



# **Reopening Plan**

## **Naples Central School District**

### **July 2020**



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**NAPLES CENTRAL SCHOOL**  
136 NORTH MAIN STREET  
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## **Message to Parents**

Dear Big Green Families:

Over the past two weeks, students, parents, faculty, and staff have been working hard on creating a school reopening plan for NCS. While the process has been challenging, it has also been an opportunity to see how much individuals care about school safety, connection, and learning in our corner of the world.

### ***Prioritizing Parent Preference***

Throughout the planning process, it has been clear that parents are in very different places when it comes to sending their sons or daughters back to school. While some would have them return to in-person learning tomorrow, others have indicated that they would likely withdraw their child from school if a remote option were not provided.

Because both positions are completely understandable, we have prioritized parent preference throughout the reopening planning process. At this point in time, our goal is to provide both a 100% in-person learning option for some students, as well as a 100% remote learning option for others, based on parent preference.

### ***10 Week Learning Commitments***

In order to ensure, however, that we can safely welcome all interested students back to in-person learning, we need your help. At some point between now and next Friday (August 7), we are asking each family to fill out a separate learning preference survey for their child or children that can be used in creating class lists and master schedules. (Survey will be emailed to parents and made available on the District homepage as well as social media accounts.)

Because information regarding COVID-19 continues to evolve, we recognize that the comfort levels of families might change in the weeks and months ahead. However, we are asking that when parents submit their surveys, they are comfortable committing to their in-person or remote learning choices for at least the first 10 weeks of the school year. If at that point preferences have changed, we will provide opportunities for families to modify the preferred models of learning that they initially selected.

It should also be noted that throughout the scheduling process, the return of all interested students in grades UPK-6 to in-person learning will be prioritized. If we have to decrease the number of students we

can welcome back to in-person learning because of limitations involving busing staffing, or space, we will create a hybrid schedule in which grades 7-12 students only attend in-person classes 2-3 days a week.

### **Continuing the Conversation**

We know that decisions related to school reopening this fall are difficult, emotional, and complex. If students resume in-person learning, they will do so with daily symptom/temperature checks at home, physical distancing, and face coverings when 6 feet of space cannot be maintained. If they choose to participate in remote learning, they will be required to engage on a daily basis, and to meet the same levels of rigor experienced by their peers.

If you have questions or would like additional information before completing the parent preference survey, I would invite you to join us for a reopening presentation on Facebook Live this coming Monday (August 3) at 6:00 p.m. Additionally, if you would like to continue the conversation, I would ask that you register for an Elementary School Zoom meeting on Tuesday (August 4) at 3:00 p.m. or a High School Zoom meeting on Wednesday (August 5) at 3:00 p.m. by completing a brief form emailed to parents and made available on the District webpage as well as social media accounts. On Monday evening, I will send out Zoom links to anyone who registers for the conversations, and look forward to having a chance to connect.

Finally, despite our best efforts, we know that our reopening plans will continue to evolve as new information emerges. Throughout the process, however, we promise to communicate, to ask for feedback, and to make decisions with an understanding that each child at NCS is someone's whole world.

Please know how much we value your partnership, and that we do not take for granted the trust and support you have shown us in recent months.

Looking forward to connecting soon.

A handwritten signature in black ink, appearing to read "Smith".

## **Communication and Engagement**

With continued uncertainty surrounding COVID-19's spread and its impact on health and safety, it will be more important than ever to communicate with NCS stakeholders during the reopening process. The guidelines referenced in this plan have been developed with direct input from students, parents, faculty, and staff, and they reflect requirements and recommendations from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (DOH) and the needs of the Naples community.

### ***Stakeholder Involvement***

During the reopening planning process, the Naples Central School District leveraged the collective expertise of the school community by engaging multiple stakeholder groups. To ensure that individuals had a chance to contribute to the plan, the District used surveys, Zoom meetings, in person gatherings, and phone calls to solicit ideas and feedback. Throughout the planning process, the District solicited input from the following groups to make the best decisions possible for the school community:

- Students
- Parents and Guardians
- Faculty and Staff
- Department of Health (DOH)
- School Physician
- Naples Ambulance
- Board of Education
- Administrative Team

### ***Communications Plan***

Because the District values its existing partnership with the surrounding community, the reopening planning process has prioritized the active participation of multiple stakeholder groups. To ensure that trust and transparency continue to define the culture that exists in Naples, two-way communication will be critical in the weeks and months ahead. To make sure that students, parents, faculty, and staff have relevant and up to date information, the following communication tools will be used on a regular basis:

- Blackboard Connect Email and Phone Message System
- District Webpage
- Distance Learning Portal
- Naples CSD Facebook Page
- Naples CSD Twitter Account
- Zoom and In Person Meetings
- COVID-Related Signage in All District Buildings

### ***Face Coverings and Physical Distancing***

Experts have advised that face coverings, physical distancing, hand hygiene, and respiratory hygiene play important roles in containing the spread of COVID-19. In preparation for the reopening of school, the

District will provide written information as well as in-person instruction for all faculty, staff, students, and visitors that reinforces the safety protocols recommended by the CDC and the DOH. Additionally, the District will display signage reminding individuals to follow essential health practices.

### ***Plan Accessibility***

To ensure that stakeholders have access to communications and planning documents related to COVID-19, information will be made accessible via email, the District webpage, and social media accounts. If a student or family member speaks a language other than English at home or has a visual and/or hearing impairment, the District will make sure the communications are modified and shared in an appropriate manner.

### **Health and Safety**

The health and safety of the students and staff in the District are paramount. Health and safety considerations will come first in decisions made and actions taken by the organization.

