

East Syracuse Minoa Central School District School Reopening Plan:

**Approved by the Board of Education on July 31, 2020
Re-Approved by the Board of Education on August 23,
2021 for the 2021-2022 School Year**

**Revised and Reviewed by Stakeholders on March 29,
2022 and Re-Approved by the Board of Education on
April 18, 2022**

**May 2022 Physical Distancing Updates
Re-Approved by the Board of Education on
June 13, 2022**

**February 6, 2023 Re-Approved by the Board of
Education Following Stakeholder Review of Updates
Based on current New York State Education Department
(NYSED, New York State Department of Health (NYSDOH
and CDC Guidance Integrated**



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Dr. Thomas B. Nevelidine, Deputy Superintendent

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School Business Administration

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Shane Hacker, Executive Director of Curriculum,
Learning and Assessment

Douglas Mohorter,
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Message from the Superintendent

Dear ESM Learning Community,

ESM values the collaborative efforts of all in educating our students throughout the challenges and constantly changing landscape of COVID-19. With full in-person learning this school year, health and safety remain among our top priorities. Our students have remarkably adapted and persevered through each modification of the COVID-related mandates and guidelines. We are proud to witness our students doing their best in this learning environment. They exemplify Spartan success! With heartfelt gratitude, we thank our ESM teachers for their focus on cultivating relationships and recognize all of our ESM staff members for their dedication, creativity, perseverance and caring in contributing to the success of our collaborative efforts. We greatly appreciate the continued patience, understanding and support of our ESM parents, guardians, grandparents and family members. Thanks again to the collaborative efforts of our ESM students, teachers, parents, administrators, bargaining unit presidents, PTO leaders, business partners and community partners we have updated our revised reopening plan focused on student learning.

*Our **ESM Reopening of School Plan 2022-23 – We Are Spartans ---Celebrating our Success!** was updated by a diverse group of stakeholders who shared their time, expertise and perspectives to update our plan with a focus on in-person learning while recognizing the need for flexibility to address circumstances that may change in the future. In addition to the District Advisory Committee members and high school student leaders we also extend our gratitude to students, parents and staff members who provided feedback and input throughout the 2022-23 school year. The stakeholder feedback and input combined with the engagement of the District Advisory Committee contributed to the updated action steps outlined in the preparation learning for our 2022-2023 ESM Reopening Plan.*

We continue to recognize the importance of being flexible, adaptable and patient as the circumstances may change very quickly and require our need to respond by revising our plans and actions. At ESM we strive for excellence by engaging student minds and developing essential skills for all levels of learning. Our vision of being an “exemplary 21st century learning community whose graduates are prepared to excel in a complex, interconnected, changing world” is clearly evident in our actions and priorities.

As a school community, we value student centered learning, with the development of knowledge and skills that build capacity in critical thinking, complex problem solving, communication, collaboration, creativity and innovation. These skills are integrated throughout our curriculum and are essential for your child’s success in college, career and citizenship. Student engagement, along with family involvement and support are essential to a child’s success in learning and in life. Let’s celebrate learning for all in 2022-2023!

We are **ESM** where **Every Student Matters, Every Staff Member Matters, Every Single Family Matters** and **We Are Spartans — Celebrating our Success!**

With sincere gratitude,

Dr. Donna J. DeSiato, Superintendent

Introduction

ESM Strategic Plan

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. Nevelidine, 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.

In August 2021, the DAC was reconvened to recommend amendments to the reopening plan based on updated guidance from the Centers for Disease Control and Prevention (CDC), New York State Education Department (NYSED) and other State and County Health Organizations in addition to other National and State Educational Organizations. The DAC planning process culminated in the creation of the **Amended ESM Reopening of School Plan - Prepared to Excel--Daring to Dream**. The plan provides for in-person instruction, five days a week for all grade levels.

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 and 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 web pages, 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
 - ParentSquare: 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. Additionally, ParentSquare translates emails and messages to the parent/guardian's preferred language.

Health and Safety

Reopening Plan Guidelines

The State Education Department (SED) has instructed schools to use guidance from the U.S. Centers for Disease Control and Prevention (CDC) as its basis for reopening measures for the 2021-2022 and the 2022-2023 school years. In the absence of further requirements from the State or federal government, the East Syracuse Minoa Central School District (the “District”) offers the following guidelines for health and safety for its 2021 and 2022 reopening. The following is subject to change pending modifications to requirements, guidance, or conditions, at the District’s discretion.

