovell	Supervisor of Custodial Operations	Buildings and Grounds Subcommittee
Carol Pearson	Nurse Supervisor	Health Services Subcommittee
Angela Wright	School Nurse	Health Services Subcommittee
Susan Green	School Nurse	Health Services Subcommittee
Tim Heaphy	Principal	Secondary Subcommittee
Chris Sloane	Principal	Secondary Subcommittee
Max Zeller	Assistant Principal	Secondary Subcommittee
Brian Kurdziel	Assistant Principal	Secondary Subcommittee
Chris Whipple	Assistant Principal	Secondary Subcommittee
Sheri Webber	Assistant Principal	Secondary Subcommittee
Sean Costello	Assistant Principal	Secondary Subcommittee
Doreen Goossen	Director of Counseling	Secondary Subcommittee
Kim Messmer	Teacher and EITA Rep.	Secondary Subcommittee
Jennifer Birdsong-Ng	Teacher	Secondary Subcommittee
Andrew VanKuren	Teacher	Secondary Subcommittee
Megan Healy	Teacher	Secondary Subcommittee
Terry Reynolds	Teacher	Secondary Subcommittee
Kim Rovitelli	Teacher	Secondary Subcommittee
Alivia Pfeffer	Teacher	Secondary Subcommittee
Jessica Spaker	Teacher	Secondary Subcommittee
Patrick Yandow	Teacher	Secondary Subcommittee
Jason Webber	Teacher	Secondary Subcommittee
Tim Roach	Principal	Elementary Subcommittee
Lucas Hiley	Principal	Elementary Subcommittee
Meghan Bello	Principal	Elementary Subcommittee
Eric Daniels	Principal	Elementary Subcommittee
Tim Scheg	Retired teacher, EITA Rep.	Elementary Subcommittee
Matt Mazura	Teacher	Elementary Subcommittee
Gina Carroziere	Teacher	Elementary Subcommittee
Katie Bryce	Teacher	Elementary Subcommittee

Lori Fox	Speech teacher	Elementary Subcommittee
MaryJo Daughton	Speech teacher	Elementary Subcommittee
Melissa Phillips	Teacher	Elementary Subcommittee
Jackie McAllister	School Counselor	Elementary Subcommittee
Andrianna McNally	Teacher	Elementary Subcommittee

Communication/Family and Community Engagement

To help inform our reopening plan, the district has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings, and one-on-one conversations.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff, and visitors. The plan is available to all stakeholders via the district website at www.eastiron.org, and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage and can also be accessed from each school’s individual webpage. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the translate feature available on the district website, Google Translate.

As part of planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication channels – including the district website, Facebook, Twitter, our mass notification system (Blackboard Connect), and Talking Points – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

The district is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. The district will rely on the district website, Facebook, Twitter, our mass notification system (Blackboard Connect), and Talking Points to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. The information that we will share will be based on state guidance and the input provided by district subcommittees consisting of staff, administration, board members, and community members.

In support of remote learning, the district will make computer devices available to students and teachers who need them. The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including email, Talking Points, Seesaw, and Schoology.

The district will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication.

School Closures

The district is prepared for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases.

The district reopening plans account for the need to shift from in-person learning to remote learning in a seamless fashion, should one or more buildings experience a spike in COVID-19 cases. The district will rely on the guidance of the Monroe County Department of Health regarding when, and for how long, a building should close and shift to remote learning. For potential regional closings, the district will rely on the following metric:

Schools buildings will fully close if the regional infection rate rises above 9 percent, using a 7-day average. The region's dashboard will be checked daily by the COVID-19 Safety Coordinator.

The daily infection rate is the number of positive cases divided by the number of tests and tracked here:

<https://forward.ny.gov/percentage-positive-results-region-dashboard>

In instances of increased absenteeism or illness, the district will consult with the Monroe County Department of Health for guidance regarding what it deems beyond an acceptable level. This includes a possible spike in local COVID-19 cases that may not meet the *over 9 percent in 7-day average*.

If a confirmed case arises in school, the COVID-19 Response Team at the Monroe County Health Department will be notified, Contact Tracing will begin, and the next steps regarding possible closure will be determined.

In a case where a building or buildings need to close while in session, the district will refer to its current Emergency Dismissal Plan. Each building principal will follow instructions, in collaboration with transportation, to dismiss students early.

Health and Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

Students and staff will return to campuses with increased health and safety measures to combat the effects of COVID-19 in our schools. District leadership has received input from all stakeholders and engaged in meaningful conversations with health authorities to create a reopening plan with safety and health at the forefront.

Face Coverings

Face coverings will be required based upon best available data and input from the local Department of Health, CDC guidelines and New York State guidelines. Students and staff will be provided with reusable masks, if needed, at no costs. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose. Students and staff are expected to wear face coverings while on school grounds if they are within six feet of another person(s), in hallways, restrooms, and on the bus. Students will be required to wear face coverings while waiting to see the nurse.

Students will be allowed to remove face coverings during meals and for short mask breaks as long as they maintain appropriate social distance. Students who are medically unable to tolerate a face covering and who provide documentation from their healthcare provider will not be required to wear one. Employees are allowed to wear their own acceptable face covering if they choose. Individuals with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to wear one.

