

REOPENING BROCKPORT 2020

**Guidance: Establishing Brockport's new normal.
A plan for safe and healthy conditions for learning
in the age of COVID -19.**



JULY 2020

BROCKPORT CENTRAL SCHOOL DISTRICT



Opening Letter from the Superintendent

Dear educators, students, families and Brockport community members:

The safety of our students, staff, families and community along with ensuring an equitable quality education are the district's top priorities.

Due to the COVID-19 pandemic, the New York State Health Department and New York State Education Department (NYSED) have issued new mandates and recommended best practices for in-person instruction for all NYS schools. For complete guidelines and recommendations made by the NYSED please see their website <http://www.nysed.gov/>.

The district took NYS directives, along with stakeholder recommendations (staff, families, community members, physicians and elected officials), and determined how to best implement the safest plan into our schools. This plan details the policies and procedures that will be put into place for the 2020-21 academic year.

While we would like to maintain our traditional school year, the current health crisis dictates we must alter our school procedures for the health and safety of our students, staff, families and community. To ensure safety, as well as mental health and social emotional well-being, we must work together, united as a district.

Thank you for your patience and support as we work to safely reopen school buildings in September. As we look to the 2020-21 school year, we must be mindful of the uncertainties and the resulting adaptations we will face. We will continue to look to the NYS Health Department, NYSED and the Centers for Disease Control as we navigate the academic year. Our district and community are resilient and together we will grow and persevere.

Please contact your building principal if you have specific questions related to your child's return to school.

Sincerely,



Sean C. Bruno
Superintendent of Schools
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Sean.Bruno@bcs1.org



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Introduction

On Monday, July 13, 2020, Gov. Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in their respective region.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, the district is also planning for remote/distance learning as well as a for a hybrid model that combines in-person instruction and remote learning. Parents will always have the choice to remain in the remote learning model. A form will be made available to all families in August.

The plan outlined in this document is for the reopening of schools in the Brockport Central School District for the 2020-21 school year, following building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in the schools listed below.

Brockport Central School District

Building	Grade Levels	Principal	Contact	Website
Ginther Elementary School	PreK-1	Debra Waye	585-637-1830 debra.waye@bcs1.org	https://ginther.bcs1.org/
Barclay Elementary School	2-3	Scott Morrison	585-637-1840 scott.morrison@bcs1.org	https://barclay.bcs1.org/
Fred W. Hill Elementary School	4-5	Brandon Broughton	585-637-1850 brandon.broughton@bcs1.org	https://hill.bcs1.org/
Oliver Middle School	6-8	Jerrod Roberts	585-637-1860 jerrod.roberts@bcs1.org	https://oms.bcs1.org/
Brockport High School	9-12	Michael Pincelli	585-637-1870 michael.pincelli@bcs1.org	https://bhs.bcs1.org/

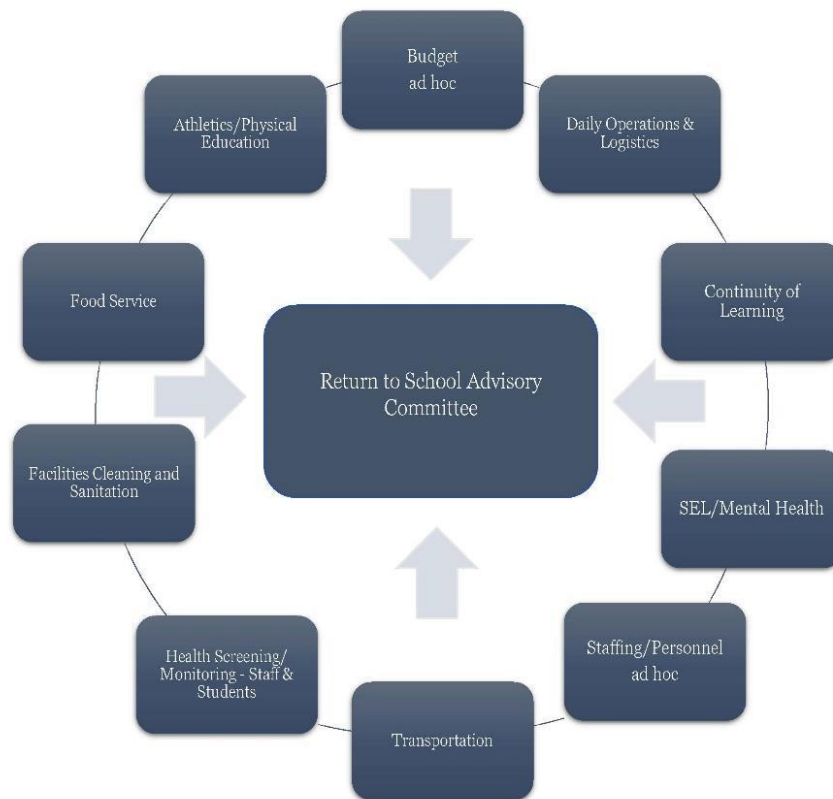
The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to campus. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the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

