ESM
East Syracuse Minoa
Central School District

School Reopening Plan
Stronger Together

July 31, 2020

East Syracuse Minoa Central School District

School Reopening Plan: Stronger Together

July 31, 2020

Board of Education
Debbie Kolod, President
D. Paul Waltz, Vice President
Lori Aird
John Albanese
Susan Cain
Tracy Callahan
Leah Cushing
Kay Gallery
Dee Seaman

District Administration
Dr. Donna J. DeSiato, Superintendent

Dr. Thomas Neveldine, Deputy Superintendent

Katherine Skahen, Executive Director of
School Business Administration

Kieran O'Connor, Executive Director of Planning,
Development and Technology

Shane Hacker, Executive Director of Curriculum,
Learning and Assessment

Douglas Mohorter,
Executive Director of Employee Engagement and Accountability

TABLE OF CONTENTS

OVERVIEW

INTRODUCTION

CONTENTS

Message from the Superintendent

Dear ESM Learning Community,

We are embarking on a whole new world! Preparing for the reopening of schools for the 2020-21 school year in this new learning environment with protocols and practices for the health and safety of all is our highest priority. Thanks to the collaborative efforts of our ESM students, teachers, parents, administrators, bargaining unit presidents, PTO leaders, business and partners community partners we have developed a reopening plan focused on student learning and in adherence to guidance provided by the New York State Department of Health (NYSDOH), the Executive Office of the Governor and the New York State Education Department (NYSED).

*Our **ESM Reopening of School Plan — Stronger Together** was developed by a diverse group of more than 150 stakeholders who shared their time, expertise and perspectives to develop a plan which provides learning models of in-person, hybrid and distance learning while recognizing the need for flexibility to address circumstances likely to change in the weeks, months and year ahead. In addition to the District Advisory Committee members, subcommittee members, school improvement members, high school student leaders and alumni we also extend our gratitude to the more than 7,000 students, parents and staff members who provided feedback and input through multiple surveys conducted in June and July. The results of the surveys combined with the engagement of the District Advisory Committee and subcommittee stakeholders contributed to the development of the action steps outlined in the preparation learning for COVID-19 protocols, design and implementation of instructional delivery models and the gradual phases of our ESM Reopening Plan. Given its breadth of scope, the NYSDOH and NYSED guidance requires dedicated time for professional learning for all staff to understand and prepare to implement COVID-19 protocols. It also requires the time necessary to communicate with, and provide learning experiences for, parents and students regarding the new health and safety protocols for reopening in person. All of these protocols will be infused into the differentiated learning models in a manner that best meets the needs and context of our school communities. The mandatory assurances by NYSDOH and NYSED regarding our reopening plans require a redesign of our educational system. This is no longer a shift, it is a total transformation to a newly designed educational delivery system driven by the priority of health and safety for all during this pandemic.*

*We are **ESM** where **E**very **S**tudent **M**atters, **E**very **S**taff Member **M**atters, **E**very **S**ingle Family **M**atters and we are **STRONGER TOGETHER**!*

With sincere gratitude,

Dr. Donna J. DeSiato, Superintendent

Introduction

The East Syracuse Minoa Central School District Strategic Plan for 2018-2023 is our blueprint for achieving our vision of being "an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world". The priorities identified in our Strategic Plan guide our work at the district, building, department and individual level, including the alignment of our time, resources and energy to support the identified priorities. It translates our intentions into action steps for continuous improvement. From Pre-kindergarten through high school graduation, we strive for academic excellence and rigor through engaging student minds. We value 21st Century knowledge and skills that include critical thinking, problem solving, communication, collaboration, creativity and innovation. These skills are interwoven throughout our curriculum and are essential for success in college, career and citizenship. We continue to prioritize standards that are necessary for building future knowledge, have the greatest applicability to a variety of content areas, and are most essential for the next level of learning. Our leadership teams and professional learning communities play a key role in developing, monitoring and assessing to verify that all students are learning, how we know that all students are learning, how we respond when they are not, and how we respond if they already know the identified learning standards. We continually focus on collaboratively building our professional skills with the most effective teaching strategies and building our students' skills with the most effective learning strategies. Our third Strategic Plan 2018-2023, focuses on coherence and alignment, while looking to the future of continued academic achievement in a global rapidly changing world, while consistently focusing on developing the whole child to prepare all students for lifelong success.

Our Vision

The East Syracuse Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Our Mission

The East Syracuse Minoa Central School District will prepare students for the 21st Century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Our Beliefs

At East Syracuse Minoa Central School District, we believe that:

- *Each individual has dignity and worth*
- *The capacity to learn for each individual is boundless*
- *Curiosity and exploration stimulate innovation and learning*
- *High expectations and challenging curriculum lead to greater achievement*
- *Effort and perseverance are essential to achieve one's personal best*
- *Positive relationships are fundamental to success and growth*
- *Collaboration within and among school, families and community partners is essential to meet the needs of each student*
- *Acceptance and mutual respect encourages students to take the risks necessary for academic and personal growth*
- *Education prepares students to become productive and responsible citizens who contribute to their communities*
- *Students need to develop their strengths, confidence and resilience to meet the challenges they will face throughout life.*

Alignment with Strategic Plan

The District's reopening efforts are guided by the five (5) focus areas of the District's Strategic Plan 2018-2023. The Priority Areas of the New York State Education Department's Reopening Schools Regional Taskforce were aligned with the Strategic Plan as follows:

Focus Area 1 - Teaching and Learning

- Teaching and Learning
- Bilingual Education and World Language
- Special Education
- Social Emotional Well-Being
- School Schedules

Focus Area 2 - Technology for Teaching and Learning

- Technology and Connectivity

Focus Area 3 - Communication and Community Engagement

- All Twelve (12) Areas

Focus Area 4 - Employee Engagement and Professional Learning

- Certification, Incidental Teaching and Student Teaching

Focus Area 5 - Learning Environment Systems and Structures

- Health and Safety
- Transportation, Facilities and Nutrition
- Budget and Fiscal

- Attendance and Chronic Absenteeism
- Teacher and Principal Evaluation System (APPR)

REOPENING PLANNING PROCESS

On June 1, 2020, the East Syracuse Minoa Central School District Board of Education appointed a District Advisory Committee (DAC) for Reopening of Schools.

District Advisory Committee for Reopening Schools

The District Advisory Committee for Reopening Schools (DAC) was formed to advise the Board of Education and Superintendent on the essential priorities to consider in developing the district's reopening plan. Approved by the Board of Education on June 1, 2020, the membership of the DAC includes representatives from all district stakeholder groups, including administrators, teachers, staff, parents, community members, and bargaining unit presidents. Student voices were represented in a special focus group of 25 students convened to advise on reopening considerations from a student perspective. Meetings of the DAC were conducted on 7/15/2020, 7/22/2020 and 7/27/2020. (See List in Appendix B)

The purpose of the DAC is to advise the Board of Education and the Superintendent on preparation and procedures for the safe reopening of schools in alignment with Federal, State and County guidelines and the ESM Strategic Plan. Dr. Thomas B. Neveldine, Deputy Superintendent and Mrs. Kate Skahen, Executive Director of School Business Administration, were appointed to co-chair the DAC. The DAC had an initial organizational meeting on June 29, 2020. Dr. DeSiato, Superintendent, and Mrs. Debbie Kolod, President of the ESM Board of Education, provided welcoming remarks and charged the DAC to provide input in the development of a comprehensive plan to guide the safe reopening of school. Presentations from the medical perspective were delivered by Dr. Daniel Rancier, School Physician, and from the legal perspective by Mr. Donald Budmen, School Attorney.

As part of the planning process the DAC reviewed guidance documents from the Center on Disease Control (CDC), New York State Department of Health (NYSDOH), New York State Executive Office, New York State Education Department (NYSED) and other State and County Health Organizations in addition to other National and State Educational Organizations. Sub-Committees were established to review and prioritize critical components of the District's plans for preparing for the safe reopening of school in the fall of 2020. A District survey of school staff and a survey of families on reopening were disseminated in July 2020 to further inform the work of the DAC.

GUIDING PRINCIPLES FOR REOPENING OF SCHOOL

The District Strategic Plan and Vision, Mission, Beliefs and the District Goals will guide the recommendations of the **DAC**. In this context, the following principles will provide the framework for the **DAC**, the Board of Education and District Administration in planning for the reopening of school.

- The Health and Safety of students and staff will remain the priority consideration for the reopening of School

- Excellence and equity of educational opportunity will be provided for all students

- Essential social-emotional and trauma Informed supports for students, staff and families will be provided as a key component of the plan for reopening of school

- The delivery of instruction and support services will be flexible and responsive to evolving public health, budgetary and environmental conditions

- Communications with students, staff and families will be frequent, consistent and transparent

Communication/Family and Community Engagement

Reopening Plan Mandated Requirements:

- **The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.**
  - The ESM reopening plan was developed with input from a 131 member District Advisory Committee (DAC) including:
    - Board of Education Members
    - Parent Teacher Organizations
    - District Administration
    - District instructional staff
    - Bargaining Unit Presidents
    - ESM health care professionals
    - ESM's contracted School Physician
    - Parents of ESM Students from PreK through 12th grade
    - BOCES staff
  - DAC members met reviewed guidance and mandates from the Center for Disease Control (CDC), the Department of Health, and the New York State Education Department. The DAC discussed and developed recommendations to include the reopening plan.
  - An ESM student and alumni Leadership Focus Group contributed to the input of the reopening plan.
- **The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.**
  - ESM uses many communications channels for its everyday business. With regard to reopening, we are continuing to do the same. The following are the methods we use to communicate with stakeholders:
    - ESM Website
    - ESM Facebook page
    - School Messenger: mass communication for parents, students and staff. This tool allows us to email, text and call constituents

- ■ Printed materials: these are mailed to parents as well as the ESM community
- ■ ESM E-xpress: community focused email newsletter
- ■ Signage at school locations, visible before students, staff, parents/guardians and any visitors enter any school facility
- **The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.**
  - ○ This training is being handled as part of the health and safety assurance component of our reopening plan.
- **The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.**
  - ○ ESM is providing communication both by email, in meetings and signage regarding the proper use of PPE and specifically, face coverings. Additional detail may be found in the Health and Safety section of the reopening plan.
- **The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.**
  - ○ The district has established a practice of communications with families and throughout the school community in the languages spoken at home. The district employs certified teachers of english Language Learners (ELL) and also utilized authorized translation services to ensure all communications with families and in the school community are provided in the languages spoken at home.

Health and Safety

Reopening Plan Mandatory Requirements

ESM COVID-19 Workplace Safety Plan - See Appendix A

- **Each school and/or district reopening plan must review and consider the number of student and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity - consult your local department of health.**
    - The district Principals have calculated the potential number of students who will return to school and have developed plans to meet Department of Health mandates in areas 1-4 above through working with the respective district and community service providers.
- **Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.**
    - The ESM reopening plan was developed with input from a Board of Education District Advisory Committee (DAC). This committee was made up of 131 members from
        - Board of Education Members
        - Parent Teacher Organizations
        - District Administration
        - District instructional staff
        - Bargaining Unit Presidents
        - ESM health care professionals
        - ESM's contracted School Physician
        - Parents of ESM Students from PreK through 12th grade
        - BOCES staff
    - DAC members met reviewed guidance and mandates from the Center for Disease Control (CDC), the Department of Health, and the New York State Education Department. The DAC discussed and developed recommendations to include the reopening plan.