The district will instruct students, parents/guardians and 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

Social Distancing

Students will practice social distancing from the arrival on school grounds through departure. Large school bus capacity will be limited to one student per seat, unless two students live in the same household, then they may share the same seat. Grab-and-go breakfasts will be available and eaten in classrooms to deter students from congregating in the lunchroom. Elementary lunches will be served to students in the classroom and consumed in the classroom. Meals will be pre-ordered and packaged to contain all components, condiments, and utensils. Secondary students will also pre-order meals and those meals will be packaged in the same manner. Secondary students will use a Grab-and-go method for picking up pre-ordered lunches and eat in designated areas with social distancing measures in place. Hallway use will be limited. When students enter the building, they will go directly to their classroom. Hallway lockers will not be used. No more than 16 students will occupy a classroom grades K-12, and no more than sixteen students will occupy a preschool classroom per the allowance of square footage. During Physical Education class, students will maintain a distance of 12 feet in all directions while participating in activities that require aerobic activity and result in heavy breathing.

Facilities Cleaning, Sanitizing, Disinfecting and Ventilation

The district will ensure adherence to hygiene, cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage

- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

Monitoring Student and Staff Health

Screening for symptoms of COVID-19 will be completed daily for staff.

- Temperature screening, including a health questionnaire will be completed by all staff before leaving home through Power Apps. Anyone feeling **new or worsening** symptoms will be expected to stay home and see a healthcare professional **within 48 hours of the onset of symptoms**, for further assessment and possible testing. (No one should enter a district building feeling new or worsening symptoms). **If staff member or someone in their household has symptoms that include fever and/or loss of taste and/or loss of smell, all members of the household are placed in mandatory quarantine by the MCDOH.**
- To return to work, a health care provider must write a note describing either an alternate diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness. An unconfirmed acute illness will require a COVID-19 testing.

OR

- If there is a negative test result and improving symptoms, a note from a health care provider indicating the result was negative or a copy of the negative test result will allow a return to work.
- The alternate diagnosis or negative result needs to be sent to the Assistant Superintendent for Human Resources before allowed to return to work.
- If a staff member tests positive, East Irondequoit CSD will follow the NYS DOH recommendation as follows:
 - Regardless if symptomatic or not, if tested positive, the staff member may return to work after completing at least ten days of isolation from the onset

of symptoms or ten days of isolation after the first positive test if asymptomatic.

- Isolation will cease after being cleared with a doctor's note.
- The staff member will be responsible for contacting his/her supervisor to follow up the diagnosis and/or test results from the health care meeting. This information will be shared with the COVID-19 safety coordinator, and superintendent. **The lab conducting the COVID-19 test will contact the Monroe County Health Department and contact tracing will begin.** The school district will collaborate with the DOH for contact tracing. A written note from his/her doctor clearing him/her to return to work will be provided to the Assistant Superintendent for Human Resources. This information will be shared with the COVID-19 safety coordinator, and superintendent.
- Any staff member who has been in close contact with a person who has tested positive for COVID-19, the East Irondequoit CSD will follow the NYS DOH recommendations as follows:
 - a. **If symptomatic, the staff member may return to work after a negative COVID-19 test, symptom resolution, or documentation from their doctor with an alternate diagnosis clearing them to return to work.**
 - b. If NOT symptomatic, the staff member may return to work after fourteen days of self-quarantine.
 - c. The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least ~~40 minutes~~ 15 minutes starting from 48 hours before illness onset until the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.
- If a school staff member feels ill during the school day, he/she may see the school nurse for an initial health assessment including a temperature scan. The staff member must leave the building as soon as possible if symptomatic. See step a. above.
- Staff who work at locations other than a school building will follow the same screening procedure from home before leaving for work. If symptoms are felt during the workday, he/she will notify his/her supervisor and leave immediately. A meeting with a health care professional for further assessment needs to be completed as soon as possible. See step a. above.

Screening for symptoms of COVID-19 will be completed daily for students.

- Temperature screening and a health questionnaire will take place at home, daily, via the Parent Portal, before leaving the house for school. Principals will send out weekly reminders to parents to conduct the screening process at home. Each building will also have touch-free infrared temperature monitoring devices to take each student's temperature as they enter the building. If a student comes to school without the screening, they will be assessed at school by the nurse if they answer "yes" to any of the questions, or have a temperature above 100.0 degrees Fahrenheit

- Any student showing **new or worsening** symptoms should be kept home. The school will be contacted and made aware of the student's symptoms. The student will be required to seek guidance from a healthcare professional **within 48 hours of the onset of symptoms**, for further assessment. The school nurse will follow up with the family later in the day to check on a diagnosis.
 - **If the student's symptoms include fever and/or loss of taste and/or loss of smell, all members in the student's household are placed in mandatory quarantine by the MCDOH.**
 - **If the student tests positive for COVID-19, he/she must stay home from school for at least 10 days and be cleared by a healthcare provider. Additionally, any siblings or other school aged children in the household must quarantine for 14 days. The student(s) should prepare for learning at home with classroom teacher support. The nurse will notify the COVID-19 safety coordinator. The Monroe County Department of Health will be notified by the lab that conducted the test and contact tracing will begin. The school district will collaborate with the DOH for contact tracing.**

- **In order to return to the school building, the student who had symptoms must have written documentation from their health care provider with an alternate diagnosis, or a negative COVID-19 test result, and symptom resolution. Once the documentation is received by the school nurse, the COVID-19 safety coordinator will be informed.**
 - **If your student(s) is transported to any East Irondequoit Central School District facility or program, and has been home for any period of time due to COVID-19 symptoms; you must follow the steps indicated below in order for your student is board school district transportation.**

1. Have your health care provider fax (**see health office fax numbers below**) the evaluation document or negative COVID-19 test result to the health office, during school hours, or to the building principal in the main office if it is after hours. The school nurse or principal will contact transportation to let them know when your student will be cleared to ride the bus.
2. If you receive a paper copy of the evaluation or negative COVID-19 test result, please bring your student into school on the first day back. The health office will receive these documents and contact transportation to begin pick up and drop off the following day.