Communication/Family and Community Engagement

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

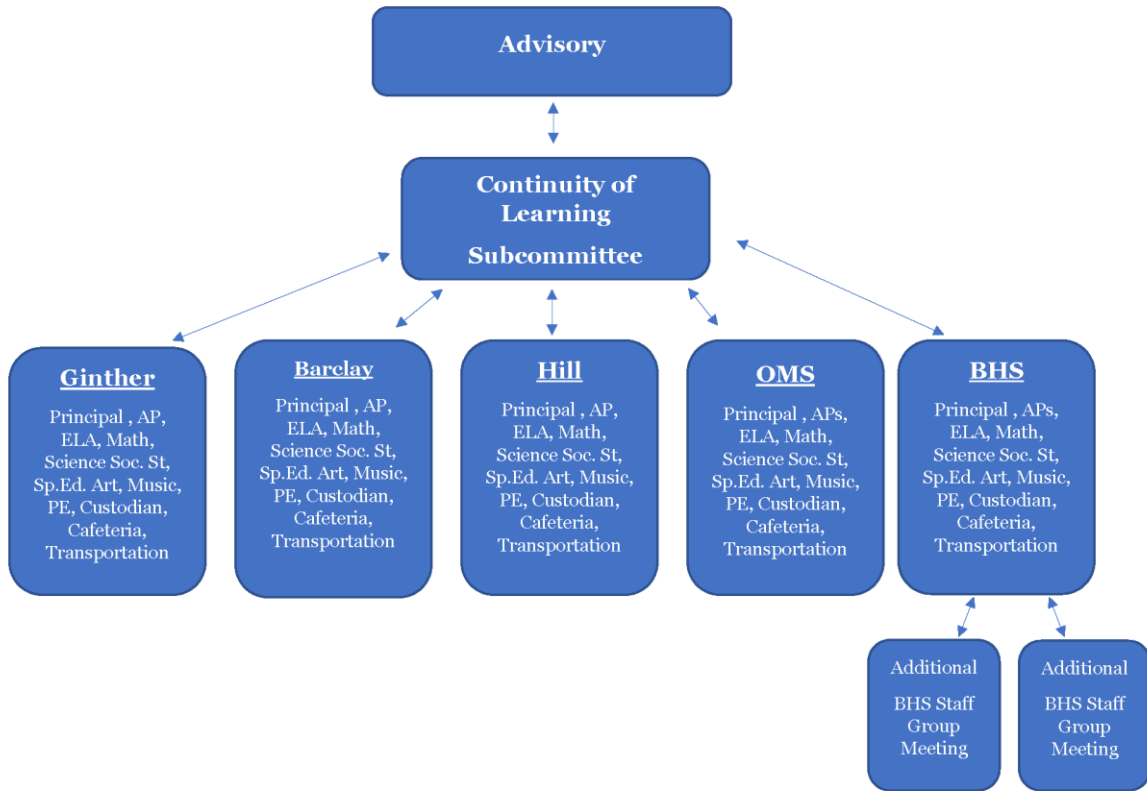
Additionally, planning included an advisory committee and subcommittees that consisted of representatives throughout our district and community, including a pediatric physician who serves as the district medical director and an infectious disease physician. Diagrams and participant lists found below further indicate the system and structures of the committees as well as the breadth and depth of planning and opportunities for input regarding stakeholder involvement.

BCSD Return to School Subcommittee Structure



BSCD School Reopening Advisory Committee	
Focus	Review and advise all subcommittee planning
Members	
Matt Amoroso	Parent
Mike Andriatch	VP for Advancement - SUNY Brockport
Dan Ash	Sub-Committee
Orlando Benzan	BTA President
Allan Berry	Community
Margaret Blackman	Mayor
Tammy Bonisteel	PTSA
Dr. Anja Bottler	Community
Brandon Broughton	Sub-Committee
Terry Carbone	BOE President
Lynn Carragher	Sub-Committee
Kelly Cuzzupoli	Teacher
Mark Cuzzupoli	Police Chief
Chris Dailey	Parent
Margaret Dailey	Parent
Jerilee Dilalla	Sub-Committee
Christina Ewanow	BTA 2nd Vice President
Christa Filipowicz	Clarkson Supervisor
Dr. Jim Goetz	Community
Bruce Ha	Parent
Sarah Ha	Parent
Todd Hagreen	Sub-Committee
Al Hansel	Sub-Committee
Christian Hansen	Sub-Committee
Jeff Harradine	BOE Vice President
Kristy Hart	PTSA
Susan Hasenauer	Sub-Committee
Rachel Kluth	Sub-Committee
Scott Morrison	Sub-Committee
Kasey Perkins	Parent
Jill Reichhart	Sub-Committee
Tracy Robb	Teacher
Jerrod Roberts	Sub-Committee
Matt Schultz	Sub-Committee
Andy Stoker	BTA 1st Vice President
Sydney Taylor	Student
Carl Thorpe	PTSA
Deb Waye	Sub-Committee
Tricia White	PTSA
Darrin Winkley	Sub-Committee
Jeffrey Xue	Student

The instructional components of the plan were developed by the “Continuity of Learning” subcommittee. They met as a whole team as well as by building. See diagram below to show how the subcommittee further differentiated the charge of reopening schools.



Student voice was also very important to the district. On July 27, 2020, students and teachers came together as part of the Brockport High School Continuity of Learning subcommittee to discuss teaching and learning within the three models. Their voices were powerful and their feedback helped support the creation of our opening plan. Lastly, the instructional coaches have been proactive in understanding the professional development needs outlined by the committees and have begun putting together a robust professional learning plan for teachers, parents, guardians and our students.

As revisions to this plan are expected with updated guidance, the district will reconvene the re-opening subcommittees to ensure significant modifications are reviewed and collectively decided.

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 our website, social media (Facebook and Twitter), email, School Messenger (automated calls and emails), Infinite Campus, US mail and press releases to local

media as modalities for transmission. In addition, 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 will occur.