Whether instruction is provided in person, remotely, or through some hybrid combination, the District has an important role to play in educating and communicating with stakeholders about the preventive actions it will take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks
- Healthy Hygiene Practices
- Physical Distancing
- Personal Protective Equipment (PPE) and Face Coverings
- Management of Ill Persons
- Cleaning and Disinfecting

### ***Capacity Assessment***

Because safety is always the District's first priority, the health and well-being of students and adults is the focal point of the reopening planning process. When considering in-person instruction, the organization used the following strategies to determine potential capacity:

- Classroom measurements and the square footage of buildings to maintain appropriate physical distancing as per current guidelines
- PPE and face covering availability for students, faculty, and staff
- Human resource availability recognizing that smaller classes will likely be needed, and that labor shortages might be a possibility if faculty or staff members are unable to return
- Evaluation of the bus runs, available seats, drivers, and monitors needed to safely transport students to and from school. As a part of the process, parents were surveyed to see if they might be willing to transport their child(ren) to school each day
- Local hospital capacity (Note: The Ontario County Health Director shared that the Superintendent of Schools would be notified if the region encountered issues related to hospital capacity - something that has not been a problem since the onset of the pandemic.)

## *Measures to Ensure Safety*

- **Physical Distancing:** In order to reduce close contact between people, social or physical distancing will be used whenever possible in buildings and on school buses. Learning spaces will be modified and individuals will be expected to stay at least six feet (about 2 arms' length) away from other people in both indoor as well as outdoor areas to the extent practicable
- **Face Coverings:** When physical distancing cannot be maintained, individuals will have to wear acceptable face coverings. However, students and staff members will be able to remove their face coverings during meals, periods of instruction, breaks, etc. when physical distancing guidelines can be implemented. If a student or staff member does not have a face covering, the District will provide an appropriate covering. If a student refuses to adhere to the safety expectations outlined for in-person learning, they will be assigned to a remote learning program. Finally, if a student has a diagnosed medical condition that prevents wearing a face covering, his or her parents will need to discuss an alternate method of protection with the District. Faculty and staff members should discuss concerns for face coverings with their supervisor. (Note: Students and staff are encouraged to wear face coverings to the greatest extent practicable, and the District will follow the most current guidelines from the CDC and SED)
- **Health Screenings:** SED guidance requires that students, faculty, and staff undergo daily health screenings. Because Health Directors strongly recommend that student daily screenings (including temperature checks) take place before learners board a bus or arrive at school, the District will be investing in a third party application system. Each morning, parents will need to use the application system to address the following questions with their child(ren):
  - Is your temperature above 100?
  - Have you had any of the following COVID-19 symptoms in the past 14 days?
    - Cough (not associated with Asthma or allergies)
    - Shortness of breath or difficulty breathing
    - Fever
    - Chills
    - Muscle pain
    - Sore throat
    - New loss of taste or smell
    - This list does not contain all possible symptoms. Other less common symptoms have been reported including gastrointestinal symptoms like nausea, vomiting, or diarrhea
  - Have you had a positive COVID-19 test in the past 14 days?
  - Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?
  - Have you travelled to one of the states listed on New York State's travel advisory list within the last 14 days?

Over the course of the school year, there may be times when a parent is unable to screen the health of his or her child before he or she arrives at school. If that occurs, the District will conduct the assessment and temperature check. If a student's temperature is above 100, they will be sent to the nurse's office, potentially isolated, and their parents will be contacted. Throughout the process, student privacy will be maintained. Additionally, although the District will not keep records of student, faculty, staff, or visitor

health data, it will maintain records confirming that individuals were screened and the result of such screening (E.g. Pass/Fail, Cleared/Not Cleared, etc.).

Isolation rooms will be identified in both school buildings. If a student is suspected of having COVID-19 and is awaiting transport home by a parent or guardian, they will be separated from others in the room supervised by a trained adult utilizing appropriate PPE. If multiple students are suspected of having COVID-19, they may be in the isolation room together if they can be separated by at least 6 feet.

- **Training:** Before the start of the school year, faculty and staff will be assigned online training to cover COVID-19 related topics recommended by the CDC and the DOH. A component of the training will involve how to better observe signs of any type of illness such as:
  - Flushed cheeks
  - Rapid or difficulty breathing (without recent physical activity)
  - Fatigue and/or irritability
  - Frequent use of the bathroom

Additionally, students will receive age-appropriate instruction on how to wear a face covering, how to safely distance, proper hand hygiene, etc. To reinforce the information, signage will be displayed in school buildings and on buses.

### ***Visitation to School Buildings***

To minimize the number of people entering school buildings, non-mandated meetings or visits will be limited. Whenever possible, non-mandated meetings with parents will be conducted using phone or video conferencing. If it is essential for a parent or a visitor to enter a school building, they will be required to:

- Wear a face covering
- Complete a health screening
- Follow guidelines regarding physical distancing

Furthermore, the following will be used to limit contact or potential exposure to COVID-19 from visitors:

- Polycarbonate barriers in reception areas
- Removal of toys, magazines, etc. from main offices
- Limited seating in main offices
- Sanitization of writing utensils and clipboards between use
- PPE and hand sanitizer available before individuals enter

### ***Confirmed Cases of COVID-19***

If there is a confirmed case of COVID-19 at NCS, the District will immediately contact the Ontario County Department of Health as well as its medical provider (Workfit Medical) to determine appropriate next steps. To ensure the health and safety of students and staff, actions will involve:

- Isolating and safely removing individual(s) with a positive COVID-19 diagnosis
- Closing off areas used by individual(s) with the positive COVID-19 diagnosis

- Increasing natural air circulation in affected areas
- Turning off HVAC services to the affected area to prevent spread
- Follow CDC and DOH recommendations for cleaning and disinfecting affected areas
- Coordinating with the DOH in notifying relevant classroom/building/district parents of the positive COVID-19 diagnosis. (Note: Medical confidentiality will be protected and identifying student and/or staff information will not be shared.)
- Supporting contact tracing efforts by:
  - Maintaining accurate visitor logs and attendance records
  - Keeping up to date class rosters and attendance records
  - Creating bus and classroom seating charts
  - Utilizing hallway cameras to help determine potential exposure

### ***Return to School After a Positive COVID-19 Diagnosis***

To protect the health and safety of students and staff, the District will be extremely cautious when individuals exhibit symptoms that are consistent with COVID-19. If there is a positive diagnosis, the District will work closely with the Ontario County Department of Health and Workfit Medical to facilitate a safe return to school. At a basic level, students and staff must be fully recovered and meet all the following protocol in order to return to school:

- Written clearance from a medical practitioner
- At least 10 days since symptoms began
- At least 3 days since the individual has had a fever without taking fever reducing medication (E.g. Tylenol, acetaminophen, ibuprofen, Motrin, aspirin, etc.)
- At least 3 days since symptoms have improved (E.g. Shortness of breath, cough, etc.)