***A negative COVID-19 test result or an evaluation specifying an alternate diagnosis by your health care provider is required by the Monroe County Department of Health.**

○ **School Health Office Fax Numbers:**

Helendale: 339-1349

Ivan Green: 339-1328

Durand Eastman: 339-1353

Laurelton-Pardee: 339-1289

El Middle School: 339-1439

Eastridge: 339-1549

- Any student who is symptom-free upon arrival but shows symptoms during the school day will be sent to the health office for screening by the nurse. If the student needs to see a healthcare professional, he/she will be isolated, supervised by the nurse, and wait to be picked up a parent or guardian. The person picking up the student will be screened before allowed entrance to the building. The nurse will follow up with the family later in the day to check on a diagnosis. See the bold type, above.
- Any student that has no symptoms but has been in close contact with a person who has tested positive for COVID-19 (**this includes siblings/other children in the household**), he/she will be home from school for fourteen days and prepare for learning at home with classroom teacher support. This information will be relayed to the COVID-19 safety coordinator.
 - The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the person was isolated. The local health department should be contacted if the extent of contact

between an individual and a person suspected or confirmed to have COVID-19 is unclear.

- The Monroe County Department of Public Health has provided [flow charts regarding symptoms and quarantine orders](#).

Screening for COVID-19 symptoms will be completed daily for visitors and vendors. Any visitor or vendor must be masked, read through the list of symptoms, and answer “no” to all those listed. The list will be posted outside of the buildings next to the intercom. A temperature check will be administered by school personnel. If the visitor or vendor has a temperature above 100.0 degrees Fahrenheit, he/she will not be allowed to enter the building. He/she will be encouraged to seek medical screening, and the rejection into the building will be shared with the COVID-19 safety coordinator.

The district will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

To assist the local health department with tracing the transmission of COVID-19, the district has developed and maintained a plan to trace all contacts of exposed individuals in accordance with protocols, training, and tools provided through the New York State Contact Tracing Program.

Hygiene Practices

All students and staff will be trained on proper handwashing and sanitizing. There will be designated times built into each day for students to wash hands and/or use hand sanitizer. Signs will be posted in visible locations to promote daily protective measures and how to stop the spread of germs. In addition, instructional videos will be available on the district website as well as looped on monitors in each school building.

Regular hand washing with soap and water for at least 20 seconds will be done:

- Before eating
- After sneezing, coughing, or nose blowing
- After using the restroom
- Before handling food
- After touching or cleaning surfaces that may be contaminated
- Before and after putting on or taking off face coverings
- Anytime hands are visibly soiled

If soap and water are not available, students and staff will use an alcohol-based hand sanitizer.

Sharing of materials will be limited among students. Students will carry their own supplies and will not be permitted to share their supplies with other students.

Respiratory hygiene practices will include covering coughs and sneezes with tissues or the corner of elbow, disposing of soiled tissues immediately after use, washing hands after sneezing or coughing, and wearing a face covering.

Other Safety Protocols

Handling of sporting activities will be consistent with the CDC Considerations for Youth Sports for recess and physical education. Per the New York State Public High School Athletic Association, fall sports are delayed until Monday, September 21st.

Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

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

The District has been utilizing building floor plans denoting square footage to determine how existing spaces can be reimaged for use as instructional space. Storage trailers have been placed at each instructional facility for non-essential materials, supplies and equipment to be stored. This will increase usable square footage in classrooms or ancillary spaces.

In addition, the communications department has been working with local vendors to provide various types of signage that will be placed throughout district facilities to promote social distancing and CDC recommended hygiene practices.

The facilities department has been working with LaBella Associates mechanical engineers to evaluate existing air handling systems in all district owned facilities to determine what units fans speeds can be increased to increase ventilation and if high rated air filters can be placed in the air handling systems.

The district will conduct the mandatory twelve emergency drills this year to prepare the students to be able to respond appropriately, in the event of an emergency. The drills will consist of four lock-down drills and the remaining eight will be fire/evacuation drills. The students will be required to wear face masks exiting or entering the school buildings while practicing social distancing. Upon arrival at any gathering point, the students will social distance themselves within the area allowed, while continuing to wear face masks. In the event of a lock down drill, the students will wear face masks while being instructed of the possibility of close quarter containment. The district will conduct eight of these drills in the first half of the school year.

Nutrition

School nutrition staff will continue to follow all Department of Health Guidelines for proper food handling and food safety. In addition, masks will always be worn by all team members, while in the kitchen/cafeteria. Face Shields and masks will be worn by all cashiers and other staff members interacting with students. Cleaning schedules will include added steps to clean all serving areas between student groups meal service times. Menus will continue to comply with all USDA Child Nutrition Guidelines and directives for breakfast and lunch service.

