

**BELLEVILLE HENDERSON
CENTRAL SCHOOL DISTRICT
(Pre-Kindergarten-12 Building)**

**Return to School in Fall of 2020
with Success**

A Framework for Consideration



Prepared by Belleville Henderson Central School District

July 31, 2020

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Acknowledgements

The Belleville Henderson District would like to thank the following individuals who assisted in producing this document:

- Ashleigh Barnhart-Burto, Administrative Coordinator
- The Belleville Henderson Board of Education
- Belleville Henderson Committees in our Communications and Family Engagement Section
- Cindy Barney, CSEA Local 1000, AFSCME, AFL-CIO BHCS Support Staff President
- Colleen Bellinger, Account Clerk
- Dave Kiblin, Head Cleaner
- Dr. Alfred L. Gianfagna, Medical Director
- Erica Pettit, School Psychologist
- Jane Collins, Superintendent
- Jefferson-Lewis BOCES: Stephen Todd, District Superintendent; Leslie LaRose-Collins, Assistant Superintendent; Michele Traynor, Assistant Superintendent.
- Karen Bertram, School Nurse
- Marisa Riordan, District Treasurer
- Matthew Soluri, BHTA President
- Michelle Morales, Teacher Aide
- Phil Gleason, Head Mechanic and Head Bus Driver
- Rich Hammett, MORIC Technology Coordination
- Sally Kohl, Secretary to the Superintendent and District Clerk
- Scott Storey, Principal, COVID-19 Building Safety Coordinator
- Shaun Gagan, School Counselor
- Stephanie Gillette, MORIC School Tool Scheduler
- Stephen Magovney, Business Manager
- Tara Hess, Guidance Secretary
- Teresa McIntosh, Principal Secretary

Introduction



Introduction

The COVID-19 pandemic has affected the Belleville Henderson School and community and all New Yorkers in myriad ways. Individuals, families, and communities have suffered physically, emotionally, financially, and educationally. However, when Belleville Henderson District and all New York's schools were required to close their buildings in March, instruction and support services continued. Our District and community worked tirelessly with local health agencies and community-based organizations to ensure that students and their families continue to receive critical resources, like food and child care.

The 2020-21 school year will be our time to recover, rebuild and renew the Panther Strong Spirit. Working together, educators, students, parents and our community will continue to address this challenge with resiliency, tenacity and grit.

This document provides our plan and guidance to reopen our school, whether instruction occurs in person, remotely, or in some combination of the two. Specifically, the document outlines the essential elements that we must meet to move forward in these unprecedented times.

Please note that guidance in this document was issued by the NYS Education Department, the NYS Department of Health (DOH), and New York State Governor Cuomo. If some of these conditions do not specifically follow our Belleville Henderson School District Policies, the plan will supersede Board Policy. The Board of Education will approve this document on August 24, 2020.

The COVID-19 pandemic has highlighted the need for districts to always consider and address the health and safety needs, as well as the social emotional needs of their students, families, and staff. Belleville Henderson will continue to coordinate with our local health departments and community stakeholders to ensure adherence to all health and safety protocols, especially if our regional health status changes and we are required to develop contingency plans. We are working with the Jefferson County Public Health Director, Ginger Hall, the Jefferson County Administrator, Bob Hageman, the Jefferson County EMS Department, The Carthage Area Hospital, Samaritan Medical Center, and the Jefferson-Lewis County BOCES.

New York is a large and diverse state so, there will be no "one size fits all" model for reopening schools. Each School District has unique challenges and issues to address within its reopening plan. The Belleville Henderson Plan addresses our school community's needs. These are unprecedented times and this Reopening Plan will help to make the return to school in 2020-21 a safe and successful one for all.