The district is committed to ensuring that all staff, students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that the school community understands what is expected of them as they successfully return to the school setting. Training will be frontloaded for all staff by using our conference days upfront and we will offer differentiated options for training throughout the summer for parents. Students will receive all necessary training upon entering school. These trainings will cover:

- **Hand hygiene:** Correct handwashing will be taught to students and reinforced throughout the day. Signage will be displayed by sinks.
- **Proper face covering procedures** (How to wear, remove and discard PPE): All staff and students will wear a face covering when moving around the classroom, the building or within 6 feet of others.
- **Social distancing:** Students and staff will remain 6 feet apart. Floors will be marked for social distancing. Workspaces will adhere to these guidelines.
- **Respiratory hygiene:** Cover your mouth and nose when coughing or sneezing. Use tissues and throw them away and wash your hands or use a hand sanitizer every time you touch your mouth or nose.
- **Identifying symptoms:** How to identify symptoms and if they are present, understanding the reporting protocols.

Additional trainings for students and staff will also cover instructional elements such as how to use the remote platform, expectations to ensure the continuity of learning for students and staff to ensure a fluid transition if we need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools throughout the different learning models.

The district will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

In supplement to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and DOH guidance regarding the use of PPE.

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 https://bcs1.org/covid-19/district_reopening_plan and will continually be updated throughout the school year, as necessary, to respond to local circumstances. A link to the plan will also appear on the homepage of each of our schools. 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 (Spanish, Cantonese, French, German, Italian, Tagalog, Vietnamese, Korean, Russian, Hindi) via the translate feature available on the district website. In addition, the Office of Instruction will use AccuLang and Language Intelligence to translate any additional documents for identified families.

Health and Safety

The top priority during the planning process was maintaining the health and safety of the entire school community. As stated prior, recommendations and guidance came from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools including any district run before or after school programs for the 2020-21 school year should in-person schooling resume. Both Jerilee DiLalla, Assistant Superintendent of Human Resources and Lynn Carragher, Assistant to the Superintendent for Inclusive Education have been identified as COVID-19 Safety Coordinators for the district. They can be reached at: Jerilee.DiLalla@bcs1.org or Lynn.Carragher@bcs1.org. Principals of each respective building will serve as the COVID-19 Compliance Officers.

Capacity Assessment

The development of the plan considered the number of students and staff allowed to return in person while adhering to the guidelines. The following factors including available space, resources, staffing and transportation were considered by the district administration and subcommittees to determine the resumption of in-person instruction.

Square footage of current buildings and usable square footage of current classroom configurations were taken into consideration for opening at full capacity in the K-5 setting. Additional space such as the cafeteria, gymnasium, stage, art and music rooms were also examined for classroom settings. This means all spaces would be utilized within each building. Additional classroom teachers would be needed across all three elementary buildings to teach the supplemental classrooms to adhere to the social distancing guidelines. Support staff would have to be utilized differently to meet the needs of all students. This would limit AIS services and support from instructional coaches.

At the middle and high school levels, classrooms are smaller but with schedule adaptations and the reorganization of classroom settings, students could resume in person instruction at 50 percent capacity and adhere to the recommended guidelines.

In examining the factors listed above, concerns include: Safety mandates, resources such as staff, equipment and spacing available as well as equitable instruction, supervision and the provisions required to ensure services to students with disabilities and English language learners are delivered effectively. As we looked at all factors of reopening, staff absenteeism was identified as a potentially significant risk factor due to the pandemic. In addition, labor shortages may be the result of teachers unable to return in-person and a shortage of qualified substitute teachers may be a significant possibility. Therefore, a multitude of considerations went into the decision-making process.

Social Distancing, Face Coverings and PPE

The district will adopt protocols and procedures consistent with public health mandates and recommended best practices for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when riding the bus, on school grounds and in school facilities.

Specifically, appropriate PPE means, at least, an acceptable face covering, which is recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing. Students will have opportunities to remove their face covering during meals, instruction and for permitted breaks when able to maintain appropriate social distancing. Masks will always be expected when walking throughout the classroom, in common areas or corridors.

The district surveyed staff to determine who will be using their current face coverings and ordered large quantities of PPE including: cloth face masks, disposal face masks, clear face masks, goggles, clear face shields, gowns, disposable gloves and separators (polycarbonate). School health professionals will have additional PPE such as fitted N95 masks available to them. The district will also adopt protocols and procedures relative to face coverings and social distancing that align with public health guidance for staff, students, and other personnel when on school grounds and on the bus.

Any student, or staff who has a medical conditions that prevents wearing face coverings, difficulty breathing or is incapable of physically removing the face covering on his/her own will not wear cloth face coverings and alternate methods of protection will be discussed by parents and staff. The District will be responsible for maintaining an adequate supply of disposable masks for distribution as needed to students, faculty and staff. The district will instruct students, parents/guardians, staff, contractors and vendors on: The proper way to wear face coverings, washing hands before putting on and after removing their face covering and the proper way to discard disposable face coverings.

The district is in communication with the department of health relative to local hospital capacity and other factors via participation in weekly phone calls between the superintendent and the Commissioner of Public Health for Monroe County.

Health Checks

The district will develop resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources will include the requirement for any student or staff member with a temperature greater than 100°F and/or symptoms of possible COVID-19 virus infection to not come to school. The Centers for Disease Control and Prevention (CDC) [list of Coronavirus symptoms](#) was used to develop these resources.