Breakfast Procedure

Grab-and-go breakfast will be picked up by students as they enter the school building at multiple kiosks if necessary. Students will give food service personnel their name for the roster and then take the breakfast bag with them for consumption in their classroom. Additional support staff may be utilized to support this procedure.

Lunch Procedure

Operations will be adjusted accordingly based on guidance from the district and the district school nutrition office. Operations will be based on what level staff is instructed to use. Levels 1-4 are listed below.

Supplies needed may vary some depending on what level school nutrition department is operating on. Additional supplies may be ordered to accommodate alternative services, needs, and requests that come up based on direction from the district and the school nutrition office.

Requests to NYSED for waivers may be necessary to allow for school feeding style service, grab-and-go service, and various locations. A review of the NYSED Child Nutrition Guidelines will be necessary. School nutrition administration monitor these for updates and revisions.

School nutrition employees will be provided with a list of the job tasks/duties they will need to do during their time at work. Staff will go through the trainings offered through NYSED and any additional training deemed necessary. A list of training websites and videos will be provided.

Level 1 – If students are not attending school in-person:

- Continue with the Emergency Student Feeding Procedure. Feed students based on the feeding procedures/systems available.
- If staggered attendance or high-risk students are not attending full days, it may be necessary to provide meals in this manner while also providing one of the levels below, if NYSED permits.
- Tracking of free/reduced/full pay meals picked up may be needed in this meal distribution model if a waiver is not put in place.

Level 2 – If students are eating meals in the classroom:

- Meals will be picked up or delivered to the classroom. Lunch components will be plated and limited touch items.

If meals are delivered to each classroom...

- Pre-ordering meals will be necessary to build each classroom order. Orders will need to be submitted by 9:00 am that morning or the prior day on a class roster with the corresponding letter of the selected meal (choice A or choice B or M for ala carte milk).
- Meals delivered to the classrooms will be complete meals: choice A or choice B including the fruit and vegetable sides of the day.
- Meals will be pre-packaged in a foam clam shell with all condiments, utensils, and choice of milk.
- Classroom rosters will be marked to report the students who received meals. These will be submitted to the school nutrition department daily for data entry into Nutrikids Tracking system.
- Milk would be available ala carte as needed for lunches from home. A separate list will be maintained for the sale of ala carte milk.

If meals are picked up in the cafeteria...

- Efforts will be taken in the cafeteria serving line to significantly limit access to surfaces.

- Pre-ordering would be strongly encouraged to limit the time needed for each group go through the lunch line. Orders will be submitted by 9:00 am that morning or the prior day. Ordering systems that could be utilized are the electronic lunch count (SharePoint document) program or handwritten preorder slips.
- Level 2 Health and Safety Procedures:
 - Due to possible contamination of cash/checks, the use of the online school payment system, MySchoolBucks is highly encouraged.
 - Face coverings will be worn by school nutrition staff.
 - Antimicrobial tape will cover pin pad surfaces.
 - Frequent touchpoints will be cleaned and sanitized before and after each group use.
 - Tape will mark the floor to designate social distance guidelines throughout the lunch line from the entrance to the exit.
 - Posters will be visible in the adjacent hallway(s), in the entrances/exits of the lunch line, within the lunch line, and in the cafeteria instructing students how to social distance, wear face coverings, and practice proper hygiene to prevent the spread of germs.
 - Hand sanitizing stations will be in placed at the entrances and exits of each lunch line and in the cafeterias.
 - Polycarbonate breath guard will be installed at the registers and serving areas to protect staff and students where social distancing cannot always be enforced.
 - Garbage cans will be strategically placed in the hallways outside classrooms. All food/trash will be disposed of when done eating in the classroom. Each classroom will have a spray bottle of cleaner/sanitizer each day with two clean cloth rags to properly sanitize areas before and after meals. Garbage cans will be emptied by custodians when full.
 - If meals are self-selected, shared touchpoints will be eliminated by pre-portioning all fruit and vegetables available. Examples of this include:
 - Cupped fruit in 4 oz. container with lid or seal instead of bulk with scoop or cupped up without lid
 - Saddle bags used for vegetables, apples, etc. vs. bulk with tongs
 - Salad greens in 8 oz. container with line or seal vs. bulk with tongs
 - Hot entrée and hot vegetable bars eliminated and provided in foam container by server at the hot entrée station.
 - Quantities of food put out for pickup will be consistent with the number of orders (e.g. if there are 12 lunch orders, there will be 12 fruit and vegetables).
 - There will be no ala carte orders until further notice, except for milk orders.
 - Pre-wrapped individual utensil packs will be available

- Cashiers & servers will place condiment packets on student trays to limit the number of shared touchpoints.
- Staff will practice proper and frequent hand washing, use of gloves, use of face coverings, and social distancing.

Level 3 – If students are eating meals in cafeteria:

- The same procedure will apply as outlined in level 2, with the addition that some groups may eat in the cafeteria at the specified areas/tables, to follow social distancing guidelines. Other groups may still eat in the classroom
- Self-selection and shared surface touching can return by limiting intervals
 - Limited number of food sides and serve-yourself entrees will be displayed on the line.
 - Self-serve utensils will be replaced after each serving period.
 - Example: bulk salad bars may return. Students can serve themselves and serving utensils will be removed, washed, and replaced after each group goes through the line.
 - Pin-pads will be covered with antimicrobial tape.
 - Served ala carte/snack offerings may be added.