- **Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.**
    - A plan was developed to address clear, consistent, transparent and frequent communication with the stakeholders identified above has been established.
    - A comprehensive plan for signage and training was likewise established (see pages 9 & 10).
- **Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.**
    - The district will ensure that each staff member will be educated on the signs and symptoms of COVID-19 by the school building nurse. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:
    - Fever or chills (100°F or greater)
    - Cough;
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat
    - Congestion or runny nose
    - Nausea or vomiting
    - Diarrhea

    Staff will be educated to observe students or other staff members for 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

    Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home.

    Daily health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students are required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be sent home or stay in the isolation room until they can leave school.

- **Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.**
    - The school district has developed a plan for checking temperatures of students whose parent/guardian did not perform the screening. The district will be implementing the ezSCRN software with parents and school staff to ensure accurate screening, reporting, tracking and tracing of individuals with COVID-19 symptoms. The ezSCRN software is currently being utilized in the district athletic program for concussion management which will facilitate a smooth adaptation for COVID-19 purposes. If a student needs to be screened at school, staff members will supervise students who are waiting their turn to be screened. While waiting, students must be socially distanced and wearing a mask. The district will train staff members prior to the first day of in person learning on how to conduct temperature screenings. Staff will use infrared thermometers for screenings. When an infrared thermometer is not available an oral thermometer will be used for taking temperatures using disposable thermometer probes and PPE or barriers for staff members conducting the screening and following protocols outlined by the school district.

Staff will stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks. The following protocol will be used:
- Perform hand hygiene;
- Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol;
- Put on disposable gloves;
- Check the child's temperature, reaching around the partition or through the window;
- Make sure your face stays behind the barrier at all times during the screening;
- If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
- If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with the child, you do not need to change gloves before the next check; and
- If non-contact thermometers are used, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. You can reuse the same wipe if it remains wet.

If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) can be used when within 6 feet of a child:
- Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a

single pair of disposable gloves. A gown could be considered if extensive contact with a child is occurring
- ○ Take the child's temperature
- ○ If performing a temperature check on multiple individuals, ensure that a clean pair of gloves is used for each child and clean the thermometer thoroughly between each check
- ○ If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with an individual, you do not need to change gloves before the next check.

*If a non contact thermometer is not available and an oral thermometer is used, a new probe cover will be used for each student.

- **Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.**
  - ○ The district will use the exSCRN software to assess all students and staff daily.
  - ○ Certain protocols must be met before a student or staff member can return to in-person learning after suffering symptoms associated with COVID-19. At minimum, there must be a resolution of symptoms, testing negative for COVID-19 and a note from a health care provider stating it is safe for the individual to return to school. If the individual tests positive for COVID-19, they must have been released from isolation as described on page 40 of SED's reopening guidance. Also, districts must create policies with local health authorities and follow U.S. Centers for Disease Control guidance as detailed on page 40 of SED's reopening guidance.
- **Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.**

  - ○ Each school building has designated a room to be used as an isolation area for staff or students with signs or symptoms of COVID-19. Students will be supervised until they are sent home. If a separate room is not available, the school nurse will keep at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home.

  - ○ The school nurse or supervising staff member will:
    - Escort student from isolation area to the parent/guardian

- Instruct the parent/guardian to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;

If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19.

- **Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.**
    - See workplace safety plan in Appendix A.
- **Each school and or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.**

    - Parents/guardians will be educated on signs of illness. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:
        - Fever or chills (100°F or greater);
        - Cough;
        - Shortness of breath or difficulty breathing;
        - Fatigue;
        - Muscle or body aches;
        - Headache;
        - New loss of taste or smell;
        - Sore throat;
        - Congestion or runny nose;
        - Nausea or vomiting; and/or
        - Diarrhea.
    - Staff will be educated to observe students or other staff members for signs of any type of illness such as:
        - Flushed cheeks;
        - Rapid or difficulty breathing (without recent physical activity);
        - Fatigue, and/or irritability; and
        - Frequent use of the bathroom.
    - See "When you should keep your child home for influenza on the CDC website."

- **Each school and/or district reopening plan has a written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.**

    Hand Hygiene

    - Staff and students will be educated on traditional hand washing procedures (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. Staff and students may use alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. Some students or staff may be unable to use alcohol-based hand

sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.

○ The school district will make parents/guardians aware that they need to inform the school if they do not want their child to use alcohol-based hand sanitizers by sending in a written notice to the school. The school will provide accommodations for students who cannot use hand sanitizer, to allow for their use of handwashing stations.

○ The school district will provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able. Students will be supervised by adults to minimize accidental ingestion and promote safe usage. Supervision is required for all elementary students.

○ The school district will place signage near hand sanitizer indicating visibly soiled hands should be washed with soap and water.

○ Staff and students will be educated on when hand washing should occur, how to wash hands correctly, and how to correctly use alcohol-based hand sanitizers.

○ Each school will provide the following:
  - Adequate facilities and supplies for hand washing including soap and water
  - Paper towels or touch free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolized germs)
  - No-touch/foot pedal trash cans
  - Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes
  - Time in the schedule to allow for frequent hand washing
  - Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

○ At a minimum, students and staff will wash hands, as follows:
  - Upon entering the building and each classroom
  - After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops)
  - Before and after snacks and lunch
  - After using the bathroom
  - After helping a student with toileting
  - After sneezing, wiping or blowing nose, or coughing into hands
  - Upon coming in from outdoors
  - Anytime hands are visibly soiled

Respiratory Hygiene

○ Students and staff will be educated on the possible spread of the COVID-19 virus from person to person in droplets produced by coughs and sneezes. Education

and visuals will be used to educate and remind staff that it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. A supply of tissues and no touch/floor pedal trash cans will be available in each room. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

- **Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.**

  - Each school building will educate staff on appropriate social distancing. Appropriate social distancing means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. If used, physical barriers must be put in place in accordance with United States Department of Labor's Occupational Safety and Health Administration (OSHA) guidelines, and may include strip curtains, cubicle walls, plexiglass or similar materials, or other impermeable divider or partition. Where appropriate, visual markers will be used to designate six feet spacing.

- **Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.**

  - Students, faculty, staff, and other individuals will be provided appropriate PPE to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. All students, faculty, and staff will have the required PPE (i.e., acceptable face coverings) before entering school facilities, grounds, or any other space owned or administered by the school or school district (e.g., school buses)

  - Social distancing will be encouraged which means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk.

- Students and staff members who are in one of the high risk groups listed below will consult with their healthcare provider regarding prevention and report any accommodations or modifications to the building principal and school nurse.

  - Individuals age 65 or older

  - Pregnant individual;

  - Individuals with underlying health conditions including, but not limited to:

  - chronic lung disease or moderate to severe asthma

  - serious heart conditions

  - immunocompromised

  - severe obesity (body mass index [BMI] of 30 or higher)

  - diabetes

  - chronic kidney disease undergoing dialysis

  - liver disease

  - sickle cell anemia

  - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

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

- Planning and coordination of:

- school health services personnel

- special education personnel

- pupil personnel services and

- administration.

- ○ School district staff need to be aware that these families are already under significant stress and COVID-19 has made their situations are more critical. Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:
- ○ Additional PPE for staff caring for such students

- ○ Assigning only one staff member to care for the student

- ○ Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

- ○ If the parents/guardians choose not to send their child back to school, the school will provide instruction remotely. Please refer to the section on Special Education for more details.

- ● **Each school and/or district reopening plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.**

  - ○ The school district will provide the appropriate PPE which includes, at least, an acceptable face covering, which is strongly 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 be allowed to remove their face covering during meals, instruction, and for short breaks so long as they maintain appropriate social distance. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose.

- ● **Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.**

  Buildings & Grounds
  - ○ Standard PPE for school-based staff (teachers, TA's, administrators, clerical, students, custodial staff, etc.)
  - ○ PPE for maintenance staff and summer workers
  - ○ PPE for District Office staff
  - ○ All buildings: cleaning and disinfecting supplies & equipment needed for offices, classrooms and common areas (wipes, sanitizer, sprayers, etc.)

- ○ Physical barriers or partitions such as curtains, cubicle walls, plexiglass-type screens, etc.

Transportation
  - ○ PPE for bus drivers and attendants
  - ○ PPE for bus garage office staff and bus mechanics
  - ○ PPE on buses for students who need a mask to board the bus
  - ○ Cleaning / disinfecting supplies & equipment needed for buses

Health Services
  - ○ PPE for School Nurses (N95 masks, face shields, gowns, etc.)
  - ○ PPE for students who need a mask to enter the health office
  - ○ PPE for staff who are assisting a student who is symptomatic and needs to be isolated until they can be picked up
  - ○ Thermometers & other health screening equipment

Special Education
  - ○ Alternate PPE and accommodations for teachers and students with special needs

- **Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.**

  - ○ If there is a confirmed case of COVID-19 in the schools, the building principal will notify the director of school health services and the director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law7. The director of school health services, or other health professionals acting upon direction or referral of such director, will make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

- **Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.**

- ○ Schools will follow DOH and CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.

- ○ If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- ○ *once there is no fever, without the use of fever reducing medicines

- ○ * they have felt well for 24 hours

- ○ *If they have been diagnosed with another condition, they must provide a healthcare provider written note stating they are clear to return to school.

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

- ○ *It has been at least ten days since the individual first had symptoms

- ○ *It has been at least three days since the individual has had a fever (without using fever reducing medicine)

- ○ *It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

- ○ *Documentation from a health care provider following evaluation

- ○ *Negative COVID-19 diagnostic test result

- **Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.**

  - ○ The school district will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.

  - ○ Hand hygiene stations will be provided throughout the school buildings with soap, running warm water, and disposable paper towels and lined garbage can. Alcohol-based hand sanitizer containing 60% or more alcohol will be provided for areas where handwashing is not feasible.

  - ○ The school district will regularly clean and disinfect the site and more frequently clean and disinfect high risk areas used by many individuals and for frequently

touched surfaces. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses.

○ School staff will be trained in proper cleaning procedures for high touch surfaces that need to be cleaned and disinfected throughout the school day. Students will not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities. Examples of high touch surfaces include:

- Tables

- Doorknobs

- Light switches

- Countertops

- Handles

- Desks

- Phones

- Keyboards and tablets

- Toilets and restrooms

- Faucets and sink

○ If there is a Covid-19 case the building will close off areas used by the sick person and these areas will not be used until after cleaning and disinfection has occurred. Staff will open outside doors and windows to increase air circulation in the area. If possible, staff will wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible and clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas. Once the area has been appropriately cleaned and disinfected it can be reopened for use. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

School Health Office Cleaning

○ School staff will be instructed that school health office cleaning must occur after each use of:

- Cots

- Bathroom

- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.

- Disposable items should be used as much as possible including:

- Disposable pillow protectors

- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

- **Each school and/or district reopening plan has a written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.**

  - When conducting an emergency drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety. Maintaining social distancing in an actual emergency that requires evacuation or lockdown is not recommended and should not be the first priority. Building level Emergency Response Plan will be revised to establish protocols for drills versus actual emergencies.

  - School buildings will conduct drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering drills by classroom, minimizes contact of students in hallways, stairwells and at the evacuation site. It is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.

  - If schools re-open with a "hybrid" in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, each school will be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

  - When performing Lockdown Drills, staff will conduct lockdown drills in a classroom setting while maintaining social distancing and using masks. The building administrator can conduct lockdown drills on a "staggered" schedule with smaller numbers of students present to maintain social distancing, however each school

must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person. Lastly each building can conduct a lockdown drill in the classroom without "hiding"/ "sheltering" but provide an overview of how to shelter or hide in the classroom.