Currently, the district has purchased a third-party application system that allows students and/or parents/guardians, faculty and staff to perform the health screening checks prior to leaving for the bus stop or arriving at school. If the district is notified of potential exposure by a parent or staff member, the designated Covid-19 School Compliance Officer (Principal) shall be notified and follow the guidance set for by the Department of Health. He/she will also inform the District Covid-19 Safety Coordinator of potential exposures for consistency.

Our procedure will include:

1. Daily temperature checks and completion of the screening questionnaire for students, staff, contractors, vendors and visitors prior to arrival or at the building in the absence of non-completion.
2. Ensuring all students/staff are treated equally regarding the screening process.
3. Multiple avenues for screening completion and how the process cannot be used as a basis to exclude students from school.
4. Process for ensuring students/staff who require screening to be completed at school are treated in a confidential manner and the screening is completed as quickly as possible to minimize time away from class.
5. The screening data collection method, the data maintained and the data retention period.
6. The protocol the district will follow if a student/staff member becomes ill at school.
7. The designation of a staff person(s) to review the incoming reports of screening by staff, students and/or parent/guardians and attesting that they are completed.
8. Anyone showing signs or symptoms of COVID-19 will be isolated in a designated location in each building until they can be sent home.

Any in-school temperature screening protocols will include:

- Staff supervision of students who are waiting their turn
- Student/staff social distancing requirements
- Training for staff members who perform temperature screenings
- Methods for ensuring sufficient supplies for taking temperatures
- Use of PPE or barriers for staff members conducting the screening

Training will be available that covers our policy and the topics recommended by the CDC and DOH.

Management of Ill Persons, Contact Tracing and Monitoring

The district requires students who develop COVID-19 symptoms during the school day to report to the nurse's office. Faculty and staff who develop COVID-19 symptoms during the school day will be required to seek care from a medical professional. If there are several students waiting to see the school nurse, students must wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms of COVID-19 from others until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies. Below you will find a list of buildings, the location of the COVID symptom isolation area and the treatment medication area for each.

School Name	COVID Symptom Isolation Area	Treatment/Medication Area
Ginther Elementary School	Isolated Section of Nurse's Office	Nurse's Office
Barclay Elementary School	Isolated Section of Nurse's Office	Nurse's Office
Fred W. Hill Elementary School	Isolated Section of Nurse's Office	Nurse's Office
Oliver Middle School	Isolated Section of Nurse's Office	Nurse's Office
Brockport High School	Isolated Section of Nurse's Office	Nurse's Office

PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection will be available. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, eye protection and a fit-tested N95 mask will be used. If an N95 mask is not available, a surgical face mask and face shield will be used. School health office cleaning will occur after each use of cots and health office equipment. Disposable items will be used as much as possible.

The district protocol will require that should a student become ill at school, the school nurse will utilize a screener developed by the district Medical Director in order to determine if the student is showing signs that require them to enter the district's Covid-19 protocol. In this case, the student will be supervised in an isolation area and a parent/guardian will be contacted to pick the student up from school. The family will be provided a healthcare resource list and guidance to follow up with their healthcare provider. The student will need to be written back in by their health care provider to return to school. Regular contact will occur between the school and family during this time.

District protocol will provide ill staff with access to the school nurse. The school nurse will utilize the screener developed by the district Medical Director to determine if the staff is showing signs that require them to enter the district's Covid-19 protocol. In this case, the staff would either be sent home or utilize the isolation area if they are awaiting transport home. The staff member will be provided a healthcare resource list and guidance to follow up with their healthcare provider. The

staff will need to be written back in by their healthcare provider to return to school. Regular contact will occur between the human resources department and the staff member during this time.

The district will notify the 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 will develop and maintain 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.

The Brockport Central School District will ensure the following:

1. Accurate attendance records of students and staff members will be kept
2. Student schedules will be up to date
3. A log of any visitor which includes date and time and where in the school they visited will be kept
4. We will assist the local health departments in tracing all contacts of the individual in accordance with the protocol, training and tools provided through the NYS Contact Tracing Program

If/when COVID-19 cases are discovered in the school, the district will work in consultation with the local health department to determine if a classroom, school or district would need to be shut down. Also, a decision would be made collaboratively regarding any additional cleaning or protocols that would need to be followed.

Confidentiality must be maintained as required by federal and state laws and regulations.

Health Hygiene

The district will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, custodial staff areas) and regular messaging will be shared with the school community. Signage will be used to remind individuals to:

1. Stay home if they feel sick.
2. Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
3. Properly store and, when necessary, discard PPE.
4. Adhere to social distancing instructions.
5. Report symptoms of, or exposure to, COVID-19.
6. Follow hand hygiene, and cleaning and disinfection guidelines.
7. Follow respiratory hygiene and cough etiquette.

Hand Hygiene

Students and staff must carry out the following hand hygiene practices.

- Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- Dry hands completely after washing. Use paper towels to dry hands if available instead of a hand dryer.
- If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol. Hand sanitizer should be rubbed on the hands until it is completely absorbed. DO NOT dry hands if sanitizer is used.

Hand washing should occur:

- Before and after eating (e.g. snacks and lunch).
- After going to the restroom or after assisting a student with toileting.
- After using a tissue.
- Before and after using shared materials.
- After coming in from the outdoors.
- Anytime hands are visibly soiled.

Respiratory Hygiene

The COVID-19 virus spreads from person to person through respiratory droplets.. Therefore, the district will emphasize the importance of respiratory hygiene. Students and staff must carry out the following respiratory hygiene practices.