Level 4 – If group dining returns:

- Posters will be visible in the adjacent hallway(s), in the entrances/exits of the lunch line, within the lunch line, and in the cafeteria instructing students how to social distance, wear face coverings, and practice proper hygiene to prevent the spread of germs.
- Hand sanitizing stations will be in place at the entrances and exits of each lunch line and in the cafeterias.
- Most students will eat in the cafeteria, with accommodations made for high risk individuals
- Limited number of food sides and serve-yourself entrees will be displayed on the line.
- Self-serve utensils will be replaced after each serving period.
- Pin-pads will be covered with antimicrobial tape.
- Utilize reusable trays for students eating in the cafeteria.
- Cash/check may be provided at the cash register; however, no change will be given.
- Normal food service sanitizing practices put back in place after each group goes through.

Transportation

The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable. School bus capacity will be limited to one student per seat, unless two students live in the same household, then they may share a seat.

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

All buses that are used every day by districts and contract carriers will be cleaned/disinfected once a day. High contact spots will be wiped down in between bus runs during the morning and afternoon runs.

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

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

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

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

Social-Emotional Well-Being

We recognize that the social emotional well-being of our students and staff during these challenging times is critically important. The district has made available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instructions.

The district will continue to utilize a multitiered approach to SEL as outlined in the district's counseling plan. The district will implement Tier I SEL instruction in classrooms utilizing the identified curriculum. Mental health providers will be utilized to provide multitiered interventions and provide resources to families. The district will continue to be part of community collaboratives and utilize various community resources to support families, students, and staff. The district will identify ways to support faculty and staff wellness through identified resources and professional development.

The district has identified time for implementation of SEL curriculum. The district has provided and will continue to provide professional development related to SEL curriculum, trauma, general wellness/self-care, etc.

The district will continue to provide social emotional consultation to classroom teachers. The district will elicit feedback from families, staff and students in a variety of ways to assist in determining additional social emotional needs.

School Schedules

Elementary

EICSD elementary schools are prepared to offer an all-student in-school option, hybrid, and a 100% remote instructional plan. The plans consider curriculum pacing, assessment, and the social-emotional needs of our students. Core subject teachers will need to focus on the skills and the essential standards in their curriculum, with covering all content less of a focus. Professional Learning Community (PLC) time will be focused on teaching essential skills and standards at the same pace.

Secondary

East Irondequoit Middle School:

East Irondequoit Middle School has created a plan for traditional, hybrid, and 100% remote learning. Core subject teachers will need to focus on the skills and the essential standards in their curriculum, with covering all content less of a focus. It will be essential for Professional Learning Community (PLC) time to be focused on teaching essential skills and standards at the same pace.

Within the two models that include in-person learning, we have proposed groups of students in cohorts who will remain with the same peers throughout the day.

To maintain the cohorts throughout the day, arrival times in the AM will need to be pushed back to 7:20 AM to allow for teachers to enter prior to students. At 2:15 PM dismissal, students will be held and dismissed by bus route to allow for students to exit in small

groups. Walkers will be held and dismissed by zone in the building to prevent grouping within the building.

Our delivery of specials such as music, PE, health, etc. will change. Restrictions will keep numbers participating in band and chorus to small groups. Specials will have to rethink what can be done in classrooms where they travel to teach. Pacing will have to be flexible (how we begin the year will not necessarily stay the same all the way through). PE will need to spread out and classes will utilize the outdoor and physical education spaces. PE will pull cohorts one at a time.

For meals, breakfast and lunch will be consumed in classrooms to keep students within their groups. Lunches will need to be ordered electronically in the morning, with manner of payment possible within the classroom.

Lockers will not be issued to help prevent gathering in the hallways. Students will be escorted or follow traffic flow guidelines posted within the building, within their cohort. Grouping will be prevented, and masks are mandatory during transition.

Individual paper passes will be issued to students to use the hallway during class. Bathrooms should have no more than two people in them. Every other urinal will be taped off to space users.

For hybrid learning, students will be grouped on an AB or CD rotation, with attendance in person and online alternating every two days. It is expected that content and instruction will progress each school day regardless of which group is physically in the building and which group is home.

For remote learning, students will view their four core classes and foreign language 7th and 8th grade online or via video. Teachers will take attendance and maintain grades while providing meaningful skill-based feedback. Elective teachers will provide supplemental materials and help support students and teachers in the online learning.

EIMS will regularly communicate expectations and updates throughout the summer using emailed Principal's newsletter, text via Talking Points, social media, and mailed communication home when needed.

Eastridge High School:

Eastridge High School has created a plan for traditional, hybrid, and 100% remote learning. Core subject teachers will need to focus on the skills and the essential standards in their curriculum, with covering all content less of a focus. It will be essential for Professional Learning Community (PLC) time to be focused on teaching essential skills and standards at the same pace.

Within the two models that include in person learning, students will continue to transition and follow their daily schedule as previously done. Arrival times for buses and drop-offs will be from 7:05 AM – 7:20 AM. Restrictions will keep numbers participating in band and chorus to small groups. Pacing will have to be flexible (how we begin the year will not necessarily stay the same all the way through). PE will need to maximize athletic spaces, including outdoor fields, as weather permits.