Communications & Family Engagement



Communications & Family Engagement

- When developing our reopening plan the following stakeholders and community members were engaged in the process:
 - **Belleville Henderson Board of Education -**
 - John Allen, Board of Education President, Community Member
 - Adam Miner, Board of Education Vice President, Community Member, Parent
 - Anthony Barney, Board Member, Community Member, Parent
 - David Bartlett, Board Member, Community Member
 - Roger Eastman, Board Member, Community Member, Parent
 - Kyle Gehrke, Board Member, Community Member, Parent
 - Kristin Vaughn, Board Member, Community Member, Parent
 - **Jefferson County Community Health Agency and County Government Meeting -**
 - Robert Hagaman, Jefferson County Administrator
 - Ginger Hall, Jefferson County Public Health Director
 - Faith Lustik, Jefferson County Public Health Planner
 - Thomas Carman, Samaritan Medical Center CEO
 - Jefferson County School Superintendents
 - Stephen Todd, Jefferson Lewis BOCES District
 - Leslie LaRose-Collins, Jefferson Lewis BOCES Assistant Superintendent
 - Michelle Traynor, Jefferson Lewis BOCES Assistant Superintendent
 - **Jefferson-Lewis BOCES -**
 - Template design to support all component school districts in the development and design of their reopening plan.
 - **New York State Public High School Athletic Association -**
 - Robert Zayas, Executive Director
 - Jane Collins, Superintendent
 - Scott Storey, Building Principal
 - Ashleigh Barnhart-Burto, Athletic Director
 - Regular communication with coaching staff
 - **Jefferson Lewis BOCES Health and Safety Training -**
 - Entire Belleville Henderson Custodial Staff
 - Belleville Henderson Health and Safety Committee Members

- **Curriculum Council Members -**
 - Jane Collins, Superintendent
 - Scott Storey, Building Principal
 - Ashleigh Barnhart-Burto, Administrator Coordinator
 - Deanna Cobb, Parent
 - Jennifer Corron, Parent
 - Carrie Eastman, Elementary Teacher
 - Stephen Lawrence, Intermediate Teacher
 - Deborah Clark, Primary Teacher
 - Tedra Bean, Agriculture Teacher
 - Lesley Bellavia, ELA Teacher
 - Barb Bibbins, Science Teacher
 - Matthew Soluri, BHTA President

- **Safety Committee Members -**
 - Jane Collins, Superintendent
 - Scott Storey, Building Principal
 - Ashleigh Barnhart-Burto, Administrator Coordinator
 - Stephen Magovney, Business Manager
 - Karen Bertram, School Nurse
 - Shaun Gagan, School Counselor
 - Phil Gleason, Transportation
 - Kimberly Gordinier, Parent
 - David Kiblin, Maintenance
 - Sally Kohl, Community Member
 - Matthew Soluri, BHTA President
 - Brayden Billman, Student
 - Ashton Billman, Student
 - Kennady Billman, Student

- **Technology Committee Members -**
 - Jane Collins, Superintendent
 - Scott Storey, Building Principal
 - Ashleigh Barnhart-Burto, Administrator Coordinator
 - Stephen Magovney, Business Manager
 - Richard Hammett, IT
 - Barbara Bibbins, Science Teacher

- Jennifer Corron, Parent
 - David Green, Math Teacher
 - Jeri Haldeman, Art Teacher
 - Marianne Hart, Community Member
 - Renee Scherer, Music Teacher
 - Maryellen Thomes - Math Teacher
- **Health and Wellness Committee -**
 - Jane Collins, Superintendent
 - Dr. Gianfagna, School Physician
 - Scott Storey, Building Principal
 - Ashleigh Barnhart-Burto, Administrator Coordinator
 - Stephen Magovney, Business Manager
 - Karen Bertram, School Nurse
 - Tedra Bean, Agriculture Teacher
 - Erica Pettit, School Psychologist/CSE
 - Shaun Gagan, School Counselor
 - Danielle Donie, Health Teacher

Per the guidelines put forth by New York State, Belleville Henderson will develop communication plans for students, parents/guardians, staff & faculty, and visitors regarding protocols and guidelines to help stem the possible spread of COVID-19. Belleville Henderson will affirm and review the State-issued guidelines and submit reopening plans prior to the reopening date.

Belleville Henderson has engaged stakeholders and community members (administrators, faculty, staff, union leaders, students, parents/legal guardians, alumni, public health, Jefferson County Administrators, area hospital administrators, and emergency management officials) in developing our reopening plans. Throughout this process, these stakeholders have included: BHCS Administration, BHCS Teachers, CSEA Representatives, Jefferson County Public Health, Jefferson County Administration, Jefferson County Emergency Management, BHCS students & parents/guardians, and BHCS alumni.

It is understood that the Governor of New York State will decide on the status for NYS Schools regarding what opening plan Pre-K through Grade 12 Schools will follow in early August 2020. Belleville Henderson will be prepared for the Hybrid Remote status and the Remote status. We are unable to socially distance to bring all pupils back in-person.

This approved reopening plan will be made available for public view at the Belleville Henderson Central School District Principal's Office and on the Belleville Henderson Central School website at <https://www.bhpanthers.org/>.