- 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 reviewed guidance and previous mandates from the CDC, the Department of Health, and the SED. The DAC discussed and developed recommendations to include in the reopening plan.
- Administration has calculated the potential number of students who will return to school and have developed plans to address face coverings and PPE, social/physical distancing, identifying illness and responding to cases in and out of school, hygiene, cleaning, and students with disabilities.
- All students are anticipated to return to school in-person, with exceptions made for individual medical-related circumstances.
- Layered mitigation strategies will be in place. If schools decide to remove any one prevention strategy based on local conditions, they will remove them one at a time and monitor closely through adequate testing through the school and/or community for any increases in COVID-19 cases.

Responding to Signs and Symptoms of Illness

1. Identifying Illness

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 August 2021, 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 also 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 any of the above listed 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.

2. Staying Home

Students, teachers, and staff who have symptoms of infectious illness, such as influenza (flu) or COVID-19, should stay home and be referred to their healthcare provider for testing and care. Parents/guardians will be educated on signs of illness as identified earlier in this plan.

3. Confirmed Cases in School

- The individual testing positive will begin home isolation.
- The ill individual may return to school and end isolation if the following are met: (1) 5 days out from the start of symptoms; (2) fever-free for 24 hours without fever-reducing medication; AND (3) symptoms have improved. They must wear a well fitting mask for days 6-10 or stay home for 10 days.

4. Illness in School

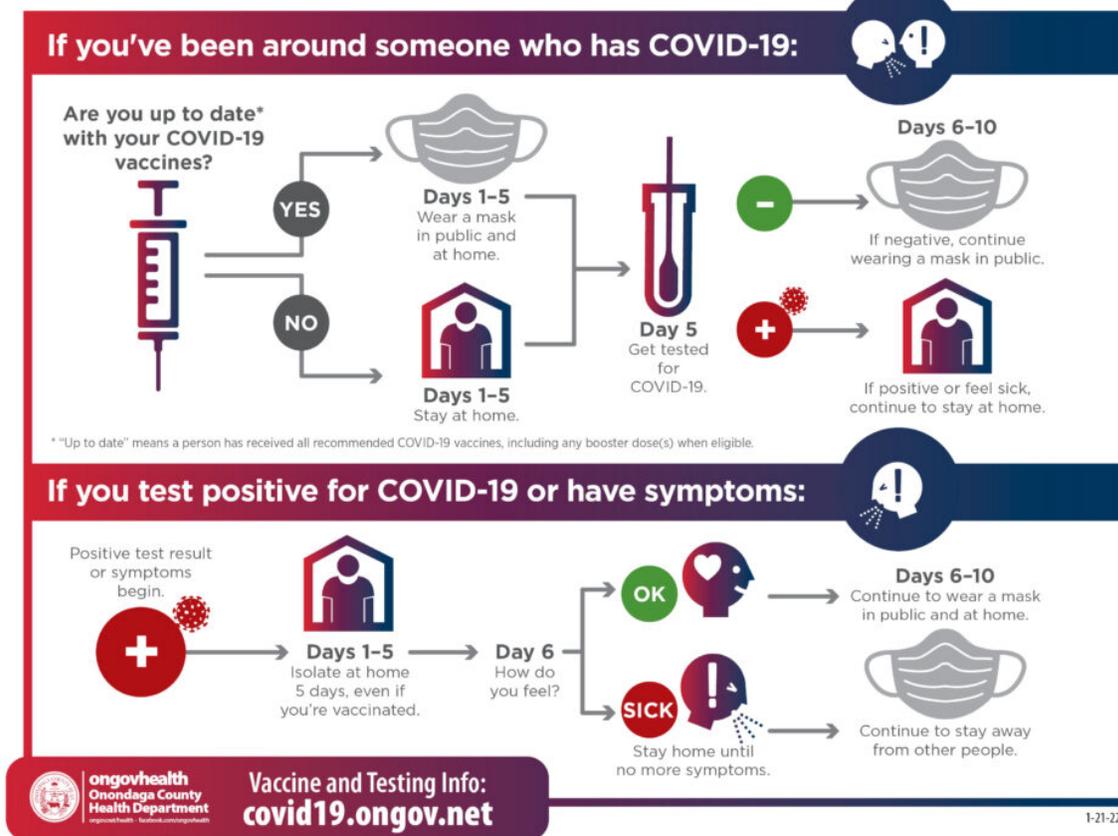
- Students will be supervised until they are sent home. The school nurse will keep at least a 6-foot distance between ill students and other persons. It is recommended that a facemask (e.g. cloth or surgical mask) be offered to the student if the ill person can tolerate wearing it and does not have difficulty 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 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 or stay awake, bluish lips or face, call 911 and notify the operator that the person may have COVID-19.