- **Each school and/or district reopening plan has a written plan for district/school run before and aftercare programs (or, for charger schools, as required by the school's charter).**
  - The district will ensure all before and after care programs impacted by the district or community organizations follow district COVID-19 Reopening Plan requirements.
- **Each school and/or district reopening plan designates a COVID-19 Safety Coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.**
  - The District's COVID-19 Safety Coordinator is Dr. Thomas B. Neveldine, Deputy Superintendent

    https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-facts-infographic

    https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit.pdf

    https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067_coronavirus_protectyourself_poster_042020.pdf

    https://www.cdc.gov/handwashing/posters.html

    https://www.cdc.gov/handwashing/videos.html

    https://www.cdc.gov/handwashing/when-how-handwashing.html

    https://www.cdc.gov/flu/business/stay-home-when-sick.htm

    https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf

    https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks

Facilities

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.**
  - General Health and Safety: ESM will follow all guidance related to health and safety, including meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. Please refer to the Health and Safety section of this guidance for additional detail on general Health and Safety protocols.
  - Building Space Related Changes: ESM will meet all NYSED requirements associated with building space related changes that the District may elect to make to better accommodate staff and students in the reopening plan.
  - Fire Code Compliance: Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. Should alterations be made, ESM will submit the proposed changes to the Office of Facilities Planning for review and approval.

- **Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.**
  - Inspections: ESM is scheduled for a required Building Condition Survey in 2020. Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. ESM's 2020 Building Condition Survey is proceeding as planned and the submission deadline will be met.

- **Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.**
  - Lead Testing due in 2020: The District understands that at present, the statutory requirement that lead testing occur in 2020 continues.
  - NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is "normally occupied." Sampling will not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. The District will not conduct a simulation of "normally occupied operation" for the purpose of lead-in-water testing as this is not permitted.

- All 2020 Lead-in-Water sampling and testing in district-owned buildings has been completed. Testing at Lake Street Elementary will be conducted by Chittenango Facilities staff when school is in session. Preliminary testing has been performed at St. Matthew's School at designated outlets and all potable outlets at St. Matthew's School will be sampled and tested after the building opens for the fall semester.

- **Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.**
  - Hand Sanitizer: All hand sanitizer dispensers will be mounted in common spaces and will conform to FCNYS 2020, Section 5705.5.

- **Each school and/or district reopening plan which includes the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.**
  - Installation of Dividers: If the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors and other points of congregation is required as part of the reopening plan, the District will ensure the submission of detailed floor plan to the Office of Facilities Planning for review.

- **Each school and/or district reopening plan must ensure that all new building construction and temporary quarter projects will be submitted to OFP for a full code review.**
  - New Building Construction and Temporary Quarter Projects: If such projects are required as part of the reopening plan, the DIstrict will ensure the submission of the project to the Office of Facilities planning for a full code review. These projects are not being contemplated by the District at this time as part of the reopening plan.

- **Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation**
  - New Facilities for Leasing: If such projects are required as part of the reopening plan, the District will provide a plan to consult with the Office of Facilities Planning for a preliminary evaluation. These projects are not being contemplated by the District at this time as part of the reopening plan.

- **Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.**

    - Temporary or Permanent Use of Tents: If such projects are required as part of the reopening plan, the District will provide plans adhering to the BCNYS. These projects are not being contemplated by the District at this time as part of the reopening plan.

- **Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.**
    - Toilet and Sink Fixtures: The existing number of toilet and sink fixtures in District buildings meet the minimum standards of the BCNYS. Properly donned masks will be required in all gang restrooms to ensure that the District meets the minimum standard. Beyond that measure, fixtures that exceed the minimum standard will be decommissioned to increase social distancing, inasmuch as possible. Actions will depend on what type of learning model is in place at any given time.
    - Doorways: Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors will remain unchanged. They need not be touched during normal use.
    - Emergency Drills: ESM will conduct standard operations and procedures to the best of our ability without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they will be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills will be included in the Fire Safety plans.

- **Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.**
    - Drinking Water: ESM will follow NYS DOH recommended procedures to the extent possible to provide clean and safe drinking water upon reopening. Each ESM building provides at least one drinking fountain per one hundred occupants. In addition, every ESM building will have at least one bottle filler or water filtration machine available for student and staff use.

- **Each school and/or district reopening plan must provide written plans on h**ow to maintain adequate, code required ventilation (natural or mechanical) as designed.

  - Air Ventilation: ESM will maintain adequate, code required ventilation (natural or mechanical) as designed. All classrooms and offices currently meet ASHRAE guidelines for air changes per hour in district-owned buildings. Efforts are underway to achieve MERV 13 filtration in all district-owned buildings and leased spaces. Additionally, expanded use of other methods of air purification (e.g., UVC, HEPA, electrostatic, etc.) are being examined, both for air handling equipment as well as in the form of stand-alone, portable units and retro units.

- **Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.**

  - Project Submissions: All project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.

- **Each school and/or district reopening plan which includes the use of plastic separators must comply with the 2020 BCNYS Section 2606.**

  - Use of Plastic Separators: Any plastic separators that are used as part of the district reopening plan will comply with the 2020 BCNYS Section 2606. No plexiglass is being employed in the fabrication of such shields used in district buildings. Lexan polycarbonate is the only material used.

Child Nutrition

Reopening Plan Mandatory Requirements [<u>Nutrition Subcommittee Reporting Docs</u>]

- **Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.**
    - <u>Access to School Meals</u>: ESM will provide all students enrolled in the district with access to school meals each school day. This will include students in attendance at school and students learning remotely. Service models chosen for each building will be driven by school-specific schedules, space, and needs.
    - <u>Student in attendance at school</u>: service models available for students in attendance at school include breakfast/lunch in the classroom and breakfast/lunch in the cafeteria following social distancing guidelines.
    - <u>Students learning remotely</u>: Service models include grab 'n go and delivered meals.
- **Each school and/or district reopening plan must address all applicable health and safety guidelines.**
    - <u>Health and Safety Guidelines</u>: ESM will follow all applicable health and safety guidelines in providing access to school meals for all enrolled students.

- **Each school and/or district reopening plan includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.**
    - <u>Allergies</u>: ESM will implement measures to protect students with food allergies if providing meals in spaces outside the cafeteria. The District will move to a 100% peanut-free menu districtwide, and will prepare individual meal plans for all dietary restrictions with separate preparation areas. Student allergy information will continue to be maintained in the Mosaic Food Service Information System.

- **Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.**

    <u>Hand Hygiene</u>: ESM protocols and procedures

- Students will perform hand hygiene before and after eating through hand washing before and after each meal as well as having hand sanitizer available at all times.
- Appropriate hand hygiene will be promoted through a collaboration between Food Service, Facilities and building administrators to develop protocols in classrooms for handwashing.
- Sharing of food and beverages will be discouraged through training, communication, signage, and meal supervision protocols.

● **Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.**
  ○ Cleaning and disinfection: If meals are served in the same common area, cleaning and disinfection will take place prior to the next group of students arriving for meals.
● **Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district's SFA, the plan must ensure communication with the district regarding food serve requirements).**
  ○ Compliance with Child Nutrition Program: ESM will continue to ensure compliance with all Child Nutrition Program requirements. The District and its Food Service Management Company will develop cycle menus meeting all meal pattern requirements for breakfast and lunch.

● **Each school and/or district reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.**
  ○ Standard Operating Procedures: Procedures will be updated to include information on how to maintain social distancing during the meal serving process. Meals in the classroom would provide social distancing (six feet apart) as the classroom desk configuration would meet that requirement. Meals in a common area will be served in a configuration of desks or tables that seats students six feet apart.
● **Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.**

- ○ <u>Communication</u>: ESM will communicate with families on the school nutrition program through multiple means -- including letters, emails, website postings, electronic signage in front of school buildings, and School Messenger voice and text messages.   Food Service will work with school administrators and counselors to notify any family in a language other than English. School meal information will be included in written and video communications regarding reopening plans so that families and students will know what to expect.

Transportation

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.**
  - School bus drivers, attendants and mechanics will perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their supervisor and seek medical attention.

- **Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.**
  - School bus drivers, monitors, attendants and mechanics will wear a face covering along with an optional face shield at all times while on a bus.

- **Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.**
  - The Transportation Department will provide Personal Protective Equipment such as masks, gloves and face shields as needed for drivers and attendants in buses.

- **Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.**
  - The Transportation Department will provide hand sanitizer for all staff in their transportation locations including dispatch offices, employee lunch/break rooms and garage areas.

- **Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.**
  - Drivers and attendants who must have direct physical contact with a child will wear gloves provided by the District.

<u>Students on Transportation Protocols</u>

As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.

- **Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**
  - As part of bus safety training, all students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

- **Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.**
  - Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering.

- **Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.**
  - As part of bus safety training, all students will be trained and provided periodic reminders on the proper use of social distancing.
  - Students will be trained that they must social distance on the bus. Seats will be marked or color coded to provide visual cues for social distancing requirements.
  - Students will be loaded from back to front and unloaded from front to back to promote social distancing on the bus.
  - Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.
  - Options for staggered unloading and loading times will be explored to avoid having large numbers of students waiting for the bus at one time. Multiple loading/unloading zones will be established where possible to further promote social distancing.
- **Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.**
  - Students who do not have a mask will NOT be denied transportation.

- **Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.**
    - Students who do not have masks will be provided one by the district bus driver as they are boarding the bus.
- **Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.**
    - Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. Transportation staff will collaborate with the Special Education Department on best practices and strategies for transporting students with disabilities.

Pupil Transportation Routing Protocols

- **Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in person session education when/if the district is not.**
    - If the school district 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 when/ if ESM is not.
    - All students are entitled to district-provided transportation to the extent required by law. The district will not deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Cleaning and Disinfection Protocols

- **Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.**
    - All school buses (confirming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) will be cleaned and disinfected on a regular basis (at least once each school day) with hand held sprayers and other means of disinfection.

- **Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.**
  - There will be additional concentration of cleaning specifically to the high contact spots and areas of the school bus after each a.m. and p.m. run.

- **Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.**
  - Buses will not be equipped with hand sanitizer due to combustibility and liability concerns.

Professional Development and Training

- **Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.**
  - Specifically, social distancing protocols for staff will include the following elements: keys will be in the vehicles (instead of on a central key rack), staff will not enter the office space (unless necessary), and will practice social distancing while in any of the buildings, including but not limited to the transportation department and school buildings. Staff will be encouraged to utilize their district email for communication. These training topics will be incorporated into annual professional development and periodic refresher sessions.
- **Each school and/or district reopening plan requires that 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 staff (including drivers, monitors, attendants, and mechanics) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19. These training topics will be incorporated into annual professional development and periodic refresher sessions.
- **Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.**
  - Training for transportation staff (including drivers, monitors, attendants, and mechanics) will include requirements that staff must not carry personal bottles of hand sanitizer with them on school buses due to combustibility and liability concerns.

Social Emotional Well-Being

Reopening Plan Mandatory Requirements

- **Each school and/or district ensures that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.**
    - The Coordinator for Youth Development and Leadership and the Coordinator for College and Career Readiness along with some of our school counselors reviewed and updated the school counseling plan including sections addressing in person learning, distance learning and a hybrid model.
    - We ensured that universal, secondary and tertiary interventions are in place. Universal interventions are designed to support the social emotional well being of all students and adults. Use of the district wide PBIS (Positive Interventions and Support) framework allowed us to create a behavior matrix that teaches expectations for both in person learning and distance learning. At all levels an evidenced based best practice curriculum focused on the core SEL competencies of self awareness, self-management, social awareness, relationship skills and responsible decision making is in place.
    - We have ensured that these practices are culturally and linguistically responsive to our student and family population.
    - At the elementary level we will continue to use the Second Step Curriculum and Responsive Classroom, at the middle school level we will continue to use Project Wisdom and Responsive Classroom and at the highschool level we will continue to use Sources of Strength. We are positioned to deliver these evidenced based programs in person, through distance learning or in a hybrid model.