If a student or staff member is diagnosed with a medical condition other than COVID-19, the following conditions must be met in order to return to school:

- Written clearance from a medical practitioner along with a diagnosis clearing them of COVID-19
- Fever free and feeling well for at least 24 hours without taking fever reducing medication (E.g. Tylenol, acetaminophen, ibuprofen, Motrin, aspirin, etc.)

It should be noted that districts should not have mandatory requirements about COVID-19 testing. Decisions about COVID-19 testing and the use of results should continue to be the prerogative of medical practitioners.

### ***School Safety Drills***

Over the course of the year, the District will continue to conduct mandatory fire and lockdown drills to comply with existing safety requirements. When conducting drills, however, the following considerations will be used to minimize the potential spread of infection:

- **Lockdown Drills:**
  - Conduct drills in settings where physical distancing and face coverings can be implemented

- Conduct drills on staggered schedules so that physical distancing and face coverings can be maintained
- Provide an instructional overview of how to respond in a crisis situation as opposed to actually hiding or sheltering
- **Fire Drills:**
  - Conduct drills on staggered schedules so that classrooms are not evacuating all at once
  - Stagger drills by classrooms in order to minimize contact between students and staff in hallways, stairwells, evacuation sites, etc.
  - Provide education to all students about fire drill procedures whether they are participating in remote or in-person instruction

### ***Before and Aftercare Programs***

For years, the District has partnered with the YMCA to provide aftercare for a small group of students. Before resuming the aftercare program, the District will meet with the YMCA to determine whether all reopening expectations regarding health and safety can be met.

At this point, interscholastic athletic activities in New York State have been postponed until at least September 21. Because of these restrictions, all co-curricular activities requiring a physical presence in school will be postponed until further notice.

Finally, to prioritize uninterrupted daily cleaning and disinfecting, District facilities will be closed to outside groups for the time being.

### ***COVID-19 Safety Coordinator***

To ensure continuous compliance with all aspects of the District's reopening plan, the Superintendent of Schools or his/her designee will serve as the COVID-19 Safety Coordinator.

### **Facilities**

When students and staff return to school buildings for in-person instruction, it will be vitally important that physical spaces are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. The following are cleaning practices that will be implemented by the District:

#### ***Classroom/Workspaces***

- Clean and disinfect high touch surfaces, including, but not limited to:
  - Classroom desks and chairs
  - Door handles and push plates
  - Bathroom faucets
  - Light switches
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped

- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area, if applicable
- Vacuum carpet daily, if applicable
- Re-stock all paper and soap products
- Clean baseboards - Weekly
- Clean light fixtures - Weekly
- Replace lights (Notify custodian or maintenance)

### ***Restrooms***

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
  - Sinks
  - Faucets
  - Soap dispensers
  - Drinking Fountains
  - Door handles and push plates
  - Light switches
  - Handrails
- All trash receptacles emptied and trash removed from room
- Floors full mopped
- Clean doors and partitions in restrooms and locker rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check sanitary napkin boxes
- Clean exterior of dispensers
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean baseboards - Weekly
- Clean light fixtures - Weekly
- Replace lights (Notify custodian or maintenance)

## **Standard Operating Procedures: Custodial – Maintenance**

### **Roles and Responsibilities**

#### ***Supervisor***

- Create plans per guidance
- Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease
- Conduct a facility walkthrough to ensure that the classrooms, offices, common spaces, and the exterior are ready for staff and students

- Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and PPE
- Provide ongoing communication and feedback to staff
- Participate in planning meetings as needed

### ***Cleaning & Maintenance Staff***

- Maintain physical distancing as much as possible
- Wear face coverings where other physical distancing measures are difficult to maintain
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor
- Wear all required PPE when cleaning and using chemicals
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% ethanol or 70% isopropyl alcohol

### ***Facility Considerations***

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (i.e. allowing pollen in or exacerbating asthma symptoms) to students and staff using the facility
- Take steps to ensure that all water systems and features (i.e. drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water

## **Cleaning/Disinfecting Protocols**

### ***General Cleaning***

- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques
- Ensure safe and correct application of disinfectants
- Ensure the facility has been cleaned/disinfected as per current NYSDOH protocols and that all high touch surfaces are routinely cleaned/disinfected

### ***General Disinfecting***

- Clean the area or item with EPA-registered cleaner and then use EPA-registered disinfectant
- When using EPA-registered disinfectants:
  - Keep surfaces wet for the entire contact time (see product label)
  - Precautions such as wearing proper PPE and making sure you have good ventilation during use of the product
  - Check the label to see if your product is intended for disinfection, and ensure the product is not past its expiration date
  - Leave solution on the surface for 5-10 minutes

### ***General Classrooms***

- Disinfectant wipes will be made available upon request to faculty and staff for basic cleaning
- Trained staff will be responsible for heavier cleaning and disinfecting within classrooms

- Frequency of room cleaning should be greater than the regular cleaning schedule

### ***Conference Rooms***

- Consider the repurposing of those room(s) and limiting their use
- Conference rooms that are used should be disinfected on a daily basis at minimum
- If a meeting is required, consider limiting in-person meetings (refer to NYS guidance), if virtual meetings are not feasible. If staff meetings cannot be held virtually use a large enough space to accommodate physical distancing
- If any type of meeting/training needs to occur in person, they should be conducted in an efficient manner
- Congregating before and after meetings should be discouraged. Disinfectant wipes or spray should be left in each conference room and employees should be encouraged to wipe down all surfaces and equipment (i.e. mouse, keyboard, phone) touched during conference room meetings