For hybrid learning, students will be grouped with a 2 day on, 2 day off rotation, with attendance in person and online alternating every two days. Eastridge will follow an 8-day rotation. Group 1 will attend their A day and B day classes in person, then Group 2 will attend their A day and B day classes in person. This rotation will repeat with Group 1 following their C day and D day classes, then Group 2 following their C day and D day classes to ensure that all classes receive equal in person instruction. Instruction will not be repeated, just because the letter days are repeating. It is expected that content and instruction will progress each school day regardless of which group is physically in the building and which group is home. Students at home are expected to participate daily in their courses through MS Teams or another method of communication.

For 100% remote learning, students will view all their courses and teachers will take attendance and maintain grades while providing meaningful skill-based feedback.

Eastridge will regularly communicate expectations and updates throughout the summer using emailed Principal's newsletter, text via Talking Points, social media, and mailed communication home when needed.

Eastridge High School and East Irondequoit Middle School will be scheduled so that students residing in the same household will attend school on the same two-day rotation.

Budget and Fiscal

The District will meet all existing state aid reporting requirements. The content of data submissions, including attendance data, will remain consistent with past practice except where modified by law, regulation or executive order. All reporting deadlines will be met and the District's past internal state aid reporting practices will be followed.

Attendance and Chronic Absenteeism

Infinite Campus will remain our primary tool for student attendance. Through Infinite Campus's "Blended Learning Add-On" solutions have been added that allow for groups to be marked as in person and remote. Teachers will take attendance as they normally would for attendance purposes when students are present in school and options exist for remote attendance. Should students synchronously join class, teachers can also

mark remote students present. For students accessing daily instruction through asynchronous means other options exist. A turned in feature also exists in the IC Blended Learning Add On. Assignments flagged as Turned In can now be included in the Flagged Assignments report. Adding a checkbox on Attendance Code Editor to allow assignment-based attendance modifications for identification of which attendance code will be written. This allows a student's completion of an assignment to constitute that they were present or in attendance that day during remote instruction.

At the K-5 level students will be rostered to teachers responsible for attendance. Remote students will be rostered to a specific teacher. At the 6-8 level students will be rostered in A/B groups unless an at-risk group which will attend full time. Fully remote students would be rostered to teachers but as remote learners. Teachers would mark student attendance daily regardless of in person or remote and this functionality should be possible on one screen at the same time.

Attendance data will be reported in the student information reporting system or SIRS.

If a student is not in school, and there is no excuse from a parent or guardian, the reason for the absence will be assumed to be COVID-19 symptoms. In order for the student to return to the school building, the parent/guardian will need to follow protocols for symptomatic students.

Elementary

Newsletters, social media, email, talking points will encourage parents/educate parents of the importance of regular, on-time attendance and school engagement. Each school will have strategies to address tardies/extreme absences (via "attendance team")

Administrators and counseling staff will conduct meetings and home visits for chronically absent/disengaged students. District IT and transportation resources will be utilized to reach out to families, deliver/pick-up materials, pick-up broken tech tools. Building "mentors" will be assigned to chronically absent/tardy/disengaged students and families. Mental health staff will work with families to help eliminate barriers to poor attendance/disengagement and excessive tardiness.

Secondary

East Irondequoit Middle School:

Newsletters, social media, email, talking points will encourage parents/educate parents of the importance of regular, on-time attendance and school engagement. Parent communication will address how student academic progress and attendance will be

recorded whether the learning is virtual or happening within the building. Grade level teams will track attendance and parent/guardian outreach via phone, reminder mailings, email, and home visits whenever necessary will occur for students where attendance presents a concern.

The school will follow a tiered approach to attendance, with parent/guardian follow up for non-attenders via phone, email, and mailers. This will progress to include home visits from our educational services and administrative team whenever necessary.

Eastridge High School:

Alpha-split achievement teams will continue to coordinate with PLCs to develop individualized plans to support at-risk and/or chronically absent students. Extension periods will be utilized to address learning gaps that may occur when a student loses instructional time. Alternative programming such as OnTrack and STAY will address students that miss a significant amount of instructional time.

The school will follow a tiered approach to attendance, with parent/guardian follow up for non-attenders via phone, email, and mailers. This will progress to include home visits from our educational services and administrative team whenever necessary.

Technology and Connectivity

The district has determined the level of internet access for teachers and student through a survey with specific, targeted questions asking what broadband access they have, what provider, and what speed. In addition, if they do not have broadband access, we asked if they are connecting via a personal or district owned hot spot. Internet hot spots will be provided to teachers and students who do not have internet access at the location where they will be participating in remote learning/teaching.

The district will provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional models through the use of various platforms such as, but not limited to, Office 365, Nearpod, SeeSaw, Schoology, and Mastery Connect.

The district will provide IT support using an online form posted on the district website (eastiron.org) for staff, students, and families to fill out if they need assistance with technology. In addition, a phone number has also been posted, so that they can contact our helpdesk and get immediate assistance with technology from an IT staff member. The IT department will monitor both phone and online technology support submissions, so that a timely response is provided.

The district will provide professional development for teachers and leaders on designing effective online/remote learning experiences prior to the start of school.

Written and video instructions will be shared with families when support accessing instruction through technology is needed, specifically around Learning Management System use.

Teaching and Learning

In order to provide clear opportunities for equitable instruction for all students, at-risk populations will be identified. Pacing charts have been established in district previously with common formative and summative assessments already built on an online platform. Learning Management systems at all levels allow for communication of grade level/course content and materials.