- **Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.**
    - We will continue regular meetings throughout the year with our SEL DAC sub-committee and our student leadership committee to seek input, guidance and feedback.
    - We will regularly review and make adjustments to our comprehensive developmental school counseling plan with particular focus on social emotional learning and mental health and wellness.

- ○ The school counselors in each of our buildings will continue to collaborate with the school psychologist, building principal, school nurse and other support staff to ensure that the needs of students and adults are being met.

- **Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.**
  - ○ Through collaboration and partnership with community based agencies and our local government we will continue and expand services available to students, families, faculty and staff.
  - ○ We will strengthen our school based mental health clinics, provide referrals to community based mental and behavioral health clinics and we will utilize our Employee Assistance Program to support the mental health needs of our faculty and staff.
  - ○ Using a multi-tiered system of support, we will identify and support children and families who have experienced trauma and are struggling.
  - ○ We will continue to collaborate with our county government to provide case management and wrap-around services to our children and their families.

- **Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.**
  - ○ We will continue to utilize the expertise of our pupil services team and our community based partners to design and implement comprehensive staff training in the areas of trauma informed practices, adult mental health and wellness, mindfulness and student social emotional learning and well being.
  - ○ We will continue to provide support groups and individual counseling to our children and parents who are experiencing stress, anxiety, grief and fear as a result of the COVID-19 health emergency.
  - ○ We will continue to seek support and guidance from our school-based community based partners at ARISE, Access, Contact Community Services and Onondaga County Department of Child and Family Services.

School Schedules

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.**
    - Schools are given the ability to restructure their programs using flexible scheduling models— taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction. Per the New York State Department of Health and New York State Education Department guidance, plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year

School Schedules		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
In-person student attendance	Alternating in-person and distance student attendance	All virtual student attendance
Attendance in-school 5 days per week	Alternating between in-person & distance learning models	Focus on synchronous with some asynchronous

ESM Central High School

2020-21 ESM Continuity of Learning Plan:

Learning Models of Instruction		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
● 100% in person student attendance ● Attendance in School 5 days per week	● 50% in person student attendance ● Alternating Attendance	● 0% in person student attendance ● All distance learning
Based on the lower levels of transmission of COVID-19: - All students return to school in person as part of a full reopening	Based on a higher transmission risk of COVID-19: - Student numbers in the school are reduced by 50% - Students attend on 1, 2 or 3,4 days of the 4 day cycle - Distance learning takes place on days not in school	Based on widespread increase in transmission levels of COVID-19: - Learning takes place at home for all students (school or district closure) - Parents have option to choose
All teachers will be expected to follow the daily schedule per their School.		
What this looks like at the HS		

Central High School Total Enrollment 1113
Square Footage
Potential Capacity with CDC Guidelines 600
Request for Distance Learning 299
Request for Face to Face Learning 607
 	
Contractual guidelines, student course requests and teacher day capacity can support 50% of the students requesting face to face learning each day following CDC guidelines. With an additional ~200 high need students who could attend each live day (ex: ENL, SWD, CTE, Tier 2 students as
	Schedule Model:
	● 50% of 607 students face-to-face two days
	● All students virtual one day
	● The other 50% 0f 607 students face-to-face two days
	
	MT➜ 35% F2F
	  ➜ 65% Virtual
	W ➜ 100% Virtual
	ThF ➜ 35% F2F (opposite half of the F2F request population)
	  ➜ 65% Virtual
		100% of lessons delivered virtually to all students.

identified through assessments, students without access).	W ➡ Deep cleaning, teacher:student virtual time, team meetings, staff development, etc.	

Teacher-Student Interaction Expectations		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
Students will attend classes following their SchoolTool schedules.	Students will virtually attend classes in the same time frames they delivered in a F2F schedule on their virtual days and live on their F2F days.	Students will virtually attend classes in the same time frames they delivered in a F2F schedule. **Synchronous Expectations**: ● Students will attend synchronous portions of class according to their schedule in School Tool (as if they were F2F) ● Camera access focused on teacher only in the classroom **Asynchronous Expectations**: ● Students will complete asynchronous portions of coursework according to due dates set by their teacher(s) ● Daily Ally Time: Scheduled teacher-student check-in times where attendance and SEL check-ins can happen regularly with a small group of students per teacher. Asynchronous communication and feedback via e-mail,

		Google Classroom or other apps
All teachers will be expected to meet with students every day according to their schedule in School Tool. **(Live Instruction Daily)**		
	Teachers will be expected to perform communication/duties in the form of "office hours" each day ● The after school period from 3:20 to 4:05 will function like it did during a normal school year and teachers will be available for student support (T, W, Th)	

East Syracuse Minoa Central School District: Hybrid Learning Model					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A *(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)*					
Cohort B *(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)*					

● Students at each grade level are broken into "A" and "B" cohorts *(each representing ½ of the in-person student population)*, and attend school in-person either Monday/Tuesday or Thursday/Friday with the rest being virtual learning
● The start time and end time to the school day will be the same for in person learning and distance learning
● Wednesdays are fully remote instruction for all students, and provides the opportunity for teachers to continue supporting student learning online, to collaborate within their Professional Learning Community Teams, and for buildings to undergo a deep cleaning.

Pine Grove Middle School

2020-21 ESM Continuity of Learning Plan:

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

Hybrid:
- 50% of hybrid students in student attendance
- Alternating Attendance
- Based on a higher transmission risk of COVID-19:
- Student numbers in the school are reduced by __%
    - Students attend on A/B or C/D days
    - Distance learning takes place on days not in school
- Teachers will prepare for in-person instruction 5 days per week.
- All teachers will be expected to follow the daily schedule as by their School.

Standards Aligned Instruction
Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.
Expectations: • Teachers are expected to follow the documented scope and sequence of each course/class • Teacher will identify essential standards based on specific identification criteria • Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness • Teachers will develop student friendly learning targets for each standards within departments **Potential Professional Learning Needs:** • Criteria for identifying essential standards • Developing student friendly learning targets (shared document with standards and learning targets)

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions
- Teachers will use Google Classroom as the platform for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:
- All teachers will be expected to meet with students every day (Live Instruction Daily) following a regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent.
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record live sessions to ensure students not in attendance have access to missed instruction
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work
- Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event.
- Students will be at their computer and following their personal schedule for "live" instruction by their classroom teacher.
- Students will be video and audio conferencing with their teacher and classmates while engaging in large group and break-out, small group sessions

Asynchronous Learning:
- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they're not

Teacher/Student Interaction
- Teachers will be available for "office hours" during duty periods
- Duty periods
  - Make phone calls home regarding failing grades, social-emotional concerns, chronic absenteeism
  - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- COVID-19 Log
- Teachers will work collaboratively as grade-level teams to create a weekly schedule,

as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work

Potential Professional Learning Needs:
- Zoom accounts
- Means for collaborative students centered learning (remotely)
- How to record own live sessions (where does it go, how do you find it)
- Google Classroom consistency between teachers
- PD on ELMO to maximize utility in teaching
- Live streaming

Equity- Clear Opportunities for Accessible Instruction
Equity must be at the heart of all school instructional decisions. All instruction should be developed 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 (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
- Use of video instruction or live sessions (synchronous)
- Recorded videos of instruction (asynchronous)
- Routine and scheduled times for students to interact with teacher
- Learning targets will be explicitly stated and shared with students at the start of each lesson (whether posted on a slide show or included on the Google Classroom assignment, class material, etc…)
- Teachers will determine a time to provide reteaching to struggling students (ie: Team Literacy, after school hours, office hours, within class period)
- Schedule to support collaboration among teachers (team and department)
- Support services will be scheduled and provided

Feedback and Grades:
- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of video or live sessions will be provided for students frequency
- Daily agendas and learning targets will be posted at the beginning of each day or class/period, including assignments and due dates

Attendance:
- Teachers will take attendance by the end the class period to determine who was present or absent.

Potential Professional Learning Needs:
- How to provide feedback digitally
- Development of learning targets

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom will be the universal platform. Invite parents to the classroom
- Utilize Remind app for parents and students
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable (i.e. check emails on Fridays)
- School Messenger will be used to communicate schoolwide messages
- There will be a dedicated parent-tech helpline (in house at PG and district provided)
- Teachers will be expected to perform communication/duties in the form of "office hours" each day
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Update the Pine Grove Website regularly

Potential Professional Learning Needs:
- Setting expectations for communication

East Syracuse Minoa Central School District: Hybrid Learning Model

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A *(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)*	SCHOOL	SCHOOL	💻	💻	💻
Cohort B *(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)*	💻	💻	💻	SCHOOL	SCHOOL

- Students at each grade level are broken into "A" and "B" cohorts *(each representing ½ of the in-person student population)*, and attend school in-person either Monday/Tuesday or Thursday/Friday with the rest being virtual learning
- Wednesdays are fully remote instruction for all students, and provides the opportunity for teachers to continue supporting student learning online, to collaborate within their Professional Learning Community Teams, and for buildings to undergo a deep cleaning.

Each school and/or district reopening plan describes the school schedule planned for

implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

In Person
- 100% in person student attendance
- Attendance in School 5 days per week
- Based on the lower levels of transmission of COVID-19:
  - All students return to school in person as part of a full reopening
- All teachers will be expected to follow the daily schedule for their School.

Standards Aligned Instruction
Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.
Expectations: ● Teachers are expected to follow the documented scope and sequence of each course/class ● Teacher will identify essential standards based on specific identification criteria ● Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness ● Teachers will develop student friendly learning targets for each standards within departments **Potential Professional Learning Needs:** ● Criteria for identifying essential standards ● Developing student friendly learning targets (shared document with standards and learning targets)

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

Remote:
- 0% in person student attendance
- All distance learning
- Based on widespread increase in transmission levels of COVID-19:
  - Learning takes place at home for all students (school or district closure)
- All teachers will be expected to follow the daily schedule as by their School.

Standards Aligned Instruction
Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:
- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:
- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction
Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions
- Teachers will use Google Classroom as the platform for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:
- All teachers will be expected to meet with students every day (Live Instruction Daily) following a regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent.
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record live sessions to ensure students not in attendance have access to missed instruction
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared

no later than midnight, the Sunday prior to the start of the work
- Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event.
- Students will be at their computer and following their personal schedule for "live" instruction by their classroom teacher.
- Students will be video and audio conferencing with their teacher and classmates while engaging in large group and break-out, small group sessions

Asynchronous Learning:
- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they're not able to attend live sessions

Teacher/Student Interaction
- Teachers will be available for "office hours" during duty periods
- Duty periods
  - Make phone calls home regarding failing grades, social-emotional concerns, chronic absenteeism
  - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- COVID-19 Log
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work
- *Remind as a preferred method of communication

Potential Professional Learning Needs:
- Zoom accounts
- Means for collaborative students centered learning (remotely)
- How to record own live sessions (where does it go, how do you find it)
- Google Classroom consistency between teachers
- Live streaming

Elementary Schools

2020-21 ESM Continuity of Learning Plan:

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

<u>**Remote:**</u>
- 0% in person student attendance
- All distance learning
- Based on widespread increase in transmission levels of COVID-19:
  - Learning takes place at home for all students (school or district closure)
  - Each student will have a school assigned chromebook computer.
  - Each student is expected to be able to use consistent learning platforms such as Seesaw and/or Google Classroom.
- All teachers will be expected to follow the daily schedule as by their School.
- All students will be expected to follow the daily schedule as established by the school/teachers.