- Cover a cough or sneeze using a tissue. If a tissue is used, it should be thrown away immediately.
- If you do not have a tissue when sneezing or coughing, sneeze into your elbow.
- Wash/sanitize your hands after sneezing or coughing.
- Face coverings are protective. Wearing a face covering will keep the respiratory droplets and aerosols from being widely dispersed into the air.

Cleaning and Disinfecting

The district will ensure adherence to hygiene and 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.

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 will be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be

rigorous and ongoing and will occur a minimum of once a day.

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

Vulnerable Populations/Accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. It is our goal that these individuals can safely participate in educational activities. We will comply with all applicable federal and state laws and work with our families and staff to accommodate to the extent possible each individual case within the guidelines.

Visitors on Campus

Outside visitors or volunteers will be minimized on school campus. Visitations to BCSD schools will be restricted unless their presence has been requested to preserve the safety and wellbeing of our students and/or for essential activities. Essential visitors will be required to wear face coverings and will be restricted in their access to our school buildings. Essential activities include but are not limited to:

- Student evaluations for CSE, ENL, etc.
- Registration and enrollment meetings
- Approved programs and services
- Scheduled student meetings w/teacher/counselor/administrator
- Approved vendor deliveries

School Safety Drills

The district will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code without exception. Schools will continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Facilities

Infection control strategies that will be implemented include time management, plastic separators, alcohol-based hand dispensers and dividers at significant points of congregation.

Social distancing will be maintained as all students will be 6 feet apart within the classroom setting. No changes or additions to the district's facilities or to any building will occur and the district is in compliance with the 2020 Building Condition Survey. We will not use any dividers that will change

the landscape of our buildings, instead, we will purchase dividers that are made of polycarbonate material.

The district currently meets guidelines for ventilation. Outside air will be increased and ventilation exchange times will be extended. We will provide ample drinking water availability, whether through bottle filling stations or cup use. 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.”

Child Nutrition

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

Meals Onsite

For students onsite, meals will be provided while maintaining appropriate social distancing. Students do not need to wear face coverings when seated and eating when appropriate socially distancing is possible.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

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

Meals Offsite

Students /parents will be asked to fill out meal requests electronically to let the district know if they are participating in remote pick-up. Additional meals will be prepared for those who were unable to respond electronically. Exact remote locations will be determined based on participation numbers and district will target free and reduced populations when deciding on locations. Service times will be coordinated when locations and staffing levels are determined.

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 when possible.

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.

Buses that are used every day will be cleaned/ disinfected once a day. High contact spots will be wiped down after the morning (AM) and afternoon (PM) run in addition to the cleaning.

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

Wheelchair school buses 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.

School Bus Staff

Before arriving to work, school bus drivers, monitors, attendants and mechanics are required to perform a self-health assessment for symptoms of COVID-19 including a daily temperature check. If staff are experiencing any of the symptoms of COVID-19, they will notify their employer as per the reporting policies and seek medical attention.

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

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

Below you will find the guiding principles that outline transportation activities/protocols:

- All buses will have 25 disposable masks for dispersal on a regular basis, these have been delivered.
- If possible, siblings will be together in our routing process and can sit with each other.
- Social distancing will be considered by having one student per seat (excluding siblings); we also have purchased social distancing floor markers to place in the aisles of all school buses.
- Students will complete health screenings at home before students enter the bus.
- A transportation opt out letter was sent to all parents in the district to understand bus capacity.
- A bus cleaning/disinfecting checklist was created that staff will complete at the end of all AM and PM runs, cleaning will also occur in "high touch" areas between multiple am/pm runs.

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- Drivers will be instructed to have windows and roof hatches open when temps are above 45 degrees.
 - We have purchased enough gloves for all drivers and attendants, and extra gloves will be provided to each bus. A process by which staff can sign out additional supplies as needed will be created.
 - Staff will be encouraged to wash their hands with soap and water before and after am and pm runs to keep healthy and prevent the spread of respiratory and diarrheal infections from one person to the next.
 - We will implement staggered arrivals and dismissals. This will result in less students on walkways at a time. Drivers/attendants will provide verbal reminders and work with school personnel on both arrival and dismissal procedures.
 - Schools will reconfigure the loading and unloading locations for students who are transported by bus, car or are pedestrians.

Social Emotional Learning (SEL)

When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because students need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and SEL helps students access academic content through building essential self-management skills, resilience, and connections.

Recognizing 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.

Specifically, the plan will:

- Create a link to the District's Comprehensive School Counseling Plan and post in a location that can be accessed by all.
- Ensure the district's Social Emotional Learning /Mental Health Committee will meet monthly and representatives from each building will then report to the building-level advisory committees.
- Continue to support referrals to mental health professionals from all district stakeholders. The referrals can come from teachers, parents, administrators, students, students self-reporting and/or through mental health staff.
- Utilize the RtI process to identify students who need support at developmentally appropriate levels. Additionally, our mental health staff will use other indicators such as attendance and

lack of engagement in online learning as reported by teachers, to identify students who might be experiencing mental health issues.