Scheduled “live” streaming will take place at all grade levels in a variety of manners. Use of consistent integrated instructional tools will ensure that the daily interactions between teachers and students is substantive. Pre-assessment will continue to drive instructional practice and professional learning on remote instructional strategies that will benefit all. Information about instructional plans will be clearly communicated with all families, in multiple modalities and with scheduled consistency.

The school calendar typically includes one staff-only day before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district has adjusted the school calendar to provide two additional in-service days prior to starting with students. We are actively planning to support staff in the areas of social-emotional health and technology integration as well as planning for assessment, communication, and instructional delivery.

These days will also be utilized to establish best practices for engaging parents, families and the larger community during these challenging times. This time will allow small groups of staff to meet with PLC’s to establish the relationship necessary for a successful school year.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. These groups include, but are not limited to, special education students, English language learners, students

who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. Staff will receive ongoing support in shifting practice to a feedback first model that focuses on student growth.

Elementary

In Person Instruction:

Families will have the option of students returning to school daily or opting for fully remote learning. Class sizes will be based on square footage if classes are taught in person. Remote instruction will be determined based on number of students who do not return. Staff will report to work to ensure bandwidth, access to technology and common PLC pacing. Instructional resources will be available.

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

Accommodating a six-foot radius around students has necessitated the identification of additional rooms that can be converted into elementary classrooms. Principals have been working with the Office of Instruction and Buildings and Grounds to determine most appropriate classes for differently sized classrooms.

Current staffing levels, as they are currently allocated, may be insufficient to accommodate the expanded number of classrooms needed to ensure social distancing. In order to deliver instruction and providing adequate supervision of students the district will explore utilizing staff who are appropriately certified but currently functioning in other capacities. For example, reading, special education and library media specialists holding appropriate K-6 certifications may be utilized to reduce class sections. All instruction will continue to be aligned to the New York State Learning Standards.

Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) may be pushed into the classroom. Whenever possible students will utilize outside space for physical education instruction while limiting aerobic exertion. We will adhere to 12 feet between students when engaging in physical activity.

To the extent possible, students will remain in small cohorts if/when leaving the classroom, such as for recess or any necessary transition, to reduce their exposure to additional students.

Remote/Hybrid Instruction:

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, and the reality that families may not feel comfortable with their children beginning the year in person, our district has developed a hybrid/blended learning model and schedule that will continue in a fully remote environment.

Instruction will focus on “core” subject areas and the inclusion of elective courses. All instruction will continue to be aligned to the New York State Learning Standards.

Students at the elementary level will be rostered to a remote instructor in a hybrid model who will be responsible for daily language, reading, writing and mathematics instruction as well as community building. Should schools be forced to a fully remote model, students will be spread across the grade level and all teachers will take responsibility for the continuity of remote instruction.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students. At the K-3 grade levels, this platform is the SeeSaw learning management system and at grades 4-5 it is the Schoology learning management system.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students’ mastery of course content. We will develop a grading rubric based on levels of competency/mastery. The district currently utilizes a four-point scale in Mastery Connect for common formative assessments.

Secondary

Families will have the option of students returning to school in a 2:2 model where students are present 50% of the time or opting for fully remote learning. Class sizes will be based on square footage if classes are taught in person. Remote instruction will be determined

based on number of students who do not return. Staff will report to work to ensure bandwidth, access to technology and common PLC pacing. Instructional resources will be available.

Remote/Hybrid Instruction:

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, and the reality that families may not feel comfortable with children beginning the year in person, our district has developed a hybrid/blended learning model and schedule that will continue in a fully remote environment.

Instruction will focus on required content areas and courses needed for graduation as well as the inclusion of elective courses. All instruction will continue to be aligned to the New York State Learning Standards.

Hybrid/Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction for at least a portion of a scheduled daily class. Teachers will provide live instruction and lessons to students both in person and remotely at home. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Live lessons will be presentation-based with teacher instruction overlaid.

To ensure high-quality remote learning experiences, we will standardize the use of online learning platforms, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students. At the 6-12 grade levels, Schoology is the preferred learning management system with O365 tools and interactive lesson delivery such as Nearpod.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will develop a grading rubric based on levels of competency/mastery. The district currently utilizes a four-point scale in Mastery Connect for common formative assessments.

Special Education

Special Education Programs will be provided as identified on a student's IEP/504 to the extent possible, in-person or virtually while considering State Education Department and Health Department guidelines. If the level of service is different, then changes can be made through CSE/504 Meeting, Amendment, or utilizing the Diagnostic Trial Form.

Related Services will be provided in-person or virtually as identified on a student's IEP and documented in the Related Service Log in IEP Direct. If the level of service is different

than the IEP or deemed inappropriate on an individual basis, then changes can be made through CSE, Amendment, or Diagnostic Trial.

The district will use translation services to provide translated documents to families. The district will also use Talking Points for brief communication. An interpreter will be utilized at formal meetings, parent trainings for IT or learning platforms, etc. when required.

The district will use the same process for sharing and consenting to share CPSE documents with the CSE.

The district will have protocols in place for UPK students receiving services. CPSE providers to provide services to students in a district setting, in person, when applicable as well as appropriate space to provide the service.

If virtual therapy is required for CPSE, the PPS office will coordinate with each agency to communicate and document teletherapy sessions if appropriate and if parents' consent.