### ***Lobby and Common Areas***

- Common areas (lobby, security check-in) should be cleaned and disinfected on a daily basis at minimum
- Consider removal of benches, chairs, etc. from these areas to limit congregation
- Disinfect all surfaces and commonly touched equipment (i.e. check-in tablets, pens, etc.)
- Employers and employees should not provide communal meals to employees, and should not make food available in common areas where employees may congregate
- Regulate the use of common areas with clear signage (including maximum occupancy) and physical distancing measures in accordance with public health rules and guidelines
  - Provide cleaning supplies for employees to utilize before/after they use common spaces and contact surfaces
  - Encourage staff not to congregate in common areas
  - If physical distancing is not possible, then partitions can be placed between desks

### ***Kitchen***

- Kitchen areas should be cleaned and disinfected on a daily basis at minimum
- Congregating in kitchen areas should be discouraged
- Kitchen equipment should also be cleaned on a routine basis and establish a schedule for this area (consider cleaning at least twice per day):
  - Coffee machines, refrigerator handles, and the ice machine handles may be disinfected before and after each use with cleaning supplies provided
  - Water/beverage faucets that require workers to operate them with their hands may also be disinfected before and after each use with cleaning supplies provided
  - The outside of dishwashers may be cleaned daily
  - All silverware and dinnerware should be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection
  - Silverware should be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece of flatware
  - If silverware and dishes cannot be kept clean and covered, disposable options are recommended
  - Ice machines that require a handheld scoop should not be used, as it is difficult to control potential contamination in this case

### ***Break Rooms***

- If possible, temporarily replace amenities that are handled with high contact frequency, such as water coolers, coffee makers, toasters, refrigerators, and bulk snacks and replace them with alternatives
- Use of items such as coffee makers, toasters, refrigerators, etc. by multiple people may be discouraged. If they must be used then each person may wipe the touch surfaces with disinfectant wipes or use a cleaning spray to wipe them off, before and after use
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate
- Stagger lunch breaks to minimize occupancy in break rooms and allow for physical distancing
- Congregating in break room/kitchen areas should be discouraged
- Seating and tables should promote physical distancing
- Postings and reminders regarding proper handwashing, physical distancing, etc. may be placed in these areas
- Cleaning and/or disinfecting supplies may be supplied in these areas

### ***Restrooms***

- Place signs asking employees to wash hands before and after using the restroom
- Consider the use of trash cans that are open at the top
- Doors to multi-stall restrooms should be able to be opened and closed without touching handles if at all possible
- Increase efforts to keep bathrooms clean and properly disinfected
- If possible, provide paper towels in restrooms
- Disconnect or tape-off hand air dryers to reduce any potential transmission
- Place a trash can by the door if the door cannot be opened without touching the handle
- If possible, limit the amount of people that are in bathrooms

### **Child Nutrition**

The District recognizes that a high functioning nutrition program is a key component of a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well-nourished.

### **In Person Meals**

- **Elementary School:** To minimize movement and close contact between students, breakfast and lunch will be eaten in classrooms. For breakfast, interested students will receive standard pre-packed meals. For lunch, students will pre-order their choices of a main entree from a predetermined selection and the meals will be packed with standard sides and delivered to classrooms.
- **High School:** Interested students will be offered a choice of pre-packed breakfast options upon arrival. For lunch, students will come to the cafeteria with appropriate physical distancing protocols put in place (E.g. Signage, floor spacing, etc.). All food options will be packaged and plasticware will be wrapped.

For students who are participating in remote learning, the District will designate and communicate meal pick-up times and locations for interested families.

## ***Health and Safety Guidelines***

- **Elementary School:** Food Service Department staff members will be trained on the new cleaning protocols which will include daily disinfecting of the kitchen, requirements for wearing gloves, face masks, face shields, cleaning logs, etc.
- **High School:** Signage, floor markings, and barriers will be used to reinforce guidelines involving physical distancing. Food Service Department staff will be trained on daily kitchen disinfecting, requirements for wearing gloves, face masks, face shields, cleaning logs, etc.

## ***Food Allergies***

All students with food allergies will have a doctor's note on file with the nursing staff. The Food Service Department will work closely with the nurses, students, parents, etc. to ensure that all nutritional needs and restrictions are met. To ensure health and safety, food will be prepared and labeled according to the student's needs, and all allergens will be noted in the Point of Sale (POS) system.

## ***Hand Hygiene***

- **Elementary School:** Training will be conducted for all teacher aides, monitors, and students on proper hand washing before meals. All classrooms have sinks for handwashing in addition to sanitizer stations. Training, signage, and supervision will also be used to discourage the sharing of food products.
- **High School:** Training will be conducted on proper handwashing and sanitizer stations will be placed before the serving line and at the entrance/exit of the cafeteria. Training, signage, and supervision will be implemented to discourage the sharing of food products.

## ***Cleaning and Disinfection***

Training for all Food Service Department staff will occur before the start of the school year on cleaning products and the timing of cleaning. Cleaning logs will be implemented. Scheduling of students in the designated eating area at the High School will provide enough time in between groups to allow for disinfecting of the serving lines. A deep clean of the kitchens will be performed daily by the maintenance staff.

## ***Compliance with Child Nutritional Program Requirements***

As in previous years, the Food Service Department will ensure that all options on breakfast and lunch menus meet the Child Nutritional Program requirements. Students will be offered prepacked choices, and all food made available for off-site pick-up will contain the five components needed for reimbursable meals.

## ***Physical Distancing and Face Coverings in the Cafeteria***

Students and staff will be required to wear masks when moving through the cafeteria line at the High School. To enable students to remove their masks during meals, desks/tables will be set 6 feet apart from one another in the High School Cafeteria as well as in the High School Gymnasium. Students will eat at

their classroom desks in the Elementary School, which will be set 6 feet apart so students may safely remove their masks during meals.