Standards Aligned Instruction
Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:
  ● Teachers are expected to follow the documented scope and sequence of each course/class
  ● Teacher will identify essential standards based on specific identification criteria
  ● Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
  ● Teachers will develop student friendly learning targets for each standards within departments
Potential Professional Learning Needs:
  ● Criteria for identifying essential standards
  ● Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction
Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions
- All students will be provided with 1:1 access to a Chromebook as a way of maintaining connection with their teachers and instruction while in remote learning.
- Teachers will use Google Classroom/Seesaw as platforms for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:
- All teachers will be expected to meet with students every day (Live Instruction Daily) following a regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent
- Robocall at the end of day indicating the child was absent from some or all of classes that day)
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record sessions to ensure students not in attendance have access to missed instruction
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than the close of business on Friday each week.
- Students engage in instructional lessons/activities iat a specific date/time, requiring that everyone be online with their cameras on for the duration or scheduled events.
- Students will be at their computer and following their personal schedule for "live" instruction by their classroom teacher.
- Students will video and audio conference with their teacher and classmates while engaging in large group and break-out, small group sessions
- Students are expected to attend AIS/Special Education/Related Services at their scheduled time.

Asynchronous Learning:
- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they're not able to attend live sessions

Teacher/Student Interaction
- Teachers will be available for "office hours" during after-school contractual time on designated days

- - - Make phone calls home regarding grading/work completion, social-emotional concerns, chronic absenteeism
    - Reach out to individual and/or small groups of students
  - Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
  - COVID-19 Log use required
  - Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than the close of business on Friday each week.
  - A streamlined method of communication such as Seesaw, Google Classroom, or Remind will be used

Potential Professional Learning Needs:
  - Zoom accounts?
  - Means for collaborative students centered learning (remotely)
  - How to record own live sessions (where does it go, how do you find it)
  - Google Classroom/ Seesaw consistency between teachers
  - Live streaming

Equity- Clear Opportunities for Accessible Instruction

Equity must be at the heart of all school instructional decisions. All instruction should be developed 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 (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

  - Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
  - Use of video instruction or live sessions (synchronous)
  - Recorded videos of instruction (asynchronous)
  - Routine and scheduled times for students to interact with teacher
  - Learning targets will be explicitly stated and shared with students at the start of each lesson (whether posted on a slide show or included on the Google Classroom assignment, class material, etc…)
  - Teachers will determine a time to provide reteaching to struggling students (ie: office hours, within class period, Tier 2 intervention sessions, etc.)
  - Schedule to support collaboration among teachers (team and department)
  - Support services will be scheduled and provided

Feedback and Grades:
  - Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
  - Feedback will be provided on standards- aligned assignments (digitally or in-person)
  - Students will have opportunities to improve, based on the feedback provided
  - During remote learning, the use of video or live sessions will be provided for students

frequency
- Daily agendas and learning targets will be posted at the beginning of each day or class/period, including assignments and due dates

Attendance:
- Teachers will take attendance by the end the class period to determine who was present or absent
- Robocall at the end of day indicating the child was absent from some or all of classes that day)

Potential Professional Learning Needs:
- How to provide feedback digitally
- Development of learning targets

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom/Seesaw will be the universal platforms for remote learning.
- A streamlined method of communication such as Seesaw, Google Classroom, or Remind will be used
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable (i.e. check emails on Fridays)
- School Messenger will be used to communicate schoolwide messages
- There will be a dedicated parent-tech helpline (in house at elementary school and district provided)
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Update the school website regularly

Potential Professional Learning Needs:
- Setting expectations for communication
- Teach families how to use communication platforms

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

In Person
- 100% in person student attendance (other than students opting to remain in remote learning)
- Attendance in School 5 days per week
- Based on the lower levels of transmission of COVID-19:
  - All students return to school in person as part of a full reopening
  - Families may still opt for their children to remain in remote instruction, and receive Continuity of Learning from the school
- All teachers will be expected to follow the daily schedule for their School.

Standards Aligned Instruction
Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.
Expectations: - Teachers are expected to follow the documented scope and sequence of each course/class   - Teacher will identify essential standards based on specific identification criteria   - Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness   - Teachers will develop student friendly learning targets for each standards within departments   **Potential Professional Learning Needs:**   - Criteria for identifying essential standards   - Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction
Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.
- All teachers will be expected to meet with students every day. (Live Instruction Daily)   - Identify best instructional practices while being mindful of safety/social distancing protocols (i.e. group work, partners, one to one teacher support, small group instruction)   - Students opting to remain in remote learning will continue to receive daily synchronous and asynchronous instruction   **Potential Professional Learning Needs:**   - Instructional best practices to enhance student collaboration and individual teacher support when social distancing is required   - PD on ELMO to maximize utility in teaching

Equity- Clear Opportunities for Accessible Instruction
Equity must be at the heart of all school instructional decisions. All instruction should be developed 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 (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Standards-aligned Instruction and feedback will be provided to students while they are in the classroom as would be the case at any time.

Feedback and Grades:
- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards-aligned assignments
- Teachers will clearly communicate reasonable deadlines for the completion of all "must-do" (priority standard) assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of video or live sessions will be provided for students frequency
- Daily agendas and learning targets will be posted at the beginning of each day or class/period, including assignments and due dates

Potential Professional Learning Needs:
- Providing targeted and formative feedback

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom will be the universal platform. Invite parents to the classroom
- Utilize Remind app for parents and students
- Update the elementary school Website regularly

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

East Syracuse Minoa Central School District: Hybrid Learning Model					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A *(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)*	SCHOOL	SCHOOL	🖥	🖥	🖥
Cohort B *(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)*	🖥	🖥	🖥	SCHOOL	SCHOOL

- Students at each grade level are broken into "A" and "B" cohorts *(each representing ½ of the in-person student population)*, and attend school in-person either Monday/Tuesday or Thursday/Friday with the rest being virtual learning
- Wednesdays are fully remote instruction for all students, and provides the opportunity for teachers to continue supporting student learning online, to collaborate within their Professional Learning Community Teams, and for buildings to undergo a deep cleaning.

- 50% of hybrid students in student attendance (other than students opting to remain in remote learning)
- Alternating Attendance
- Based on a higher transmission risk of COVID-19:
- Student numbers in the school are reduced by 50%
  - Students attend on A or B days *(see schedule below)*
  - Distance learning takes place on days not in school
    - Families may still opt for their children to remain in remote instruction, and receive Continuity of Learning from the school
- Teachers will prepare for in-person instruction 4 days per week.
- All teachers will be expected to follow the daily schedule as by their School.

Standards Aligned Instruction
Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.
Expectations: - Teachers are expected to follow the documented scope and sequence of each course/class - Teacher will identify essential standards based on specific identification criteria - Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness - Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:
- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction
Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions
- Teachers will use Google Classroom/SeeSaw as the platform for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:
- All teachers will be expected to meet with students every day (Live Instruction Daily) following a regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent
- Robocall at the end of day indicating the child was absent from some or all of classes that day
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record live sessions to ensure students not in attendance have access to missed instruction
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than close of business, the Friday prior to the start of the work
- Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event.
- Students will be at their computer and following their personal schedule for "live" instruction by their classroom teacher.
- Students will be video and audio conferencing with their teacher and classmates while engaging in large group and break-out, small group sessions

Asynchronous Learning:
- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they're not able to attend live sessions
- Students are expected to attend AIS/Special Education/Related Services at their

scheduled time.

Teacher/Student Interaction

- Teachers will be available for "office hours" during after-school contractual time on designated days
  - Make phone calls home regarding grading/work completion, social-emotional concerns, chronic absenteeism
  - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- Required COVID-19 Log
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work
- *Remind/SeeSaw as a preferred method of communication

Potential Professional Learning Needs:

- Zoom Accounts
- See Saw Integration
- Means for collaborative students centered learning (remotely)
- How to record own live sessions (where does it go, how do you find it)
- Google Classroom consistency between teachers
- PD on ELMO to maximize utility in teaching
- Live streaming

Equity- Clear Opportunities for Accessible Instruction

Equity must be at the heart of all school instructional decisions. All instruction should be developed 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 (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
- Use of video instruction or live sessions (synchronous)
- Recorded videos of instruction (asynchronous)
- Routine and scheduled times for students to interact with teacher
- Learning targets will be explicitly stated and shared with students at the start of each lesson (whether posted on a slide show or included on the Google Classroom assignment, class material, etc…)
- Teachers will determine a time to provide reteaching to struggling students (ie: Team Literacy, after school hours, office hours, within class period)
- Schedule to support collaboration among teachers (team and department)
- Support services will be scheduled and provided

Feedback and Grades:

- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of video or live sessions will be provided for students
- Daily agendas and learning targets will be posted within the Google Classroom, as well as deadlines for any "must-do" assignments

Attendance:
- Teachers will take attendance by the end the class period to determine who was present or absent
- Robocall at the end of day indicating the child was absent from some or all of classes that day

Potential Professional Learning Needs:
- How to provide feedback digitally
- Development of learning targets

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom/Seesaw/Remind will be the universal platform. Invite parents to the classroom
- Utilize Remind app for parents and students
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable (i.e. check emails on Fridays)
- School Messenger will be used to communicate schoolwide messages
- There will be a dedicated parent-tech helpline (in house at elementary school and district provided)
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Update the elementary school Website regularly

Potential Professional Learning Needs:
- Setting expectations for communication

Park Hill Pre-K

2020-21 PH Continuity of Learning Plan:

Learning Models of Instruction		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
• 100% in person student attendance • Attendance in School 5 days per week	• 50% in person student attendance • Alternating Attendance	• 0% in person student attendance • All distance learning
Based on the lower levels of transmission of COVID-19: - All UPK students return to school in person as part of a full reopening	Based on a higher transmission risk of COVID-19: - Student numbers in the school are reduced by 50% - Students attend on a AAA or BB cycle Distance learning takes place on days not in school	Based on widespread increase in transmission levels of COVID-19: - Learning takes place at home for all students (school or district closure) - Parents have option to choose distance learning - All programs for 1, 2 and 3 year olds
All teachers will be expected to meet with students every day.		
What this looks like at PH		
PH School Total Enrollment 160 Potential Capacity with CDC Guidelines: -Request for Distance Learning 31 -Request for in-person learning 71 -Waiting on parent survey information to have final numbers for in-person vs. distance	Schedule Model: • 50% of students face-to-face two days • All students virtual one day • The other 50% of students face-to-face two days M/T➝ 50% in-person, 50% virtual W ➝ 100% Virtual TH/F ➝ 50% in-person, 50% virtual W ➝ Deep cleaning, teacher:student virtual time, team meetings, staff development, etc.	100% of lessons delivered virtually to all students. Virtually learning 2 days per week for students in the program for three year olds Virtual learning one day per week for all students and their families for students in the programs for one and two year olds.

Teacher-Student Interaction Expectations		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
Students will attend classes for 2.5 hours per day following UPK regulations	Students will attend classes 2 days per week Students will virtually attend classes 3 days per week	Students will virtually attend classes **Synchronous Expectations**: ● Students will attend synchronous portions of class according to their classroom schedule **Asynchronous Expectations**: ● Students will complete asynchronous portions of coursework according to due dates set by their teacher(s) Scheduled teacher-student check-in times where attendance and SEL check-ins can happen regularly. Communication and feedback via email or by use of an online platform or app.
All teachers will be expected to meet with students every day in alignment with their schedule in school tool.		
	Teachers will be expected to perform communication/duties in the form of "office hours" each day ● Prior to the start of the school from 8:00-9:00 or after school from 3:00-3:30	

East Syracuse Minoa Central School District: Hybrid Learning Model					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Cohort A *(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)*					
Cohort B *(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)*					

- Students at each grade level are broken into "A" and "B" cohorts *(each representing ½ of the in-person student population)*, and attend school in-person either Monday/Tuesday or Thursday/Friday with the rest being virtual learning
- Wednesdays are fully remote instruction for all students, and provides the opportunity for teachers to continue supporting student learning online, to collaborate within their Professional Learning Community Teams, and for buildings to undergo a deep cleaning.