For students transitioning from CPSE to CSE the committee will work collaboratively with previous providers to determine if compensatory services are needed based on data collected through benchmarks and screenings and previous goals.

The district will continue to provide Assistive Technology Consultation and services virtually and in-person.

Special Education Teachers and Related Service Providers (IEP) and General Education Teachers (504) will ensure access to accommodations, modifications, supplementary aides, and services are provided virtually and in-person.

If changes to the IEP or 504 are needed, they will be made through Amendment, CSE/504 Meeting, or Diagnostic Trial in order to document the change.

Bilingual Education and World Languages

Baseline benchmark assessments will be given to all students in September to determine level of learning. ESOL teachers will meet individually or with small groups to assess loss of English Language Development when benchmark assessments do not yield this information. Furthermore, grade levels and departments will be identifying missed learning and prioritized standards within the curriculum as they create accelerated learning plans in their Professional Learning Communities. Actions to address this will be determined collaboratively by teachers. Additionally, pacing for this instruction and learning will also be identified.

The district will translate all needed written communications using Propio Translation Services. They will be distributed and posted on the district website on the English Language Learner page. Short or immediate communication will be done through the Talking Points platform which allows for the translation of texts both to and from the home language of each student.

Whether in person or through distance learning, all ESOL teachers will continue to meet all students and their required units of study weekly throughout the year. ESOL teachers will meet with students pushed into the classroom or digitally through Teams to support student learning. Additionally, teachers will meet with students in a pull aside model within the classroom to address “pull out” needs. Using the pull aside model allows us to keep students in one classroom/area as much as possible. If students are remote, the ESOL teacher will meet with them in a small group on TEAMS.

Three summer screening ELL teachers were identified to complete initial screening and interviews in the month of August. This plan is dependent on buildings being open to families. If buildings are not open, a plan to telescreen/interview will be implemented or a schedule of screening appointments will be set up for the month of September when buildings are open.

Professional Development will be available to all teachers including ESOL teachers as follows:

- My Learning Plan Offerings including but not limited to Culturally Relevant Curriculum and Teaching Practices, Project Based Learning and AVID strategies.
- September 8th and 9th – Classlink (8th), Talking Points, Nearpod, O365, Teams, LMS's, Telepractice
- Co-teaching (https://www.monroe2boces.org/Downloads/co-teaching-models_1.pdf & related video links)

Our instructional model for all learners is aligned to principles outlined in the Blueprint for ELL/MLL success: We provide professional development to all teachers that support their instructional understanding around ELL learning. We provide differentiated social emotional support to ELLs. We encourage the opportunity for the Seal of Biliteracy. We view parents as partners in their children's education. We provide a rigorous, accessible, standards-aligned curriculum at all levels. Our district goals align to each of the principles and document evidence quarterly to be sure all actions are in direct support of goal attainment.

Progress monitoring tools are used for all students in the district. AIMSweb is the primary platform for progress monitoring and ESOL teachers have the flexibility to progress monitor for items not primarily assessed by general education teachers.

All students will receive tier 1 social emotional instruction and support using the Second Step Program. Should an ELL student be identified needing additional support, collaboration with related support personnel as well as translated materials with the family will be provided.

All teachers including ESOL teachers will be using the following technology on a consistent basis: Talking Points, O365, Teams, Seesaw, Schoology, Nearpod, ESGI and Mastery Connect. Beyond that, teachers have access to various apps and subscriptions that are standards-aligned to support instruction and learning.

ESOL teachers will assess and provide differentiated instruction as the data indicates for all students identified as SIFE. Teachers will build relationships with families and use translated materials if needed to support the students academically, socially, and emotionally. Materials and programs will be adapted to address language acquisition, content, and skills. Specific focus will be on Foundational Skills and use of Foundational Skill Programs such as Heggerty Phonemic Awareness Program, and Foundations. Significant collaboration will be done with related service providers as needed.

Our work in this area will stay consistent and we encourage our students to work toward the Seal of Biliteracy. Collaboration will continue with our LOTE staff.

Staffing and Human Resources

Each employee whose employment requires certification or other licensure is required to inform the human resource office immediately of any change in the status of his/her certification. The changes may include, but are not limited to, the granting, revocation, upgrading, expiration, conversion and/or extension of these documents as to their periods of validity or their titles. The original certificates and/or licenses must be presented for examination and copying in the human resource office as soon as they are available to the employee. The copies will be maintained in the office files in support of the legitimate employment of each affected employee. District will verify an individual certification or licensure through the TEACH system.

As staffing is needed and schedules are finalized, we will assign certified teachers to teach a subject not covered by their certificate for a period not to exceed ten classroom hours a week, when no certified or qualified teachers are available after extensive and documented recruitment.

As staffing needs arise, we will hire appropriate substitute teachers using the new Commissioner's regulations that allow substitute teachers who do not hold a valid certificate and who are not working towards certification, but who hold a high school

diploma or its equivalent, to be employed by the school district beyond the 40-day limit, for up to 90 days in extreme circumstances and for more than 90 days in rare circumstances, under specified conditions during the time period of the State of Emergency declared by the Governor pursuant to an Executive Order for the COVID-19 crisis.

The district will fully implement its currently approved APPR plan, and if necessary, observations may be completed using remote resources. MOA may be necessary due to existing collective bargaining agreements.