- Utilize the SEL assessment option on the daily health screener for students to identify individual areas of support. The results will help the mental health staff determine what type of tiered intervention(s) students need so they can be successful during the year.
- Continue to utilize restorative practices and the process of using circles in the classroom to build relationships via in-person or during remote instruction.
- Offer a multitiered support system consisting of the following levels:

Tier 1 Supports (Daily):

- Conduct universal screening to identify social–emotional needs of students
- Share student mental health needs assessment data with stakeholders
- Conduct routine check-ins using a trauma and resilience informed lens
- Develop a system to connect with students and families to promote attendance
- Engage with students and families using culturally responsive techniques
- Train staff to provide supports through a trauma-informed and responsive lens
- Assess immediate needs and provide support
- Use professional development time to increase trauma knowledge and skills
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.)
- Conduct schoolwide mental health assessment that includes trauma and stress
- Consider strategies to become a trauma-responsive school system to support the school community
- Utilize virtual Trauma, Illness and Grief Consortium training opportunities and guidance from TIG for support

Tier 2/3 Supports (Early and Targeted Intervention):

- The school psychologists and school counselors at all levels will, after assessing student needs, conduct small groups/individual counseling for students. The groups could target specific areas such as anxiety, depression, etc. (either face-to-face, hybrid or remote)
- Social workers will do home visits at a socially appropriate distance for students as needed
- Team meetings
- Connect students and families with additional outside supports in the community
- Consider having flexible hours for mental health staff to deliver services
- Mental health staff will join team meetings with teachers and students as needed
- Behavior modification support
- Attendance Intervention
- Modified check in and check out

Adult SEL and Well-Being

In order to address the needs of our faculty and staff, we will create and conduct a needs assessment prior to the school year starting. Depending on the needs we will use a combination of strategies, including Social Emotional Learning (resources from CASEL), Restorative Practices to conduct community building circles to provide support and additional resources such as EAP to address certain needs as they pertain to teachers coming back to support students. As the year progresses, we would conduct another needs assessment after the first month of school and continue to provide support based on assessment data results. We recognize, as a district, that adults have many different emotions around returning to school, be it face-to-face, remote, or hybrid and being aligned with their needs. Staff support is of the utmost importance as they are vital to student learning.

Professional Development considerations include, but are not limited to:

- Restorative Practice Training
- Referral System Processes
- Incorporating SEL learning into daily routines
- Culturally Responsive Practices
- Community Mental Health Resources
- Trauma-Informed Care
- How to talk with students about trauma and anxiety
- Daily Mental Health Screening Tool
- Zones of Regulation

School Schedules

At the PreK-12 levels, the district’s priority is to return students and staff to in-person instruction in the safest manner possible. Because of the social distancing mandates, masking requirements, resource/facility limitations and staffing, the district will adopt a hybrid model of in-person instruction. Families may opt for remote learning, only. A plan for remote only learning will be further developed based on community need and district resource capacity.

In-person instruction will be coordinated with PreK-12 by alpha (e.g. A-K, L-Z) so that students may attend classes two days per week on the same days as siblings or household members. Three days per week will be a combination of synchronous and asynchronous instruction as follows:

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1	In-Person	Remote	ALL REMOTE	In-Person	Remote
Cohort 2	Remote	In-person		Remote	In-person
Cohort 3	In-Person	In-Person		In-Person	In-Person
Cohort 4	Remote	Remote		Remote	Remote

Select Special Education students, ENLs and other identified students come in every school day except for Wednesdays.

At the PreK-5 level, district administrators will assign cohorts for days that are in-person to better account for tracking in the event of exposure, however social distancing will be planned for in every programmed educational space. The District will make reasonable efforts to ensure that cohorts are fixed meaning they 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 social distancing is maintained.

The PreK-5 Schedules will optimize movement of adults rather than cohorts except for physical education, lunch, and recess. Attendance will be taken through IC for students who are in school and at home.

School Activities

Extracurriculars

Currently, extra-curricular activities are under evaluation. Please see below:

Field Trips/Assemblies/Open Houses

- Student assemblies – subject to mandates
- Athletic events/practices shall adhere to guidance from the state
- Performances where students can be social distanced shall be live streamed to parents
- Field trips are to be limited to free virtual opportunities
- School trips (co-curricular and clubs) are under review
- Wherever possible, in-school events will be changed to a virtual format

Activities

In-person activities are under review until further notice. Educationally focused before and after school programs will be under review and will open if all guidelines can be met and there is adequate staffing to run programs.

School Building Closure

The building principal will recommend to the Superintendent of Schools suspension of in-person activities under the following circumstances:

- Covid-19 infection rate/mandates
- Absentee rate trend for students
- Absenteeism of essential personnel to the extent that it creates a health and safety concern or prevents district from complying with mandates

During school building closure, the district will engage in the remote learning model.

Childcare

Our district will collaborate with outside agencies in our community for before and after school care.

Attendance and Chronic Absenteeism

In compliance with state education mandates, Brockport will record daily student attendance. The district will utilize the student information system, Infinite Campus. This system will be used to record attendance whether students are in-person or remote. Additionally, the district will utilize student learning platforms to record attendance data for asynchronous learning situations. This report will be generated using Microsoft Teams.

Student engagement protocols will be directly correlated with attendance data and ongoing monitoring. Using the attendance data reporting, as mentioned above, the district will routinely review this information to identify individual and group patterns to intervene using multiple modalities of communication in connection with a multi-tiered system of support.

Technology and Connectivity

One to One

In support of remote learning, the district will make computer devices available to students and teachers who need them. We are a one to one technology district; therefore, every K-12 student and every teacher will have access to their own personal device.