5. Return to School

- Certain protocols must be met before a student or staff member can return to in-person learning after suffering symptoms associated with COVID-19. Schools will follow DOH and CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. At minimum, there must be a resolution of symptoms (including no fever without the use of fever reducing medicines), and/or a note from a health care provider stating it is safe for the individual to return to school that includes an alternative diagnosis (Examples: laboratory confirmed influenza or strep) and they have felt well for 24 hours.

- CDC guidance provides that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19. Schools should educate teachers, staff, and families about when they and their children should stay home and when they can return to school.

COVID-19 Quarantine & Isolation



Hygiene

1. 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 older 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 or age reasons; therefore they must be permitted to wash their hands with soap and water. Hand sanitizers should be stored up, away, and out of sight of young children, and should be used only with adult supervision for children under 6 years of age.
- Remind everyone in the school to wash hands frequently.
- Young children should be assisted with handwashing.
- The school district will place signage near hand sanitizer indicating visibly soiled hands should be washed with soap and water.

- f. 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.
- g. 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

2. 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.

Physical/Social Distancing

- **Physical Distancing is only considered for making determinations of close contacts.**

Those with Disabilities or Other Health Care Needs

Students with special needs or students who are medically fragile who are not able to maintain social distancing, hand or respiratory hygiene. 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.

Schools will provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing COVID-19 safety protocols:

- Work with families to better understand the individual needs of students with disabilities.
- Remain accessible for students with disabilities
- Help provide access for direct service providers (DSP) (e.g. paraprofessionals, therapists, early intervention specialists, mental health and healthcare consultants, and others).
- If DSPs who are not fully vaccinated provide services at more than one location, ask whether any of their other service locations have had COVID-19 cases.

- Ensure access to services for students with disabilities when developing cohorts.
- Use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement to help all students adjust to transitions or changes in routines.
- Transitioning these students back to school will require:
 - o Planning and coordination of: school health services personnel, special education personnel, pupil personnel services and administration.
 - o School district staff need to be aware that these families are already under significant stress and COVID-19 has made their situations 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:
 - o Additional PPE for staff caring for such students
 - o Assigning only one staff member to care for the student
 - o Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.
 - o If the parents/guardians provide documentation from a physician caring for their child indicating full in-person instruction cannot be provided to the student, the District will work to identify an alternative in accordance with its homebound instruction policy and procedures.

Face Coverings

- **Masks will no longer be required inside all school buildings, buses, and District offices.**
- **Students, staff and visitors are not required to wear face coverings during outdoor activities while on school grounds.**
- **The decision to wear a mask indoors or outdoors will be left up to the discretion of the individual student, parent, visitor or staff member. The District recognizes the importance of respecting each individual person's right to choose to mask or not in order to maintain a respectful and productive learning environment.**
 - Masking is required upon return from isolation during days 6-10 after COVID-19 infection. Distance should be maximized to the extent practicable.
 - The school district will provide the appropriate PPE which includes, at least, an acceptable face covering.

Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of PPE upon request for school staff, students, 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.)

Transportation

PPE for bus drivers and attendants

PPE for bus garage office staff and bus mechanics

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 will be provided as needed.
- Mask requirements will be modified for the following categories of people:
 - A person who cannot wear a mask, or cannot safely wear a mask, because of a disability as defined by the Americans with Disabilities Act (ADA) (42 U.S.C. 12101 et seq.). The District will discuss the possibility of reasonable accommodation with workers who are unable to wear or have difficulty wearing certain types of masks because of a disability.
 - A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations.
- When masks are worn by teachers and school staff in the workplace, the masks should meet one of the following criteria: CDC mask recommendations; ASTM International Standard Specification for Barrier Face Coverings; NIOSH Workplace Performance and Workplace Performance Plus masks.

Cleaning and Disinfection

- The school district will adhere to hygiene, cleaning, and disinfection requirements from the 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 buses.
- 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

School Health Office Cleaning

- 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.