## **Transportation**

### ***Roles and Responsibilities***

#### Supervisor

- Ensure employees are equipped with proper PPE and protective measures to keep them safe
- Be sure employees maintain annual training requirements. Update employees on new policies and/or procedures adopted during COVID-19 pandemic
- Work with administrative team to develop policies for physical distancing, density reduction, bus capacity, routing issues, cleaning and disinfection
- Enforce new policies
- Inventory and order PPE with sufficient lead time for use when schools open
- Provide access to mental health resources for transportation staff in crisis or under stress
- Review employee medical records (19a files) and accommodate (if feasible) employees with underlying medical conditions
- Regularly inspect busses and other transportation vehicles for cleanliness (document all cleanings/inspections via trackable log)
- Enforce and communicate the self-screening program for staff before coming to work
- Be prepared for a lack of drivers due to increased absences. Have a protocol established in advance to address these absences
- Provide ongoing communication and feedback to staff on a regular basis
  - Employees
- Self-screen before coming to work. Do not come to work if sick
- Maintain physical distancing as much as possible
- Wear an appropriate face covering that covers the mouth and nose when physical distancing measures cannot be maintained
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor
- Wear all required PPE when cleaning and using chemicals
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles. Wash hands with soap and water as soon as possible

### ***Density Reduction, physical distancing, Bus Capacity***

- CDC guidelines suggest creating distance between children on the school bus when possible.
  - As a density reduction strategy, seat 2 students per row, all students wearing masks. *(Source: National Council on School Facilities and Cooperative Strategies)*
    - This results in approximately 22 students on a 66-passenger bus
  - Allow siblings or those that live in the same household to sit together
  - Do not seat students directly behind the driver

- Provide additional adult supervision (monitors) on buses to manage physical distancing
- Students will wear face masks while in transit
- Windows and roof hatches will be open for proper ventilation during transit
- If applicable, have an aide take student attendance on every route, every day, to and from school. The attendance sheets should be documented in writing and retained for contact tracing

### ***Routing***

- Develop multiple routing scenarios for administration to analyze different instructional scheduling options
  - Split sessions
  - Alternating days
  - Hybrid schedules – some grade levels in person learning at school buildings, other grade levels virtual remote learning
- Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- Limit rotation of substitute drivers and aides if possible
- Limit student movement between bus routes
  - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
  - If possible, mirror AM and PM routes, so bus riders are the same group each day

### ***Loading/Unloading & Pickup/Drop-off***

- Seating charts will be utilized to load and unload in sequential order, to promote student safety, etc.
- Dismissal times can be staggered to best suit district needs and to promote physical distancing
- Possible adjustments needed:
  - For unloading and entry, and loading and departure
  - Route timing will be affected by delayed loading/unloading processes
  - All bus routes should not load/unload at the same time to maximize physical distancing of students
  - Arrival and departure activities shall be supervised to ensure physical distancing
- Consider adding bus routes to reduce load levels on buses

### ***Transporting to BOCES***

- Students being transported to BOCES will follow the same District protocols
- School Districts must keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation

## ***Cleaning and Disinfecting***

Refer to the “Cleaning” standard operating procedures guidance for further information.

- Buses and other transportation vehicles will be cleaned and disinfected daily (focus on high touch areas) and in between runs if scheduled for multiple routes. At the end of the day clean and disinfect the entire bus
- *Daily Cleaning*
  - All trash removed
  - Floors swept and dust mopped
  - Walls and windows cleaned
- *High Touch Surfaces*
  - Bus seats and seat backs
  - Seat belts
  - Door handles, handrails
  - Driver operator area
- Determine who will be responsible for daily cleaning and disinfection procedures (Custodial Maintenance, Drivers or Bus Mechanics)
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on
- Prohibit eating and drinking on the bus
- Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on district owned and contracted buses
- Document and submit all cleanings/inspections (via trackable log)

## ***Special Education Considerations***

- Make sure that none of the practices/protocols employed are interfering with the students’ IEP or 504 Plan
- Collaborate with special education staff to determine best practices for face mask use, physical distancing, and other safety considerations
- Consider alternate schedules and transport vehicles for medically fragile children
- If applicable, temperature screening for special education students by bus aides
- Increase training for bus aide staff to manage issues that arise on a bus transporting student(s) with special needs

## ***Transportation Operation Center***

- Provide appropriate PPE and cleaning supplies to office and garage workers (i.e. face coverings/masks, gloves, face shields)
- Provide hand sanitizer of at least 60% ethanol or 70% isopropyl alcohol. Follow current rules regarding the use of hand sanitizer on buses and other transport vehicles
- Provide appropriate training for staff

- Develop density reduction protocols to maximize physical distancing in the bus garage, office, and dispatch areas
  - Eliminate lounge areas
  - Create one-way walkways
  - Require appointments to see management/office staff
  - Eliminate gathering at dispatch area
- Cross train staff to provide coverage in the event of absenteeism
- Limit non-essential visitors to the transportation operations center

### **Social Emotional Well-Being**

Research supports that social and emotional learning (SEL) is fundamental to academic success and must be the work of every faculty and staff member to prepare students for college and the workforce. The COVID-19 pandemic has created traumatic experiences and high levels of stress for some in the District. To support the social and emotional needs of students and staff, the following will be used in planning and decision making:

- Ensure that the district-wide and building-level comprehensive developmental school counseling program plan is updated under the direction of certified school counselor(s) and reviewed/updated by the comprehensive team in response to COVID 19 and civil unrest
- Reconvene the current Advisory Council in the fall and spring, to update/inform the district-wide and building-level comprehensive developmental school counseling program plan
- Incorporate resources and referrals to address mental health, behavioral, and emotional support services and programs for individual students that include:
  - Elementary School-Multi-Tiered Systems of Support (MTSS) meetings
  - High School-Student Support Team (SST) meetings
  - Referrals to mental health professionals
  - Mental health staff will use other indicators, such as attendance and lack of engagement in remote, hybrid, and in-person learning as reported by teachers/staff, to identify students who might experience mental health issues
- Provide faculty and staff with professional development to support students with topics related to the public health emergency and civil unrest, including coping and resilience skills. Professional development will be provided through:
  - Faculty and staff meetings
  - Department and grade level team meetings
  - Conference days
  - Adult wellness opportunities
  - Various online/in-person professional learning opportunities
  - Supporting and building connections, utilizing various strategies such as restorative practices and community/academic circles
  - Multi-Tiered Systems of Support (MTSS) meetings
  - New teacher mentoring
  - Requested teacher coaching/consultation

## Adult SEL & Well-Being

To support the social and emotional needs of faculty and staff, the District has partnered with the Family Counseling Service of the Finger Lakes (FCSFL) to provide an important Employee Assistance Program (EAP). The EAP is designed to empower employees to face challenges in their lives with both support and resiliency. FCSFL is a well-respected, not-for-profit agency that is staffed by professional, Masters-level counselors, and it provides individual, couple, parent-child, and family sessions at no cost to employees.