Access

Consistent and reliable access to high-speed internet at sufficient levels allows students and teachers to fully participate in remote/hybrid learning models. The district has conducted multiple surveys for students and parents since March 2020 to determine the internet connectivity for students and faculty. The district has communicated with teachers and families the proper steps to take if there are connectivity issues. Currently, students can come to campus to utilize the internet if they do not have access at home. Community hubs are also being identified as sites for free internet. These communications have occurred via phone, website, and email.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning. Students and families will have access to a Tech Hotline. This hotline is manned by a dedicated individual who can help triage technology related issues.

We 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. Information relative to remote and hybrid school schedules will be sent to students and families through the School Messenger Platform. The School Messenger Platform has the functionality to contact families through several ways: Robo Call, pre-recorded message to a dedicated phone line and through email. Additionally, all communication relative to remote and

hybrid learning will be posted on our school website on a dedicated page. Students and families will receive communication relative to the location of this information.

Professional Development will be provided for principals and teachers to design effective remote/online learning experiences utilizing best practices for instruction in remote online settings. Students and parents will receive training on the utilization of Microsoft Teams.

Teaching and Learning

The school calendar typically includes one or more staff-only days 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 is considering frontloading all Superintendent Conference Days to support staff in the areas of social-emotional health, technology integration and understanding the necessary safety precautions and protocols associated with COVID-19. Adapting the calendar can provide teachers with four full days of training to ensure they have a complete understanding of expectations and feel comfortable navigating the different landscapes of the learning models: Remote, hybrid and in-person.

If calendar changes are approved, student orientation would then occur on September 10 and/or 11, 2020, depending on each student's individual assignment. This time will allow small groups of students to meet with their new teacher and begin to establish the relationship necessary for a successful school year and to also understand the expectations of the learning models. 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.

Certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, 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. We will utilize iReady and the Fountas and Pinnell Benchmarking System three times per year at the K-8 levels as one option for our formative assessments. 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. The Office of Instruction will work collaboratively with schools to ensure pacing calendars/scope and sequences are modified as needed.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. Reporting structures across the PreK-12 continuum will remain the same.

We are working with our outside PreK agencies to ensure they have measures in place indicating that they are following health and safety guidelines outlined in the NYSED guidance and required by the

NYSDOH. Each agency will have a continuity of learning plan that addresses in-person, remote and hybrid models of instruction. We will invite each agency for our opening trainings in technology.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website

https://www.monroe2boces.org/CTE_Home1.aspx

In-person Instruction

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. Current staffing levels may be insufficient to accommodate the expanded number of classrooms needed to ensure social distancing.

Our schools will minimize the movement of students at the elementary level. 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. 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.

Specifically, this model may include, but is not limited to:

- Instruction aligned to the NYS Learning Standards
- Instruction will be planned in compliance with NYS guidelines, students' IEPs, 504 plans and ENL regulations
- Collaboration between teachers for aligned lesson planning
- Substantive interaction between students and teachers
- Clear opportunities for instruction that are accessible to all students – i.e. differentiation
- Scheduled times for students to interact and seek feedback and support from teachers
- Morning meetings where teachers will connect with all students to take attendance, review daily expectations/logistics, do a check and connect for social emotional well being and ensure all students have resources and needed materials
- PreK -12 will utilize existing grading policies
- Infinite Campus will be used to take attendance and report grades

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment. Instruction will not only focus on "core" subject areas to the exclusion of elective courses.

Consideration has been given to prioritizing hands-on and lab-based activities while students are

onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for students will include a mix of synchronous and asynchronous instruction. Teachers may provide live/recorded instruction and lessons to students. Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content. We will use our current report cards and grading criteria at all levels to indicate student progress.

Specifically, this model may include, but is not limited to:

- Instruction aligned to the NYS Learning Standards
- Instruction will be planned in compliance with NYS guidelines, students' IEPs, 504 plans and ENL regulations, to the greatest extent possible
- Collaboration between teachers for aligned lesson planning
- A combination of synchronous and asynchronous instruction may occur, which includes but is not limited to: Live video, recorded lessons/chats, 1:1 check ins, differentiated groups and small group engagement
- Student schedules at the middle and high school levels will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously
- Substantive interaction between students and teachers
- Clear opportunities for instruction that are accessible to all students – i.e. differentiation
- Consideration will be given to prioritizing hands-on and lab-based activities while students are onsite in school buildings
- Scheduled times for students to interact and seek feedback and support from teachers
- Morning meetings where teachers will connect with all students to take attendance, review daily expectations/logistics, do a check and connect for social emotional well-being and ensure all students have resources and needed materials
- PreK -12 will utilize existing grading policies
- Infinite Campus will be used to take attendance and report grades
- Wednesdays will be full remote learning for students. Teachers will use this day to interact with students, provide small group instruction, intervention or enrichment, collaborate with grade levels, PLCs and plan/record weekly lessons

Special Education

During the unexpected closure of school, the district’s special education students, their families and their school teams faced unprecedented challenges. Priority has been placed on providing continuity of learning through special education programming and services, with access to general education and high-quality curriculum specifically designed to meet individual student needs and abilities.