Vaccination

- The East Syracuse Minoa Central School District will abide by any Executive Order from the Governor of New York State, the Onondaga County Executive, and any other guidance from the New York State Education Department (NYSED), the New York State Department of Health (NYSDOH), the Center for Disease Control (CDC) or the Onondaga County Department of Health (OCDOH).
- Achieving high levels of COVID-19 vaccination among eligible students as well as teachers, staff, and household members is one of the most critical strategies to help schools safely resume full operations. Schools will consider promoting vaccination through education, identification and possible elimination of barriers to obtaining vaccinations, and hosting vaccination clinics.

Extracurriculars and Athletics

Schools will review and comply with athletic guidance from the New York State Public High School Athletic Association (NYSPHSAA), unless conflicting with the reopening plan, in which case it will be reviewed with legal counsel.

Transportation

- Bus windows and roof hatches open if greater than 40 degrees when there is no precipitation, if doing so does not pose a safety risk. Keeping windows open a few inches improves air circulation.

Visitors

Visitors will be permitted to attend school curricular and extracurricular school events. Administrators and/or the Board of Education may make a case-specific determination based on varying factors including but not limited to community transmission.

- All visitors must abide by then-current COVID-19 mitigation measures.
 - The District will ensure all before and after care programs implemented by the district or community organizations follow district COVID-19 Reopening Plan requirements.

**The District's COVID-19 Safety Coordinator is
Dr. Thomas B. Neveldine, Deputy Superintendent**

ESM COVID-19 Workplace Safety Plan - See Appendix A

Facilities

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan which includes 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 OFFP.**
 - General Health and Safety: ESM will follow all guidance related to health and safety, including 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 (OFFP), 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 completed the Building Condition Survey in 2020 by the required submission deadline. The Building Condition Survey results were used to formulate the priorities for future capital improvement projects.
- **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 2021: The District understands that at present, the statutory requirement that lead testing occur in 2021 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 2021 Lead-in-Water sampling and testing in district-owned buildings has been completed.
- **Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations are 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. 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 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 includes 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.
 - 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.

- **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 how 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. The possibility of retrofitting some building systems with UV filtration units is also being examined. The use of child-safe fans is permitted.

High School, East Syracuse Elementary, District Office, Transportation Building

- **Dual 9A** filters are currently installed in the air handling units.
- The number of air changes per hour and outside air exchanges meet industry guidelines, and will be maximized as much as possible.

Pine Grove

- MERV-13 level of filtration is being achieved with MERV-13 and/or D-9 filters installed in the air handling units.
- The number of air changes per hour and outside air exchanges meet guidelines and will be maximized as much as possible.
- Additionally, UVC air purification systems are installed in the HVAC system and electrostatic air cleaners are in the ductwork.

Fremont, Woodland, Minoa and Park Hill

- **Dual 9A** filters **will be** installed in the air handling units.

Nurse's offices

- In addition to the building-wide air handling and filtration measures in place, school nurse's offices have stand alone HEPA air purification units.
- Enhanced air filtration has been achieved through the installation of wall-mounted UVC 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

- **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.**
 - Access to School Meals: ESM will provide all students enrolled in the district with access to school meals each school day. Service models chosen for each building will be driven by school-specific schedules, space, and needs.
 - Service models available include breakfast/lunch in the classroom and breakfast/lunch in the cafeteria.
- **Each school and/or district reopening plan must address all applicable health and safety guidelines.**
 - Health and Safety Guidelines: 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.**
 - Allergies: ESM will implement measures to protect students with food allergies if providing meals in spaces outside the cafeteria. The District 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.**

Hand Hygiene: 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 implement 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 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 include protocols that describe communication with families through multiple means in the languages spoken by families.**
 - Communication: 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 Parent Square 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 communications regarding reopening plans so that families and students will know what to expect.
- **Breakfast and lunch service delivery and staffing have been adjusted based on an increased volume of students. Strategies implemented include an increased use of service lines and point of service systems in conjunction with student swipe cards to serve a greater volume of students.**

Transportation

- **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.**
 - If transportation 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 requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.**
 - Upon request, the Transportation Department will provide Personal Protective Equipment such as gloves 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.

Pupil Transportation Routing Protocols

- **Each school and/or district reopening plan requires that if the school district is in session, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district in schools that are conducting in-person session education when/if the district is not.**
 - If the school district is in session pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Programs (IEPs) 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.

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 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.