## School Schedules

At the Pre-K through 12 level, the District priority is to return students to in-person instruction in the safest manner possible. However, if a family prefers remote learning for their student, the District will develop a program in line with community need and resource capacity.

If guidance allows the District to bring back all students with limited physical distancing requirements, traditional scheduling and schooling will resume. However, if health and safety guidelines continue to require strict physical distancing, the District will move to a hybrid model. The District preference is hybrid *Option A*, which focuses on bringing back all students in grades Pre-K through 12 by using every available space for instruction while following health and safety guidelines. However, if the number of students who want to attend in-person learning surpasses the maximum space capacity, the District will move to hybrid *Option B*, an alternating model of in-person instruction in grades 7-12, while grades Pre-K through 6 continue to attend every day. If hybrid *Option B* needs to be modified further, special emphasis will be placed on maintaining in-person instruction at the elementary level. To accommodate this need, the High School will make considerations related to classroom space, scheduling, course type, and course offerings.

*Option B* (in-person instruction) in grades 7-12 will be scheduled alphabetically (e.g. A-L, M-Z) so that students may attend classes on a rotating schedule (AABBB, AAABB) on the same days as siblings or household members.

		<b>M</b>	<b>T</b>	<b>W</b>	<b>R</b>	<b>F</b>
<b>Hybrid <i>Option A</i></b>						
<b>Pre-K through 12</b>		In-person with remote preference				
<b>Hybrid <i>Option B</i></b>						
<b>Pre-K through 6</b>		In-person with remote preference				
<b>7-12</b> *Shifts from AABBB to AAABB every other	<b>Cohort A: A-L</b>	In-person with remote preference	In-person with remote preference	Remote	Remote	Remote

week so cohorts have same amount of in-person instructional time	<b>Cohort B: M-Z</b>	Remote	Remote	In-person with remote preference	In-person with remote preference	In-person with remote preference
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- Select SPED, ENL, and other identified students come in every school day.

At the Pre-K through 12 level, District administrators will assign cohorts for days that are in-person to better account for tracking in the event of exposure. The District will make reasonable efforts to ensure that cohorts are fixed – meaning contain the same students – for the duration of the COVID-19 public health emergency. Faculty may instruct more than one cohort so long as appropriate physical distancing is maintained.

Schedules will prioritize limiting movement of students, with the exception of recess. At the 7-12 level, attendance will be taken through SchoolTool for students in school and at home. Students will be required to sign into a class to work when at home.

### **Attendance and Chronic Absenteeism**

Research shows that in order for students to achieve academic success, consistent attendance is essential. During the COVID-19 pandemic, school attendance continues to be a right and responsibility. The District plans to:

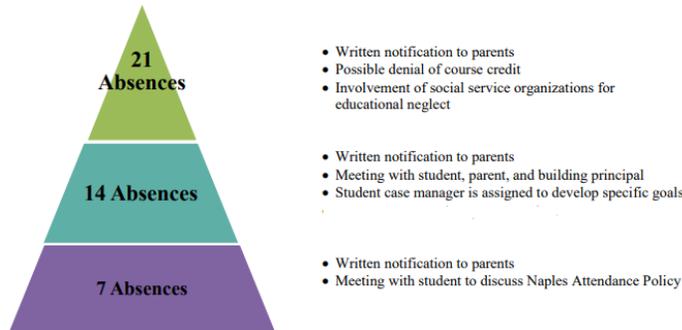
- Increase school completion for all students
- Raise student achievement and close gaps in student performance
- Identify attendance patterns in order to design attendance improvement efforts
- Verify that individual students are complying with education laws relating to compulsory attendance
- Determine the District's average daily attendance for State aid purposes

To accomplish these objectives, the District will:

- Utilize SchoolTool, the district's student information system, as a mechanism to collect and report daily student engagement or attendance while in a remote, hybrid, or in-person model. When learning is hybrid/remote, this may include systems which record student participation/engagement in asynchronous learning situations by completion of assigned tasks
  - Establish clear expectations for participation in each learning model. Communicate and reinforce to parents and students the importance of attendance in school, regardless of setting
- Create and maintain a positive school culture that fosters daily attendance
- Carefully monitor student attendance through the student information system
  - The building principals will work in conjunction with attendance clerks and school nurses to review attendance records in order to identify and address absenteeism patterns
- Identify the causes for chronic absenteeism and implement interventions
- Implement the communication protocol below to address absenteeism:
  - A BlackboardConnect call to parents of students who are absent will be made on in-person school days. If the District does not receive a return call from parents, a personal phone

call to parents will be made. Staff may reach out to individuals on the emergency contact list for information about how to contact parents to verify that they are aware their child is not in school

- If a student has been chronically absent (from in-person or remote learning), staff will contact the counseling team or administration for support (i.e. administrator phone call or home visit)
- Mail home letters to parents when the number of absences equals 7, 14, and 21 days. Attendance will be reported as part of a student's quarterly report cards and can be accessed through SchoolTool



## Technology and Connectivity

Whether exclusively remote, fully face-to-face or offering hybrid learning experiences, technology will be an important tool in the learning process at Naples CSD. During the spring COVID-19 closure, faculty and staff learned to use many technology tools to deliver instruction to District students. Plans have been made to continue many of these practices into the fall reopening.