- To address the provision of (FAPE) free appropriate public education consistent/with the need to protect the health and safety of students with disabilities and those providing special education services, the district will provide the following:
 - All Instruction will be aligned with the NYS Learning Standards
 - All Instruction will be provided in compliance with NYS guidelines. Students’ IEPs and 504s will be implemented to the greatest extent possible
 - Collaboration between special education teachers, related service providers and co-teachers will occur to ensure continuity of instruction throughout the materials provided to student/families
 - Teachers/related service providers will create appropriate differentiated learning experiences for students in compliance with NYS guidelines
 - Teachers/related service providers will provide ongoing feedback and communication with students and families

Additionally, the district will ensure the following as it relates to the specific learning model:

In-Person	Hybrid	Remote
<ul style="list-style-type: none"> ➤ Students will receive in person instruction with accommodations for social distancing and cleaning protocols following the CDC guidelines to ensure the health and safety for all 	<ul style="list-style-type: none"> ➤ Students will receive remote and in-person instruction with accommodations for social distancing and cleaning protocols following the CDC guidelines to ensure the health and safety for all ➤ Students may receive a combination of synchronous and asynchronous instruction which may include, but not limited to, live video chats, recorded lessons, 1:1 	<ul style="list-style-type: none"> ➤ In the case of a full school closure, the remote model may provide a consistent schedule of synchronous and asynchronous learning that supports the needs and abilities of individual students ➤ Related Service Providers will provide Tele-therapy services to students ➤ Students may need in-person evaluations

	<p>check-in, small group engagement, etc.</p> <ul style="list-style-type: none"> ➤ Elementary students will continue to receive small group differentiated instruction (guided reading, intervention, enrichment, etc.) ➤ Staffing will be maximized to ensure access to general education and integration opportunities in-person and remotely ➤ A portion of our SWDs will have in person instruction for 4 days a week ➤ In-Person Related services will be provided with students from the same classroom cohort to ensure safety of students. Tele-therapy may be conducted during remote days ➤ Students in special programs located outside of the district will follow the agencies re-opening plan 	<p>following safety protocols and guidelines</p> <ul style="list-style-type: none"> ➤ A synchronous instruction model can be comprised of whole group direct instruction, small group instruction and collaboration, and independent work time with teacher availability ➤ Students may have access to teachers through daily virtual office hours
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- To address how programs and services offered will be documented and provided to students with disabilities, as well as communications with parents, the district will:
 - Ensure all services included in Brockport’s continuum of services will be offered to all students with disabilities based on their IEPs to the greatest extent possible.
 - The district will document the programs and services offered and provided to students with disabilities as well as communicate that information to parents.
 - Teachers/related service providers will provide ongoing feedback and communication with students and families.

 - The district will address meaningful parent engagement in the parents preferred language or mode of communication regarding the provisions of services to his/her child to meet the requirements of Individuals with Disabilities Act (IDEA).
 - A district communication plan (visit the Communication/Family and Community Engagement section of the district’s reopening plan) will be utilized to include both parents and students to provide clarity and continuity of the learning expectations.
 - Priority for in-person services will be given to students with IEPs. Supports and services on a student’s IEP will be implemented to the greatest extent possible with the consideration of least restrictive environment.
 - Information regarding supports/services for each student will be communicated to families through written or verbal means and documented.
 - All educators will utilize the “district remote day” to connect with families and students.
 - Families will receive information about how to contact the administration and/or teaching staff to answer questions about their child’s learning or the technology they are using.

 - 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:
 - Ensure the CSE/CPSE chairs are in regular communication (department meetings, team meetings, emails/phone calls) with providers to discuss supports/services and the implementation of services on a student’s IEP
 - Ensure special education teachers/providers communicate with the general education teacher(s) information within each student’s IEP
 - Ensure that providers collect/keep/track data regarding student’s progress toward their IEP goals
 - Continue to utilize Frontline to input progress notes. Progress will be reported as indicated on the student’s IEP and shared with parents as per the district’s current process

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- Implement supports and services on a student’s IEP to the greatest extent possible with the consideration of Least Restrictive Environment (LRE)
 - The district will 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.
 - Accommodations, modifications, supplementary aides and services, and technology (including assistive technology) indicated on a student’s IEP will be provided to the greatest extent possible during in-person and remote learning.
 - Staff will be maximized to ensure student access to accommodations, modifications, services, and technology
 - Staff will ensure students have access to differentiated and appropriate materials in any learning model (access to leveled text remotely, hands on materials at home with hard copies where appropriate)

Bilingual Education and World Languages

Our English language learners have also had a disruption of their daily lives. These students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

Plan for Reopening

We 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, we will resume regulatory identification processes, which require screening and identification to take place within 10 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 (Teams and SeeSaw) 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

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- Utilize iReady diagnostic in grades K -8 as an assessment and progress monitoring tools 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

Staff

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district’s approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignments, except where otherwise allowable under the Commissioner’s regulations (e.g., incidental teaching) or education law.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools \(July 16, 2020\)](#)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools \(July 13, 2020\)](#)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health \(July 13, 2020\)](#)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency \(June 26, 2020\)](#)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency. \(June 26, 2020\)](#)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency. \(June 26, 2020\)](#)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency. \(June 26, 2020\)](#)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)

Once finalized, reopening plans must be posted on the district's website. By July 31, 2020, districts will need to complete a survey through the Portal, providing NYSED with:

- ***A link to the public website where each school plan has been publicly posted***
- ***A set of mandatory assurances that the reopening plan includes all of the mandatory elements outlined in the NYSED guidance***

NOTE: Information submitted through the Portal will not include detailed narratives or descriptions of specific actions to be taken by a school or district as part of their reopening Plan; those details must be articulated in the materials that are publicly posted on the school/district website.

Also by July 31, 2020, districts must complete a short companion [Department of Health survey that includes a link to the publicly posted plan on the district/school website.](#)