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 Director of Counseling Youth Development and Leadership along with our school counselors will continually review the comprehensive school counseling plan at all levels to ensure we are meeting the needs of all students.
 - We will ensure that universal, secondary and tertiary interventions are in place. Using the district wide Positive Behavior Interventions and Support framework, we will create a behavior matrix that teaches expectations in each of our school buildings. 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. Our practices support diversity, equity and inclusion.
 - At all levels, we will screen students for SEL skills and healthy coping strategies. At the elementary and middle school we will use the Fastbridge SAEBRS/mySAEBRS (Social Academic Emotional Behavior Rating Scale.)

- At the elementary level we will continue to use the Second Step Curriculum and Responsive Classroom, at the middle school level we will use the Second Step curriculum, Project Wisdom and Responsive Classroom and at the high school level we will continue to focus on the core SEL competencies and Covey's Seven Habits of Highly Effective Teens. Sources of Strength will continue as our peer leadership and suicide prevention model. We are positioned to deliver these evidenced based programs in person. We will partner with The Good Life Foundation, a local agency that supports diversity, equity and inclusion, at our middle school.
- Social Emotional Learning and mental health have been at the forefront of our work. We continue to provide support to all students who are struggling. Counselors continue to collaborate with teachers and administrators to ensure student safety and success.
- Counselors will also be proactive in supporting students as they return to their new buildings for the first time at Fremont Elementary and Woodland Elementary and to students attending Lake Street Elementary School in Chittenango and St. Matthews school during the renovation at Minoa Elementary and Park Hill School. Counselors, faculty and staff will ensure that children feel safe and comfortable in the buildings and their classrooms.
- **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, District Wellness 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 to develop 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 comprehensive support to children and families through the expansion of school based mental health and case management with the addition of Promise Zone Student Engagement Specialists, who will be able to provide individualized support to our students 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, restorative practice, and student social emotional learning and well being.
 - We will continue to seek support and guidance from our school-based community based partners at ARISE, Access, Contact Community Services, Coordinated Care Services Inc. and Onondaga County Department of Child and Family Services.

School Schedules

Every school (grades PK-12) in the ESM School district will provide in-person learning five days a week, following building schedules with an educational program that is aligned to the New York State Learning Standards.

Students with a signed physician statement, indicating that they cannot return to in-person school due to a documented medical condition, will be provided appropriate instructional programming. Only students who have applied and been approved for a medical exemption will receive remote instruction through BOCES for the entire 2022-2023 school year.

(NOTE: The School Schedules section from the April 19, 2021, approved plan was moved to Appendix C at the end of this revised plan for use in the future if needed)

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 2020, 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 student 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.
- **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.**
 - 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.
- **Technology and Connectivity capacity has been reviewed and currently there is sufficient technical staff and technology equipment for returning additional students to in-person learning.**

Teaching and Learning

For the 2022-2023 school year, ESM will focus on accelerating learning, while continuing to address all gaps PK-12. 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 unfinished learning through vertical team conversations. 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. All instruction should be developed so that there are clear opportunities for instruction that are accessible to all students.

A continued focus on formative feedback should reflect mastery or evidence of learning toward

standards on standards-aligned assignments. Feedback will be provided on standards-aligned assignments and students will have opportunities to improve their grade on assignments, based on the feedback provided.

Teachers will communicate with students and families about teaching and learning in a variety of ways, including through the use of ParentSquare.

Prekindergarten: The plan for in-person programming continues to be implemented. 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.

Reopening Plan Mandatory Requirements

- **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).** 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 unfinished learning through vertical team conversations. 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.**

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.

- **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).**

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. Parent Square (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.**

Prekindergarten Reopening Plan Mandatory Requirements

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

Special Education

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan 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 in-person, to the best of our ability in meeting the new health and safety requirements.

Professional Development focused on SEL, inclusive programming and neurodiversity will be provided to all staff in regards to service delivery models, and their individual impact on student programming.

In-Person 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 traveling 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 learning, the program model as related to FAPE will be discussed with the school staff and parents.

In-Person Instruction

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 vetted on an individual basis to determine an appropriate delivery model 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

- o 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.

In-Person Instruction

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 interpreter 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?

Case Managers will have in-person or 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. 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.

- b. Any discussion regarding a change in program, change in related services or addition of modifications/accommodations will be referred to CSE.
 - c. 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 call or Google Meeting.

In-Person 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 or in-person 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 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 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 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 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.