### *Devices and Internet Access*

The District will survey families and teachers to determine each student's and each staff member's level of high speed Internet access at home. To increase connectivity, the District will:

- Provide devices to all students in grades UPK-12
- Provide devices to all staff
- Provide hotspots and wifi in school parking lots as options for students and staff who do not have reliable Internet access at home

### *Multiple Ways to Participate in Learning*

In cases where there is no Internet availability or cellular service, the District will provide alternative options for students to participate in learning, including flash drives and the ability to work on devices offline. A special emphasis will be given to:

- Providing professional development throughout the 2020-2021 school year focused on the creation and maintenance of effective blended learning environments for both synchronous and asynchronous settings
- Ensuring data privacy for all students following EdLaw 2D requirements
- Providing ongoing technical support throughout the year, regardless of instructional setting

- Providing instruction to students to build digital fluency

## Teaching and Learning

At Naples CSD, curriculum is the foundation of instructional programming. To ensure that students graduate with the skills and confidence needed to excel in their chosen pursuits, faculty and staff will:

- Include a continuity of learning plan for the 2020-2021 school year to prepare for in-person, remote, and hybrid models of instruction
- Include an educational program that is aligned to the New York State Learning Standards regardless if instruction is delivered in-person, remotely, or in a hybrid model. Elementary teachers who teach common subjects are identifying and prioritizing learning standards during Summer 2020 professional development and High School teachers are doing so during teacher conference days at the beginning of the 2020-2021 school year. Yearlong plans are being developed in anticipation of a variable school year which may include in person, remote, or hybrid learning situations, as well as intermittent switching between those scenarios
- Ensure continuity of learning expectations, regardless of the educational setting. This continuity will be accomplished through the use of common units of study across a given grade or course, which have been developed and aligned to New York State Learning Standards for all subjects. Teachers will use these units and collaborate on content, skills, and assessments
- Adapt units so that students can be taught face-to-face or virtually and identify preferred strategies which will engage them in the learning process. This will be accomplished during professional growth opportunities
- Provide for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely, or through a hybrid model of instruction. Ensure that teachers use regular feedback cycles with students to communicate about their learning. In addition, students will have routine opportunities to interact with one another. In face-to-face and hybrid situations, this will be accomplished through classroom discussions, individual meetings with teachers and through ongoing, routine formative and summative feedback cycles. In a virtual setting, this will be accomplished through synchronous and/or asynchronous communication opportunities that will be regularly used to connect students with teachers and with each other. The distance learning portal, Schooltool parent portal, as well as the grading and feedback tools inherent in Seesaw, Google Classroom, SchoolTool, and Schoology, will be used to support regular communication about student progress
- Develop equitable instruction so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers. The District will address the need for equity by adhering to the principles of rigorous learning for all Naples students. These include ensuring that all students have access to consistent opportunities to work on grade appropriate assignments, strong instruction where students do most of the thinking, deep engagement in what they are learning, and teachers who hold high expectations for students and believe they can meet grade level standards. Specific pedagogical practices used in both face-to-face and virtual learning environments may include, but are not limited to, open-ended, inquiry-based learning experiences, promoting thinking through

discussion and visible thinking strategies, and providing students with voice and choice in their learning

- Create a clear communication plan for how students and their families can contact the school and teachers with questions about their instruction and/or technology. In addition to the IT Help Desk email communication system, a similar system for academic support will be created, streamlining the process for students and families to receive the support they need. In addition, the distance learning portal on the District website directs users to every classroom and teacher. At the classroom level, educators will provide students and parents with further information to clarify classroom procedures and expectations

Other considerations will include:

- Diagnostic assessment and progress monitoring. For students in grades K-6, locally developed as well as standardized measures will be used to determine learning gaps. These include Fountas and Pinnell Benchmark Assessment Systems (Reading) and aimswebPlus (Math), as well as results of unit and lesson assessments. For students in grades 7-12, locally developed measures will be used to determine gaps which may include unit and lesson assessments and common formative assessments that have been developed in conjunction with common units of study
- Supporting students in learning loss. The District will use MTSS to address the learning gaps of students resulting from the spring 2020 closure. At the Tier 1 level, elementary teachers have adjusted their curriculum to include those concepts and skills which were to be taught during the spring but may/may not have been learned by students. Teachers will also identify learning gaps and interventions for all grades during weekly grade level team meetings, and at Student Support Team meetings in grades 7-12. The MTSS model will include measures of progress (or lack thereof) for social, emotional, and academic support. If necessary, students will be provided with Academic Intervention Services (AIS) if determined that learning gaps cannot be addressed in the general education classroom. These services can be provided in both face-to-face as well as remote situations
- In preparation for the 2020-2021 school year, teams of teachers will meet to plan for instruction. This planning includes identifying individual student needs based on spring progress. Professional development is being offered which will increase a teacher's ability to instruct in remote and hybrid situations
- Parent trainings for select technological tools (See Saw, Schoology, Google Classroom, and Schooltool) as well as online learning expectations are being planned for late summer/early fall. This information will be offered in multiple formats (i.e. live virtual option, videos, and in-person if CDC guidelines permit)
- Grading practices have been developed by each school building and will continue to be reviewed throughout the 2020-2021 school year. Practices will be consistent across learning situations (i.e. in person, remote, or hybrid). At the High School, students will be assessed on a 0-100 scale. In the Elementary School, feedback will be provided using standards-based report cards and rubrics
- Specific facility and material plans will be developed for the following areas:
  - Pre-K
  - Science laboratory requirements
  - Art
  - Family Consumer Science (FCS)

- Music
- Physical Education
- Technology
- Athletics/Extracurricular Activities
- Library/Media Center

## Special Education

Special education students, their families, and their school teams faced several unprecedented challenges during the school closure. Priority has been placed on providing continuity of learning, special education programming and services, and access to general education and high-quality curriculum specifically designed to meet individual students' needs and abilities.