Budget and Fiscal Matters

All existing state aid reporting requirements and deadlines will be maintained and met as required by state guidance.

Attendance and Chronic Absenteeism

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.**

Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

- ○ ESM collects daily attendance via the student's assigned homeroom teacher, regardless of instructional setting.

Attendance for Reporting Purposes Reopening Mandatory Requirements

- Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required;
    - Attendance will be reported to SIRS in the same manner as it has been through an upload to level 0 and then verification by the Superintendent.
- Attendance must be reported by any reporting entity that is required to take attendance;
    - ESM will report attendance.
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;
    - Compulsory age students will be reported per SED regulations
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.
    - Compulsory age students will be reported until they exceed compulsory age or move out of the district.

Technology and Connectivity

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high speed internet all students and teachers have in their places of residence.**
    - When schools closed in March, ESM surveyed all parents and staff to find out what technology they had at home, including whether or not they had high speed internet access. We will re-survey parents as part of our reopening plan, to see what their needs are.
- **Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**
    - In March, the District worked with both parents and teachers to make sure that when they were home, any student or teacher who required a device was provided one, and that every students or teacher had adequate online capability. If a student or family did not have adequate online capability the District worked to connect them to internet providers offering free or low cost internet. We will

continue with these strategies for those students and teachers who will be learning/teaching at home.

- **Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.**
    - Our learning model as we re-open school involves two modes of learning:
        - Students attend school as normal. In this design students will have a Chromebook assigned to them by the District on a 1 to 1 basis.
        - Students attend virtually, from home. In this model, students will have a Chromebook assigned to them for home use, and will work with their teachers remotely, using web conferencing software and a learning management system. Students learning from home will work with teachers both synchronously and asynchronously.

Teaching and Learning

Reopening Plan Mandatory Requirements

Draft: [Reopening - Teaching and Learning Best Practices](#)

- **Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.**

2020-21 ESM Continuity of Learning Plan:

Learning Models of Instruction		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
● 100% in person student attendance ● Attendance in School 5 days per week	● 50% of hybrid students in student attendance ● Alternating Attendance	● 0% in person student attendance ● All distance learning
Based on the lower levels of transmission of COVID-19: - All students return to school in person as part of a full reopening	Based on a higher transmission risk of COVID-19: - Student numbers in the school are reduced by __%	Based on widespread increase in transmission levels of COVID-19: - Learning takes place at home for all students (school

	- Students attend on A or B days - Distance learning takes place on days not in school	or district closure) - Parents have option to choose
All teachers will be expected to follow the daily schedule for their School.		

- **Each school and/or district reopening plan includes an education program that is aligned to the New York State Learning Standards (or, for charter schools, the standard set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.**

  To focus and accelerate learning, while addressing potential gaps in learning, we will continue to document and prioritize essential learning standards to drive our curriculum, instruction and assessment through the use of the Atlas platform. Teacher teams will provide feedback to identify Essential Standards through the use of a Flashback - Flash Forward protocol and vertical team conversations. We will utilize Summer Grade Level professional Learning Plan Days to communicate the priorities. Updated pacing will be reflected in curriculum maps and prioritized standards will be flagged as well. Teachers are expected to follow the documented scope and sequence of each course/class, while prioritizing essential learning standards.

- **Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.**

Teacher-Student Interaction Expectations		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
	Identify Expectations for synchronous / asynchronous interactions **Routine and scheduled times for students to have regular and substantive interaction with teacher**	Identify Expectations for synchronous / asynchronous interactions **How frequently are teachers / students having interaction / face-time?** Scheduled student-teacher check-ins?

		Asynchronous communication and feedback via e-mail, Google Classroom or other apps **Routine and scheduled times for students to have regular and substantive interaction with teacher**
All teachers will be expected to meet with students every day. (Live Instruction Daily)		
	School Schedules - published on a weekly basis **Teachers will be expected to perform communication/duties in the form of "office hours" each day**	

- **Equity must be at the heart of all school instructional decisions. All instruction should be developed 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 (or for charter school, the standards set forth in the school's charter) and include routine scheduled times for students to interact and seek feedback and support from their teachers.**

Feedback/Grades:

The focus will be on formative feedback over grades. When giving grades, after feedback, they should reflect mastery or evidence of learning toward standards on standards-aligned assignments. Feedback will be provided on standards-aligned assignments (digitally or in-person). Students will have opportunities to improve their grade on assignments, based on the feedback provided.

Opportunities for Instruction and Feedback/Support		
In-Person Learning	**In-Person Modified Learning (Hybrid Model)**	**Distance Learning**
Standards-aligned Instruction and feedback will be provided to students while they are in the	**Provide feedback on standards-aligned assignments (digitally or**	**Provide feedback on standards-aligned assignments (digitally or**

classroom as would be the case at any time.	during in-person sessions). Students will have opportunities to improve based on that feedback will be afforded to students Use of video instruction or live sessions (synchronous) Recorded videos of instruction (asynchronous) Routine and scheduled times for students to have regular and substantive interaction with teacher	during virtual sessions) and opportunities to improve based on that feedback will be afforded to students Use of video instruction or live sessions (synchronous) Recorded videos of instruction (asynchronous) Routine and scheduled times for students to have regular and substantive interaction with teacher
	Daily agendas will be posted at the beginning of each day/class period.	

- **Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).**

(see #3 in CoL plan from May)

Teachers will communicate with students and families in a variety of ways. The use of telephone/video calls (through Google Meet or Hangout), email, newsletters, Social Media, Google Classroom posts, Website Communications posted, Apps such as Remind, Seesaw may be used. School Messenger (email and voice messages) will be utilized to communicate district wide or schoolwide messages. There will be a dedicated Parent-Technology Helpline

- **Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remoe, and hybrid models of instruction.**

Prekindergarten Reopening Plan Mandatory Requirements

- Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.

  The Universal Prekindergarten (UPK) program will meet all mandatory requirements under Teaching and Learning. A plan for in-person, in-person modified (hybrid) and distance learning programming has been developed. The UPK program will continue use of The Creative Curriculum and the Second Step Early Learning program in each of these learning models and meet the Next Generation Early Learning Standards. Students will be given the opportunity to interact with their teachers and peers daily. The UPK program will use a variety of communication tools such as phone calls, email, Remind app, SeeSaw, and Zoom/Google class meetings.

  We have planned distance learning for students in our three year old program. Students will have the opportunity to interact with their teacher and peers twice a week with the use of an online platform. The teacher will lead curriculum based activities, model activities that parents/guardians can complete with their children at home and provide resources for parents/guardians on socialization, language development and topics requested by families. .

  We have planned distance learning for one and two year old students. Students and their parents/guardians will meet once a week with a certified teacher. The teacher will provide a locally developed curriculum in addition to providing resources or support to parents/guardians on topics that they have requested. These programs will foster a community among parents/guardians that will continue as their children move through the ESM programs.

- All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.

  NA

- Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in this guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Cont

  NA

Special Education

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses 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 and services.**

  The East Syracuse Minoa Central School District will provide FAPE for all special education students whether instruction is being delivered in person, remote or in a hybrid model to the best of our ability in meeting the new health and safety requirements.

  Professional Development will be provided to all staff in regards to service delivery models, and their individual impact on student programming. This remote training will also provide an opportunity for teachers and related service providers to explore various online platforms for remote instruction and progress monitoring.

  In Person, Hybrid or Remote instruction:

  1. Special education program recommendations as listed in student IEPs will be addressed in the process of creating instructional groups of students that are compliant with DOH guidance, including but not limited to Consultant Teacher Services, Resource Room, Self-Contained Classes and Adapted Physical Education.
     a. In order to provide equal access, students with disabilities will be included in high quality programming with non-disabled peers whenever possible in alignment with the recommendations on their IEP.
     b. The following additional factors will be reviewed and planned for in developing student groups to meet the requirements of students IEPs:
        i. Related services including Speech Language Therapy, Occupational Therapy and Physical Therapy provided by district or contracted agency staff.
        ii. Related services including Audiology, Teacher of The Deaf, Orientation and Mobility and Vision Services provided by OCM BOCES or contracted agency staff.
     c. Related services schedules will be developed based on student's IEP recommendations and healthy and safety guidelines. In addition, we will take into consideration provider's who are travelling to multiple buildings

and outside agency providers - these provider's will receive priority scheduling in order to meet IEP recommendations to the best of our ability.

2. As a result of in person, hybrid remote instruction, the program model as related to FAPE will be discussed with the school staff and parents.

<u>In-Person Instruction</u>

1. The utilization of specific PPE will be assessed to determine that it does not contribute to a barrier to learning, such as masks that void the ability for a student to read lips.
    a. If the PPE recommended to maintain health and safety in the school environment contributes to a barrier for learning the program or services will be delivered remotely in order for students to access FAPE.

- **Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.**
    - The NYSED Guidelines, DOH Guidelines, CDC Guidelines ESM Workplace Safety Plan, and the ESM Reopening Plan will be reviewed with the Special Education Staff.
    - In conjunction with the Protocols set forth in the District Reopening plan a consistent format for documentation will be developed. The Documentation will include
        - Parent Communication Log
        - Service/group attendance log
        - Progress monitoring Data
        - Professional Development Attendance Logs
    - IEP Direct will document CPSE/CSE meetings, IEP Amendments and PWN.

- **Each school and/or district reopening plan addresses 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.**

The East Syracuse Minoa CSD will engage in meaningful parent collaboration regarding students' special education programs and services through an articulated communication plan that will be delivered in the parents preferred language and mode of communication.

<u>In Person Instruction</u>

1. A Special Education Staff member, typically the Special Education Teacher, will be identified as the case manager for each student and will be the identified point person for that student's family and school team, prior to the start of the school year. The case manager will hold an individual meeting either by phone or through an online platform (such as Google Meet), to discuss the following:
   a. What will the IEP program and services delivery look like during in person instruction?
   b. What is the preferred mode of communication between school and home, such as phone call or email, and how often will this occur?
   c. What is the parent's preferred language for written communication, and is an interpreperter needed for phone calls and/or meetings (both in-person and virtual)?
   d. What Is the student's ability to utilize PPE and appropriately social distance?
   e. What needs and/or questions does the family have regarding technology related to their student's educational program, daily schedules and learning expectations?

Hybrid & Remote Learning

1. A Special Education Staff member, typically the Special Education Teacher, will be identified as the case manager for each student and will be the identified point person for that student's family and school team, prior to the start of the school year. The case manager will hold an individual meeting either by phone or through an online platform (such as Google Meet), to discuss the following:
   a. What will the IEP program and services delivery look like during hybrid or remote instruction?
      i. Any program or related service delivery that will be occurring remotely will be discussed with the parent to help in determining if the delivery should be synchronous or asynchronous based on the student's needs and the proposed learning environment.
   b. What needs does the family/student have such as social stories, materials, technology, internet access to be successful with remote learning?
      i. Will the student be able to transport their technology between home and school in a hybrid model?
   c. What is the preferred mode of communication between school and home, such as phone call or email, and how often will this occur?
   d. What is the parent's preferred language for written communication, and is an interpreperter needed for phone calls and/or virtual meetings?

e. What Is the student's ability to utilize PPE and appropriately social distance?
f. What needs and/or questions does the family have regarding technology related to their student's educational program, daily schedules and learning expectations?

Case Managers will have Google meeting(s) with the General Education teacher(s) and other members of the student's team (i.e Related Service Providers) to coordinate and share information obtained during individual family meetings.