Bilingual Education and World Languages

Identification Process for Newly Enrolled Students

- A list of all newly enrolled students for the 2022-2023 will be maintained within our Student Information System and internally within the department. During the summer, ENL teachers determine any students who need to complete the screening process after reviewing 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 for newly enrolled students. This will be done through a combination of in-person meetings, phone calls and virtual meetings (as needed) with families and students. ENL teachers will determine the students in need of taking the NYSITELL based on information from informal interviews.
- For students who enroll in a New York State school during summer of 2022 and beyond, during the 2022-2023 school year, schools must complete the ELL identification process, including the administration of the NYSITELL when required, within 10 school days of the student's entry date. ENL teachers will submit NYSITELL results to be scanned at our RIC for processing / scoring and potential identification.
- All newly identified ELLs, current ELLs and former ELLs will be scheduled according to their required units of study. These services will be provided through a combination of in-person integrated and stand-alone services. ENL teachers and content teachers will collaborate with one another to target language needs of students. Stand-alone support will be conducted through in-person, small group sessions within the regular classroom setting, or in other available spaces.
- ENL teachers will review the proficiency of former ELLs and schedule commanding level support. ENL teachers will plan for individual or small group instruction to provide the appropriate level of instruction and language support, while meeting the requirements of the Units of Study for ELLs.
- 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. Language Translation services will

be utilized to communicate important reopening information based on language of preference as identified on Home Language Questionnaire (HLQ).

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.

Certification, Incidental Teaching, and Substitute Teaching

- **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.

Budget

- **Budgetary resources have been analyzed and will be available to support the return to 5-day/week instruction at all grade levels.**

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](#)

[CDC Guidance August 5, 2021](#)

[AAP Guidance July 18, 2021](#)

[W Upstate Medical University Back to School Masking Statement August 11, 2021.docx](#)

<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/media/releases/2021/s1227-isolation-quarantine-guidance.html>

https://coronavirus.health.ny.gov/system/files/documents/2022/01/nys_updated_isolation_quarantine_guidance_01042022.pdf

<http://www.ongov.net/health/documents/NYSDOHLetterSchools1-10-22.pdf>

<https://ocfs.ny.gov/programs/childcare/provider-letters/2022/Dear-Provider-2022Jan17-COVID-Guidance.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/booster-shot.html>

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine-isolation-background.html>

https://coronavirus.health.ny.gov/system/files/documents/2022/02/quarantine-and-isolation-guidance-20220205_0.pdf

https://coronavirus.health.ny.gov/system/files/documents/2022/02/updated_tts-memo_0.pdf

https://drive.google.com/file/d/1cv0VZfpwg9DJly_JvRQSYbvUHflwXFpZ/view

<http://www.ongov.net/health/documents/IsolationQuarantineGuidance.pdf>

<http://www.ongov.net/health/documents/landQFlowchart.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html#print>

https://coronavirus.health.ny.gov/system/files/documents/2022/03/school-guidance-03.01.22_0.pdf

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

https://drive.google.com/file/d/13eiXKs0sJnLP2IbTjzz-Qht-1k1VoxNQ/view?usp=share_link

<http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-nysdoh-joint-letter-precautions-winter-2022-23.pdf>

APPENDIX A

COVID-19 WORKPLACE SAFETY PLAN

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

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

- Physical Distancing is only considered for making determinations of close contacts.

II. PLACES

A. Protective Equipment

- Masks will no longer be required inside all school buildings, buses, and District offices.
- Students, staff and visitors are not required to wear face coverings during outdoor activities while on school grounds.
- The decision to wear a mask indoors or outdoors will be left up to the discretion of the individual student, parent, visitor or staff member. The District recognizes the importance of respecting each individual person’s right to choose to mask or

not in order to maintain a respectful and productive learning environment.

- Masking is required upon return from isolation during days 6-10 after COVID-19 infection. Distance should be maximized to the extent practicable.
 - The school district will provide the appropriate PPE which includes, at least, an acceptable face covering.
- 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

- 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.
- ESM will encourage good employee hygiene by providing the following:
 - Hand soap and/or hand sanitizer in each common area.
- ESM facilities will be cleaned and disinfected as appropriate daily by custodial staff.

C. Communication

- 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.
- If an employee tests positive for COVID-19, the employee must contact his/her direct supervisor and provide all necessary information. The Executive Director of Employee Engagement and Accountability will lead this effort.