In order to address the provision of Free Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education services, the District will ensure the following:

- Students whose IEP indicates special programming of self-contained, 6:1:1 will attend school 5 days weekly or in an agreed upon hybrid model as determined by the students parent/guardian in collaboration with the District
- In addition, students whose IEP indicates 15:1 will be prioritized for in-person learning. Decisions will be made on a student-by-student basis in collaboration with families
- Students whose IEP indicates Integrated Co taught (ICT) and/or Consultant Teacher programming will follow the district K-12 hybrid schedule with scheduled access to special education instruction as per IEP. Decisions will be made on a student-by-student basis in collaboration with families
- Resource Room will follow the district K-12 hybrid schedule and include both in person and remote services. Decisions will be made on a student-by-student basis in collaboration with families
- Maximize staffing to ensure access to general education and integration opportunities in-person and remotely
- Related services will be provided in-person, hybrid, or through remote learning. Safety guidelines will be considered in all models. When possible, related services will be provided in classrooms to prioritize safety and quality of service
- In the case of school closure, the remote model will provide a consistent schedule of synchronous and/or asynchronous learning that supports the needs and abilities of individual students as per the IEP
- Document the programs and services offered and provide this documentation to students with disabilities and their parents
  - Documentation will include:
    - Utilization of Frontline (IEP Direct) progress notes and contact log
    - Continue to follow goal progress monitoring (schedule and frequency) as per individual students' IEPs
    - Maintain monitoring of goals regardless of in person, hybrid, or remote learning models
    - Provide PD for progress monitoring of goals and use of Frontline as needed

- Address meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA
  - Utilize a communication plan to both parents and students in order to provide clarity and continuity of learning expectations. All educators will establish regular times to connect with parents. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions they may have
  - Regular communication with families via phone, Zoom meetings, letters, email, or other district approved communication platforms
  - Maintain schedule of team meetings, review meetings, annual reviews and reevaluation meetings, etc. as per identified in individual students’ IEPs via Zoom whenever possible
  - Conduct requested reviews and initial CSEs following State guidelines via Zoom whenever possible
  - Evaluation requests will be reviewed on an individual basis to determine if they need to be held in person or can be completed virtually
  - The district will provide training on the primary technology tools being used to support learning as needed
  
- In order to provide collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources, the District will:
  - Communicate with outside agencies, BOCES, nonpublic, private/parochial schools regarding status of their reopening plans and impact on Naples Central School District students attending those schools or accessing services
  
- Ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students by:
  - Team meetings
  - Maximize staff to ensure student access to accommodations, modifications, aids, services, and technology
  - Regular scheduled meetings of the High School Student Support Team and the MTSS team
  - Student centered transition meetings in the High School and Elementary building
  - Regular scheduled meetings with
    - Special education teachers and Case Managers
    - Psychologists and Counselors
    - Related Service Providers
  - Consistent scheduled parent communication at CSE and building level
  - Communicate with building level teams to ensure that students have access to differentiated and appropriate materials in any learning model (ex. access to leveled text remotely, hands on materials at home, hard copy of material when screen not appropriate)

- Students with identified accommodations and modifications to be provided according to their section 504 plan

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

Many English learners have had a significant disruption of their daily lives. These students and their families have had to endure stressful situations. A priority must be given to ensuring that these students receive additional support to rebalance and refocus on learning. To support English learners achieving the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time, the District will:

- Complete the English Language Learner (ELL) identification process within 30 school days of the start of the school year for all students who entered during the March 2019-September 2020 timeframe. Following this, the District will resume regulatory identification processes, which require screening and identification to take place within ten school days after initial enrollment
- Provide all identified ELL students with regulatory services based on their English language proficiency level as measured by the NYSITELL (new entrants) or the 2018-2019 NYSESLAT assessment
- Communicate regularly with parents and guardians. This will include providing parents with comprehensive opening plans and training to use the technology tools that may be used for remote learning. Communication will be provided in the preferred language or mode of communication
- Continue to provide professional development to all teaching staff on topics related to teaching ELL students in remote and hybrid environments
- Assessment and progress monitoring tools will be used to determine English learning loss during COVID-19
- Utilize the District's process for identifying and monitoring social/emotional wellbeing on all students, including ELLs
- Determine need for technology and Internet to support home learning. Train ELL students to utilize the specific technology tools that will be used during any remote and/or hybrid learning situations

### **Teacher and Principal Evaluation System**

To create a learning environment in which feedback and growth are prioritized, the District will continue to implement its currently approved Annual Professional Performance Review (APPR) plan. In the case of remote learning, the District and the Association will adjust procedures in order to conduct mandated formal observations of teaching staff and building principals. Throughout the process, the District will follow relevant guidance from SED.

### **Certification, Incidental Teaching, and Substitute Teaching**

Research has repeatedly shown that teachers have a greater impact on student learning than any other school-related factor. With this in mind, the District Office will continuously review certifications to ensure that students are taught by highly qualified educators. If there are times when the Superintendent of Schools chooses to assign certified teachers to instruct a subject not covered by their certificate (incidental teaching) to meet staffing challenges, they will make sure that individuals do not exceed ten classroom hours per week outside of their certification areas.

Furthermore, to ensure the District meets the instructional needs of all students, support staff members will be asked to connect with learners and reinforce key academic priorities. In preparation for remote or hybrid learning, the District will provide support staff with training and alternate schedules so that they can effectively engage in the following:

- Conduct daily check-ins with identified students and families
- Participate in grade level virtual lessons when asked
- Provide virtual academic support to students (E.g. Book reading, homework help, etc.)
- Help identified students organize academic learning schedules and/or assignments

## **Student Teaching**

Hosting student teachers is a priority even during the COVID-19 pandemic, as it is an opportunity to support future educators. It is the responsibility of the student teacher to follow the CDC guidelines inside and outside the classroom to ensure the safety of students. Throughout the process, the District will:

- Involve student teachers in planning and curriculum instruction whether teaching remotely, in a hybrid model, or providing in-person instruction
- Encourage student teacher participation in faculty meetings and grade level team meetings
- Provide opportunities for student teachers to collaborate with teaching colleagues
- Incorporate professional networking opportunities virtually or in-person as available for student teachers
- Set up a school email and provide access to school network by Technology Department through host teacher
  
- *Benefits to Students*
  - Experience multiple teaching styles/co-teaching models
  - Provide additional individualized support
  - Innovative ideas that may build connections
  
- *Benefits to Student Teachers*
  - Learn flexibility
  - Opportunity to learn from experienced educators
  - Engage in instruction in multiple models
  - Collaborate to provide accessibility to academics through learning management systems (Google Classroom, Schoology, Seesaw)
  
- *Benefits to Host Teachers*
  - Learn new innovative ideas/programs
  - Collaborate on materials and curriculum
  - Rejuvenate instructional strategies
  - Learn about new technology
  - Provide an opportunity to pay it forward