1. Schedules to provide Consultant Teacher, Resource Room, and Indirect Consult Services and Related Services will be clarified and communicated to parents.
2. Case managers will have direct communication with parents bi-weekly outside of the remote classroom. This may include a Google meet, phone call or email to review student access and engagement with the curriculum.
   a. Any adjustments to the student's educational program such as modifications or accommodations will be reviewed with the student's team.
      i. Any discussion regarding a change in program, change in related services or addition of modifications/accommodations will be referred to CSE.
   b. All communication with parents will be documented in a contact log developed by the case manager.

● **Each school and/or district reopening plan addresses 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 East Syracuse Minoa CSD will articulate communication plans to maintain collaboration with any entity or agency who is providing services for any of the district's students. All current CPSE and CSE processes, procedures and meetings will continue to ensure that timelines are kept. CPSE and CSE meetings will take place via conference all or Google Meeting.

In Person, Hybrid or Remote Instruction

1. For students who receive services through CPSE:

a. Provider agencies are required to share their service delivery plan including their schedule for service, progress monitoring and communication plan for parents with the CPSE Chairperson.

2. The CPSE Chairperson and the CSE Chairperson will coordinate remote congruence meetings to enhance collaboration and communication amongst teams as students transition from Pre-School to School Age services.

3. For students who receive services through CSE:
   a. Any teacher providing instruction for a student with an IEP will sign off remotely that they have read and understand the IEP.
      i. If they have questions regarding their role in IEP implementation, they will have access to the School Psychologist for a remote meeting to review the IEP.
   b. Any student receiving services or programs through BOCES or agency will have an articulated communication plan developed by BOCES to share information regarding program and progress with the student's parent and representative of the ESM School District.
   c. Any student receiving a program through a residential facility or Day School will have an articulated communication plan developed by the Agency to share information regarding the program and progress with the student's parent and representative of the ESM School District.

4. Special Education teachers and Related Service Providers will review the IEP goals of students on their caseload, and determine what tools and/or data will be used to progress monitor these goals.
   a. Each goal will continue to be progress monitored on the schedule written in the child's IEP.
   b. Progress notes will continue to be sent home quarterly. Progress notes will be sent via US Mail, unless a parent/guardian signs the consent to have CSE related information sent electronically.
   c. The case manager will discuss the progress monitoring protocol and procedures with the general education teacher(s) and parents.
   d. Data collected during progress monitoring will inform progress on the measurable annual goals and provide clarity in determining future goals.

- **Each school and/or district reopening plan must 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.**

All accommodations, modifications, supplementary aides, services and technology needs included in a student's IEP will be reviewed and discussed by the case manager, general education teacher(s) and parent to determine the appropriate accommodations, modifications, supplementary aides, services and technology the student will need based on the educational environment.

In Person Instruction

1. The IEP is reviewed with the education team and implemented with fidelity based on the recommendation made by the CSE at the student's Annual Review Meeting in deference to any modified education setting to be compliant with DOH health and safety guidelines.
2. Any teacher providing instruction for a student with an IEP will sign off remotely that they have read and understand the IEP.
    a. If they have questions regarding their role in IEP implementation, they will have access to the School Psychologist for a remote meeting to review the IEP.
3. Any adjustments to the student's accommodations, modifications, supplementary aides, services and technology will be reviewed with the student's team.
    a. Any discussion regarding the addition of accommodations, modifications, supplementary aides, services and/or assistive technology will be referred to CSE.

Hybrid/Remote Learning

1. The IEP is reviewed with the education team and the recommendations made by the CSE at the student's Annual Review Meeting will be vetted to determine if adjustments need to be made for the hybrid or remote learning environment.
    a. Determine the need for visual supports to be made, shared and sent home to parent(s).
    b. Determine if any instructional technology needs to be added for the student to access and engage in the curriculum in a hybrid or remote delivery model.
    c. Determine if there are environmental accommodations that need to be made (i.e. specialized seating).
2. A plan will be developed to articulate how accommodations, modifications, supplementary aides, services and technology will be utilized for the student across the remote and hybrid environments so that there is consistent implementation and a common understanding.
3. Any teacher providing instruction for a student with an IEP will sign off remotely that they have read and understand the IEP.

       a. If they have questions regarding their role in IEP implementation, they will
          have access to the School Psychologist for a remote meeting to review the
          IEP.

4. Any adjustments to the student's accommodations, modifications, supplementary
   aides, services and technology will be reviewed with the student's team.
       a. Any discussion regarding the addition of accommodations, modifications,
          supplementary aides, services and/or assistive technology will be referred
          to CSE

Bilingual Education and World Languages

Mandatory Requirements for Reopening

- **Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.**
  - A list of all newly enrolled students from March 2020 until the start of the year will be maintained. During the summer, ENL teachers will review all Home Language Questionnaires for students whose home or primary language is other than English.   Prior to the start of school, ENL teachers will connect with new families and begin the informal interview process with students/families and review any documentation to determine if NYSITELL should be administered. This will be done through a combination of phone calls and virtual meetings with families and students. ENL teachers will determine the students in need of taking the NYSITELL based on information from informal interviews.
  - Within the first 30 days of school, ENL teachers will administer the NYSITELL with the in-person or hybrid option; if students are not in-person, we will look to guidance from the OBEWL department.Once administered, ENL teachers will submit NYSITELL results to be scanned at our RIC for processing / identification.

- **Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.**

- All newly identified ELLs, current ELLs and former ELLs will be scheduled according to their required units of study. For current and former ELLs, this will be based on the previous year's proficiency level. These services will be provided through a combination of in-person integrated and stand-alone services, and virtual settings, depending on mode of instruction for students. ENL teachers and content teachers will collaborate with one another to target language needs of students. Stand-alone support may be conducted through virtual one to one or small group sessions, in-person small group sessions within the regular classroom setting, or in other available spaces.
- ENL teachers will review the proficiency of former ELLs in year 3 (those who reached commanding in 2018) and will provide students with former ELLS services **as deemed appropriate.** Whenever possible, ENL students will be grouped in ways that allow for support of current and former ELLs simultaneously.
- ENL teachers will plan for individual or small group instruction in both a virtual and/or in-person environment, to provide the appropriate level of instruction and language support, while meeting the requirements of the Units of Study for ELLs.

- **Each school and/or district reopening plan must insure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.**
    - The well-being of our ELLs and their families is of utmost importance for our ENL teachers and they partner with families to serve as a source of continuity. Our ENL teachers personally reach out to families regularly to ensure that appropriate supports are accessible, including but not limited to food, technology, internet access, translation of information, community resources.
        a. ENL Teachers will review/determine preferred mode of communication and the language in which families prefer. Important reopening documents will be summarized and translated and/or interpreted for families based on language of preference as identified on Home Language Questionnaire (HLQ).
        b. ENL teachers will ensure that parents receive messaging regarding reopening using a combination of translated materials and interpretation services for families. They will be informed of expectations and teachers will utilize translation services as needed to rephrase and interpret important district information to keep families informed. ENL teachers will plan regular communication with families during any hybrid or virtual

learning, including, but not limited to, technology use and on-line education. This also may include using video to enhance or model expectations

Teacher and Principal Evaluation System (APPR)

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.**
  - Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.
  - This current system ensures that all teachers are evaluated in accordance with an approved APPR plan under the New York State Education Department regulations and meets the 3012-d regulations
  - The current APPR plan is aligned with the District's Annual Professional Performance Review Plan document.

At ESM a comprehensive, holistic process to effectively assess and evaluate **Principal's and Administrator's** performance is currently in place utilizing the Thoughtful Classroom Principal Effectiveness Framework. This current system ensures that all Principals and administrators are evaluated in accordance with an approved APPR plan under the New York State Education Department regulations and meets the 3012-d regulations and is aligned with the District's Annual Professional Performance Review Plan document.

At ESM, a comprehensive, holistic process to effectively evaluate **Teacher** performance is currently in place utilizing the Thoughtful Classroom Teacher Effectiveness Framework. This current system ensures that all Principals and administrators are evaluated in accordance with an approved APPR plan under the New York State Education Department regulations and meets the 3012-d regulations and is aligned with the District's Annual Professional Performance Review Plan document.

Or

- At ESM, a comprehensive, holistic process to effectively assess and evaluate Principal's and Administrator's performance is currently in place.

- The plan utilizes the Thoughtful Classroom Principal Effectiveness Framework.

- This current system ensures that all **Principals and administrators** are evaluated in accordance with an approved APPR plan under the New York State Education Department regulations and meets the 3012-d regulations.

- At ESM, a comprehensive, holistic process to effectively evaluate **Teacher** performance is currently in place.

- The plan utilizes the Thoughtful Classroom Teacher Effectiveness Framework.

Certification, Incidental Teaching, and Substitute Teaching

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulation (e.g., incidental teacher) or Education Law.**
  - Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.

REFERENCE DOCUMENTS

NYS Education Department Reopening Guidance

NYS Department of Health Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency

Governor's Reopening New York Checklist for Pre-K to Grade 12 School Reopening Plans

CDC Considerations for K-12: Readiness and Planning Tool

CDC Coronavirus Disease 2019 (COVID-19) Preparing K-12 School Administrators for a Safe Return to School in Fall 2020

Onondaga County Department of Health

COVID-19 WORKPLACE SAFETY
PLAN

Last Updated: July 24, 2020

The East Syracuse Minoa Central School District ("ESM") is committed to providing its employees, contractors, vendors and any visitors to its facilities with a healthy and safe environment. In alignment with that commitment, ESM is implementing the following **WORKPLACE SAFETY PLAN**, in compliance with applicable federal, state and local Health Department guidance.

Industry: Public School (Plan limited to Office Personnel)

Address: 407 Fremont Road, East Syracuse, New York

Contact Information: Katherine Skahen, Executive Director of School Business Administration, kskahen@esmschools.org or 315-434-3004

Superintendent: Dr. Donna DeSiato, Superintendent, ddesiato@esmschools.org or 315-434-3012

Deputy Superintendent: Dr. Thomas Neveldine, Deputy Superintendent, tneveldine@esmschools.org or 315-434-3006

Employee Engagement & Accountability: Douglas Mohorter, Executive Director of Employee Engagement & Accountability, dmohorter@esmschools.org or 315-434-3007

Workplace Safety Plan:

To address and minimize the risk of COVID-19 transmission, ESM will take the following steps:

I. PERSONNEL, VENDORS, CONTRACTORS & VISITORS

A. Physical Distancing

- o Staff should remain six (6) feet apart at all times, unless safety or the core function of their work activity requires a shorter distance. Any time staff are less than six (6) feet apart from one another, they must wear acceptable face coverings. Staff will be required to wear masks at all times in common areas such as elevators, lobbies, and when traveling around the office. As discussed below, acceptable face coverings will be supplied by ESM. (*see* **Section II. A**, below). In addition, staff may use their own acceptable face coverings.

o Tightly confined spaces, such as elevators, will be occupied by only one individual at a time, unless all occupants are wearing face coverings.

o Until restrictions are relaxed, the occupancy in any enclosed area will be limited to no more than 50% of maximum occupancy, as set by the certificate of occupancy.

o Social distancing markers that denote six (6) feet of space will be used in common areas such as reception areas.

o Whenever possible, all ESM meetings/presentations should be conducted remotely, via teleconference or videoconference, if there are a large number of personnel attending. If staff require a room to host a meeting, a room request they should follow the established Facilities Use Request procedures and approval process. Furthermore, for any training/workshop that cannot be conducted remotely, ESM will limit attendance to allow for safe social distancing.

o Pick-ups and deliveries at ESM buildings will only be made at designated areas.

o Additional social distancing measures will include:

- Visitors will be required to wear a face covering while in ESM facilities.