III. PROCESS

A. Screening

- Employees who present with COVID-19 symptoms will be sent home to contact their health care provider for medical assessment and evaluation for COVID-19 testing.
- 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 ten (10) 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 perform cleaning and disinfection of all areas where the employee worked and any common areas where they would have been.

APPENDIX B

ESM Stakeholder Committee for Amendments to District Reopening Plan

Health & Safety

Dr. Thomas B. Nevelidine

- Mike Clonan
- Katie Stark
- Jason Benedict
- Pam Buddendeck
- Pat Auger
- Carolyn Scott
- Cindy Todd
- Jim King
- Kelly Slocum
- Maria Korik
- 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

- Estelle Laurin
- Bryan Lamacchia
- Rob Harper, Sr.
- Steve Skurpski
- Todd Henry
- Eileen Temple
- Christine Finch
- Rose Montanaro
- Kyle Christensen
- Tracy Lothridge
- Jon Swasey
- Don Harrington
- Michelle Andrews

Special Education

Kate Colucci, Meghan Thomas

- Shadia Stevens
- Kimberly Staniec-Pinkerton
- Lynda Eichenlaub
- Traci Avellino
- Shauna Mauch
- Glen Gesek
- Jill Valente
- Julie Abrams
- Kelly Rich
- Laura Ray
- Valerie Cambareri
- Yvette Hinman

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
- **Pam Buddendeck**
- Hayley Schober
- Ashley Deubel
- Jess Ward
- Cara Galle
- Sarah Mastrangelo

2) MIDDLE SCHOOL

- **Ashleigh Wilson**
- Doug Mohorter
- Mike Pounds
- Kevin Michaud
- Michael DeBerjeois
- Adrienne Turbeville
- Sara Hughes
- Christina Gasparini
- Sue Sobon
- Rebecca Loy
- Erin Scofield
- Sue Kowalski
- Susan Reynolds

3) HIGH SCHOOL

- **Greg Avellino**
- Naomi Trivison
- Antwaun Dixon
- Shelley LaMarche
- Kate Liddle
- Tracy Callahan
- Connie Carocci
- Keith Ward
- Cindy Hlywa
- Matt Cincotta
- Jackie Riley

Social-Emotional Needs

Cheryl West

- Kay Gallery
- Shelley Chizzonite
- Lora Davis
- Janel Herrington
- Carly Griffin
- Marriana Stenta
- Renae Montroy
- Wendy Davis

Bilingual/Multilingual Learners

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

Staffing/Human Resources

The system capacity in these areas were reviewed and have been determined to be adequate to meet the amended District School Reopening Plan

Budget and Fiscal

The system capacity in these areas were reviewed and have been determined to be adequate to meet the amended District School Reopening Plan

APPENDIX C

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	Virtual student attendance
Attendance in-school 5 days per week	Alternating between in-person & distance learning models	Focus on synchronous with some asynchronous

It has been determined following a review and analysis of the District's System capacities in the areas identified below that the District can accommodate increased numbers of in-person students.

- **Building enrollments;**
- **The change of social distancing requirement for students from six feet to three feet;**
- **The capacity of classrooms, cafeterias, and other instructional spaces based on the above change;**
- **The capacity of school buses with adjusted social distancing requirements;**

- Technology needs;
- Staffing;
- Food service;
- Budget;
- Social emotional and mental health services need; and
- Maintaining Health and Safety Protocols.

The District will gradually enroll such students in the in-person model five days a week as the capacity of these systems allow and new requirements of the Center for Disease Control (CDC), the New York State Department of Health (NYSDOH), and the Onondaga County Department of Health can be met.

The District will implement the NYSDOH guidance (4/9/21) which states that for equity purposes, District's should prioritize in-person instruction for students with disabilities who require special education and related services and English Language Learners who need specialized language instruction which are directly provided in school environments, as well as student populations that are at greater risk for learning loss.