- Directional traffic flow will be established via one-way stairwells, hallways, in-room movement, and entrance/exits, where such flow control will result in fewer close contacts between individuals in the building. Signage will provide clear direction where deemed necessary.

- Office areas

  ▪ Work Station Spacing: ESM will work to ensure that staff are able to maintain safe separation of work spaces - preferably the required minimum six (6) feet apart. Staff should limit or avoid (through remote work, staggered shifts, etc.) being in a shared office space with others when possible.

  ▪ There will be a limit of people allowed in specific conference rooms, meetings rooms etc.

  ▪ Face coverings: Staff must wear face coverings in common areas including elevators, lobbies, and when traveling around the office.

  ▪ Meeting Rooms: Chairs and tables in any meeting room may be

removed or arranged to support the minimum required six (6) feet physical distance. Visual cues (ex. colored tape on floor indicating correct chair position) may be added to help maintain accurate distancing space.

- ● Common/Shared Areas

  - ▪ Restrooms: Restroom capacity shall be based upon the ability to maintain 6' distancing. In smaller restrooms where it is not possible to maintain this distance, occupancy will be limited to one person at a time.

  - ▪ Staff Lounge/Break Room: All staff should bring their own utensils, mugs, etc. and clean and take home their utensils and food each day. Staff are prohibited from sharing food, containers, or other items in the Staff Lounge. Please refrain from bringing food and drink to share. All staff are required to wash, rinse and sanitize food contact surfaces, dishware, utensils, food preparation surfaces, and beverage equipment after use (cleaning and sanitizing products will be provided). In addition, chairs will be spaced six feet apart in all break areas.

  - ▪ Reception: Gloves will be required to "Raptor" the few individual visitors expected.

- o These requirements will be communicated to staff through sharing of this plan via email and posting on site. Copies will be shared with union leaders / representatives as well.

II. PLACES

A. Protective Equipment

- o ESM will provide all staff with a face covering at no cost. ESM will also maintain an adequate supply of coverings in case of replacement. Staff may use the ESM provided face covering or their own face covering. Approved face coverings include but are not limited to cloth (homemade sewn, quick cut, bandana), surgical masks, and face shields.

- o Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded. Cloth masks should be washed daily. Single use surgical masks should be discarded after each use.

- O Staff are discouraged from sharing objects such as tools, laptops, notebooks, telephones, touchscreens, and writing utensils, as well as the touching of shared

surfaces. Staff should wash and/or sanitize hands before and after any such contact.

B. Hygiene and Cleaning

- o ESM will follow guidance from federal and state governments and agencies regarding cleaning and disinfecting its facilities, including Guidance from the Centers for Disease Control.

- o ESM will maintain a cleaning log for each of its facilities, which will be maintained by the head custodian of each building. The cleaning log will identify the date, time and scope of each cleaning, including cleaning and disinfection that is performed following a positive or suspected case of COVID- 19.

- o ESM will encourage good employee hygiene by providing the following:

    - Hand soap and/or hand sanitizer in each common area.

- o ESM facilities will be cleaned and disinfected as appropriate daily by custodial staff.

C. Communication

- ○ ESM will post signage throughout its facilities to remind staff and visitors to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.

- o ESM will communicate with its staff via email. A copy of ESM's Workplace Safety Plan will also be maintained on the district's staff site.

- o All visitors must enter through a designated single point of entry/exit. ESM will maintain a log of all visitors to its facilities, which will be maintained by the designated building access person at each location.

- o ESM will also keep track of staff working at its facilities on a daily basis. At the elementary schools, District Office and bus garage, all staff shall use a single point of entry/exit except in the case of an emergency or fire drill. At the high school and Pine Grove, two such points of entry/exit shall be established.

- o If an employee tests positive for COVID-19, the employee must contact his/her direct supervisor and provide all necessary information for ESM to assist the local health department in contact tracing. ESM will immediately communicate with the local health departments and cooperate with their contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations. The Executive Director of

Employee Engagement and Accountability will lead this effort.

III. PROCESS

A. Screening

- o Each day, before reporting to ESM, all staff will be required to complete a questionnaire which asks whether they have: (1) had COVID-19 symptoms in the past 14 days, (2) had a positive COVID-19 test in the past 14 days, (3) had close contact with confirmed or suspected COVID-19 case in the past 14 days, and/or (4) traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days. This questionnaire will be maintained by the immediate supervisor. A sample questionnaire appears at the end of this document.

- o The building principal, immediate supervisor or designee will review all questionnaire results each day and document the information. At the District Office or Transportation Department the Executive Director or Deputy Superintendent, departmental supervisor or their designee will review all questionnaire results each day and document the information.

- o Employees who present with COVID-19 symptoms will be sent home to contact their health care provider for medical assessment and COVID-19 testing. If tested positive, an employee may only return completing a fourteen (14) - day quarantine with a Doctor's return to work release form.

- o Employees who present with no symptoms but have tested positive in the past fourteen (14) days may only return to work after completing a fourteen (14) - day quarantine, with a Doctor's return to work release form.

- o Employees who have had close contact with a confirmed or suspected person with COVID-19 but are not experiencing any symptoms should inform the Executive Director of Employee Engagement and Accountability and may be able to work on site with additional precautions, including but not limited to regular monitoring for symptoms and temperature, required face covering all times, and appropriate social distancing from others.

- o ESM has designated the Principal of each school building, the Deputy Superintendent for the District Office and department supervisors for Transportation and Facilities as the site safety monitors, who will be responsible for continuous compliance with all aspects of this Workplace Safety Plan.

B. Disinfection of Common Areas

An ESM employee who has a positive COVID-19 laboratory result and has been at any ESM facility in the fourteen (14) days prior to the positive test is referred to

as a "Confirmed Case."

- If you are made aware of a Confirmed Case, please notify your immediate Supervisor who in turn will notify the Superintendent or Deputy Superintendent, immediately. The District will close any building or work area as appropriate if there has been a Confirmed Case for a minimum of twenty four (24) hours before cleaning begins; and

- Perform cleaning and disinfection of all areas where the employee worked and any common areas where they would have been.

East Syracuse Minoa Central School District

Employee / Visitor Required Screening Questionnaire

COVID-19

Please answer the following questions daily prior to entering an ESM facility.

(1) Have you had COVID-19 symptoms (symptoms include: fever, cough, shortness of breath [not caused by a pre-existing condition], or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat [not caused by seasonal allergies], or new loss of taste or smell, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, congestion or runny nose, nausea or vomiting, diarrhea) within the past 14 days?

(2) Have you tested positive for COVID-19 in the past 14 days?

(3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?

(4) Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

If the answer to any of the above is "Yes" you need to stay home or return home. If you are an ESM employee, you must promptly contact your immediate Supervisor and Employee Engagement & Accountability regarding your status.

If the answer to all of the above is "No", check the box below and print/sign your name and date this form:

_____ No

Name: _____

Signature: _____

Date:_____

SIGNAGE POSTED ON ENTRY TO EACH ESM FACILITY

East Syracuse Minoa Central School District

Employee/Visitor Screening Questionnaire

COVID-19

Please read the questionnaire prior entering an ESM facility.

(1) Have you had COVID-19 symptoms (symptoms include: fever, cough, shortness of breath [not caused by a pre-existing condition], or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat [not caused by seasonal allergies], or new loss of taste or smell, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, congestion or runny nose, nausea or vomiting, diarrhea) within the past 14 days?

(2) Have you tested positive for COVID-19 in the past 14 days?

(3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?

(4) Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

If the answer to any of the above is "Yes" please return home and contact your physician. If you are an ESM employee, you must promptly contact your immediate Supervisor and Employee Engagement & Accountability regarding your status.

DAC Sub Committees

Health & Safety

Dr. Thomas B. Neveldine

- **Mike Clonan**
- **Katie Stark**
- **Jason Benedict**
- **Pam Buddendeck**
- **Pat Auger**
- **Cindy Todd**
- **Jim King**
- **Kelly Slocum**
- **Yvette Hinman**
- **Paul Waltz**
- **Dr. Rancier**
- **Dom Cambareri**

Digital Equity and Access

Kieran O'Connor

- **Tom Sweeney**
- **Tim Patterson**
- **Jason Fahy**
- **Michelle Corbett**
- **Andy Wiechman**
- **Joseph Riccio**
- **Cheryl Riccio**

Transportation, Facilities & Nutrition

Kate Skahen, John Young

- **Mike Teske**
- **Bryan Lamacchia**
- **Steve Skurpski**
- **Todd Henry**
- **Eileen Temple**
- **Christine Finch**
- **Rose Montanaro**
- **Kyle Christensen**
- **Tracy Lothridge**
- **Amanda Graham-Quirk**
- **Jon Swasey**
- **Don Harrington**
- **Michelle Andrews**

Special Education

Kate Colucci, Meghan Thomas

- **Shadia Nesheiwat**
- **Kimberly Staniec-Pinkerton**
- **Julie Freeman**
- **Lynda Eichenlaub**
- **Traci Avellino**
- **Shauna Mauch**
- **Glen Gesek**
- **Jill Valente**
- **Julie Abrams**
- **Kelly Rich**
- **Laura Ray**
- **Valerie Cambareri**
- **Maria Korik**

Teaching and Learning

Shane Hacker

1) **ELEMENTARY**
- **Ron Perry - ESE**
- **Anne Moore**
- **Donna Foley**
- **Lori Garlick**
- **Sara Bailey**
- **Alyssa Moskowitz**
- **Christine Potter**
- **Adela Nukic**
- **Kelsey DeLany - FE**
- **Carol Szczygiel**
- **Christine Polniak**
- **Christine Rossignal**
- **Thomas Decker**
- **Samantha Gerbino**
- **Jenni Gillette**
- **Gary Gerst - ME**
- **Meghan Cizenski**
- **Lauren Cummings**
- **Tricia Hargraves**
- **Gina Terzini - WE**
- **Lori Beeman**
- **Christy Fahey**
- **Jen Frasier**
- **Shannon Manfredo**
- **Paula Marquart**
- **Pam Buddendeck**
- **Hayley Schober**
- **Ashley Deubel**
- **Jess Ward**
- **Cara Galle**

- **Sarah Mastrangelo**

2) MIDDLE SCHOOL
- **Ashleigh Wilson**
- **Doug Mohorter**
- **Shelly LaMarche**
- **Mike Pounds**
- **Kevin Michaud**
- **Michael DeBerjeois**
- **Adrienne Turbeville**
- **Sara Hughes**
- **Christina Gasparini**
- **Sue Sobon**
- **Rebecca Loy**
- **Erin Scofield**
- **Sue Kowalski**
- **Gina Gabriel**
- **Susan Reynolds**

3) HIGH SCHOOL
- **Greg Avellino**
- **Naomi Trivison**
- **Adam Shatraw**
- **Tracy Callahan**
- **Randi Ludwig**
- **Connie Carocci**
- **Keith Ward**
- **Cindy Hlywa**
- **Matt Cincotta**
- **Dana Vendetti**
- **Jackie Riley**
- **Barb Englehart**

Social-Emotional Needs

Cheryl West
- **Kay Gallery**
- **Shelley Chizzonite**
- **Chrystal Corbett**
- **Krystal Ward**
- **Lora Davis**
- **Janel Herrington**
- **Carly Griffin**
- **Marriana Stenta**
- **Nicole Petranchuk**
- **Renae Montroy**
- **Wendy Davis**

Bilingual/Multilingual Learners

- **Michele Gipe,**
- **Catherine Petrocci**
- **Tara Finnegan**

[Staffing/Human Resources](#)
Doug Mohorter

TBD   On-Hold

[Budget and Fiscal](#)
Kate Skahen

TBD   On-Hold