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
<ul style="list-style-type: none"> • 100% in-person student attendance • Attendance in School 5 days per week 	<ul style="list-style-type: none"> • 50% in-person student attendance • Alternating Attendance 	<ul style="list-style-type: none"> • 0% in-person student attendance • All distance learning
Based on the lower levels of transmission of COVID-19: <ul style="list-style-type: none"> - All students return to school in-person as part of a full reopening 	Based on a higher transmission risk of COVID-19: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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		
<p>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</p> <p>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 identified through assessments, students without access).</p>	<p>Schedule Model:</p> <ul style="list-style-type: none"> 50% of 607 students face-to-face two days All students virtual one day The other 50% Of 607 students face-to-face two days <p>MT → 35% F2F → 65% Virtual W → 100% Virtual ThF → 35% F2F (opposite half of the F2F request population) → 65% Virtual</p> <p>W → Deep cleaning, teacher:student virtual time, team meetings, staff development, etc.</p>	<p>100% of lessons delivered virtually to all students.</p>

Teacher-Student Interaction Expectations		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Distance Learning
<p>Students will attend classes following their SchoolTool schedules.</p>	<p>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.</p>	<p>Students will virtually attend classes in the same time frames they delivered in a F2F schedule.</p> <p>Synchronous Expectations:</p> <ul style="list-style-type: none"> 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

		<p>Asynchronous Expectations:</p> <ul style="list-style-type: none"> • 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. <p>Asynchronous communication and feedback via e-mail, Google Classroom or other apps</p>
<p>All teachers will be expected to meet with students every day according to their schedule in School Tool. (Live Instruction Daily)</p>		
	<p>Teachers will be expected to perform communication/duties in the form of “office hours” each day</p> <ul style="list-style-type: none"> • 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
<p>Cohort A <i>(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)</i></p>					

<p>Cohort B <i>(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)</i></p>					
<ul style="list-style-type: none"> • Students at each grade level are broken into “A” and “B” cohorts (<i>each representing 1/2 of the in-person student population</i>), 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.
 - 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 their school’s daily schedule.

<p><i>Standards Aligned Instruction</i></p>
<p>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.</p>
<p>Expectations:</p> <ul style="list-style-type: none"> • 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 <p>Potential Professional Learning Needs:</p> <ul style="list-style-type: none"> • 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 of 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.
- 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 of 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 <i>(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)</i>					
Cohort B <i>(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)</i>					

- 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 their school’s daily schedule.

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 of 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.

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)
 - 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 their school's daily schedule.
- 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 at 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 platform 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
<p>Cohort A <i>(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)</i></p>					
<p>Cohort B <i>(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)</i></p>					

- 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 their school’s daily schedule.

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
<ul style="list-style-type: none"> 100% in person student attendance Attendance in School 5 days per week 	<ul style="list-style-type: none"> 50% in person student attendance Alternating Attendance 	<ul style="list-style-type: none"> 0% in person student attendance All distance learning
<p>Based on the lower levels of transmission of COVID-19:</p> <ul style="list-style-type: none"> All UPK students return to school in person as part of a full reopening 	<p>Based on a higher transmission risk of COVID-19:</p> <ul style="list-style-type: none"> 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 	<p>Based on widespread increase in transmission levels of COVID-19:</p> <ul style="list-style-type: none"> 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
<p>All teachers will be expected to meet with students every day.</p>		
<p>What this looks like at PH</p>		
<p>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</p>	<p>Schedule Model:</p> <ul style="list-style-type: none"> 50% of students face-to-face two days All students virtual one day The other 50% of students face-to-face two days <p>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.</p>	<p>100% of lessons delivered virtually to all students.</p> <p>Virtually learning 2 days per week for students in the program for three year olds</p> <p>Virtual learning one day per week for all students and their families for students in the programs for one and two year olds.</p>

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	<p>Students will attend classes 2 days per week</p> <p>Students will virtually attend classes 3 days per week</p>	<p>Students will virtually attend classes</p> <p>Synchronous Expectations:</p> <ul style="list-style-type: none"> Students will attend synchronous portions of class according to their classroom schedule <p>Asynchronous Expectations:</p> <ul style="list-style-type: none"> Students will complete asynchronous portions of coursework according to due dates set by their teacher(s) <p>Scheduled teacher-student check-in times where attendance and SEL check-ins can happen regularly.</p> <p>Communication and feedback via email or by use of an online platform or app.</p>
All teachers will be expected to meet with students every day in alignment with their schedule in school tool.		
	<p>Teachers will be expected to perform communication/duties in the form of “office hours” each day</p> <ul style="list-style-type: none"> 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
<p>Cohort A <i>(Students will have in-person learning on Mondays and Tuesdays, and remote learning Wednesdays, Thursdays and Fridays each week)</i></p>					
<p>Cohort B <i>(Students will have remote learning on Mondays, Tuesdays and Wednesdays, and in-person learning on Thursdays and Fridays each week)</i></p>					

- 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.