Communication Plans

Reopening

1. Student Communication

- a. Students will review health protocols/procedures. This information will be made available to them by Belleville Henderson Central School.
- b. Students will undergo required training on proper protocols/procedures that will include the use of hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- c. Proper signage will be placed in classrooms, hallways and in other areas. This signage will include information on proper health protocols and procedures.
- d. Students will be reminded to view the school district's website and ParentSquare on a regular basis for new information as it becomes available.
- e. All students will be taught or trained in person or via video for proper hygiene, face covering wearing, social distancing, respiratory hygiene, health screening questions, temperature checks, and proper hygiene.

2. Parents/Legal Guardians

- a. Parents/legal guardians will be reminded and encouraged to review reopening procedures. This information will be made available to them by Belleville Henderson Central School.
- b. Parents/legal guardians will be reminded and encouraged to follow Belleville Henderson through ParentSquare for information regarding COVID-19.
- c. Parents/Guardians will be reminded and encouraged to view the district website on a regular basis to view the district's reopening plan. Any questions and concerns that parents/guardians have can be directed to school administration with specific contact information outlined.

d. The school currently uses a program called SchoolMessenger to consistently communicate with students, parents, and staff using text messages, emails, and webpages. The school is transitioning to and will be employing the use of ParentSquare. This program will allow us to provide instructions, and training videos for students, parents, staff, and visitors to our school. Additionally, newsletters to families and community members will provide information and signage locations. Newsletters and ParentSquare posts will be put on the Belleville Henderson Website. All communications will begin with an alert to parents through a text message to review the most recent communication.

e. Using ParentSquare, Newsletter, and School Website all students, faculty, staff, and will be directed to adhere to CDC and DOH guidance regarding the use of PPE and face coverings when a social distance cannot be maintained. Visitors and volunteers will not be allowed in the school building until COVID-19 conditions are fully under control and not a threat to the school environment.

f. Communication will be provided in the languages spoken at home among families and throughout the school community. ParentSquare automatically translates messages to the language spoken at home for families of ELL students.

g. Surveys have been conducted and will continue to be conducted for feedback regarding the health and safety, technology needs of our students and families.

h. ParentSquare will present information through email, telephone calls, texting, and website postings. The school nurse's phone number will be provided to families to access the latest information and updates. Traditional mail will also be utilized when appropriate and necessary.

i. Our goal is to provide every student with their own Chromebook from grades Pre-K - 12. A survey was conducted to determine the technology needs of families and students in our district. The school is using the results of this survey to follow up with phone calls to parents. Final survey results will drive the purchase of necessary technology needs. Training is being developed for families to help operate and maintain the equipment. For connectivity we will be providing hotspots to those households that lack internet access. There are several areas in our district that lack cell phone wireless access to local towers. For those families, we will provide an area in our school for students to work using the district's wireless internet on days when the students' cohorts are working from home.

3. Faculty/Staff

- a. All district staff will be reminded and encouraged to review reopening procedures. Information will be made available online through ParentSquare, which can be accessed through the Belleville Henderson Central School website.
- b. All district staff will undergo required training in the classroom on proper protocols/procedures that will include the use of hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- c. Urgent communication to faculty/staff will be made available through emails, ParentSquare from the District Superintendent or Principals.
- d. Signs will be posted at each employee entrance at our campuses outlining the symptoms of COVID-19 and other relevant information.
- e. Other signage regarding information on COVID-19 will be posted throughout each building for staff to view.

4. Visitors

- a. Visitors and volunteers will not be allowed in the school building until COVID-19 conditions are fully under control and not a threat to the school environment.
- b. Signs are posted at each visitor entrance at our campuses outlining the symptoms of COVID-19 and other relevant information.

Additional Closures/Positive Case

In the event of a positive case of Covid 19 within Belleville Henderson Central School, all stakeholders will be notified immediately using all existing communications platforms, including the Belleville Henderson School website, and parent communication tools and email. Information regarding the duration of existing closures, nature of precipitating events, and plans for re-entry will be shared immediately and widely. These methods will include:

1. Notifying local health officials, staff, students and parents/guardians immediately of any possible case of COVID-19 while maintaining confidentiality consistent with applicable federal and state privacy laws.
2. In the event of a positive case in the school community, Belleville Henderson Central School will follow all directives from Jefferson County Public Health.

3. Belleville Henderson Central School will protect private information of staff and students while assisting and cooperating with any contact tracing efforts.
4. Belleville Henderson Central School will release specific information via an official statement to be shared on the district's website, ParentSquare, email to staff and parent/guardian communication tools.

Example of positive Covid 19 case announcement/statement:

On (date), Belleville Henderson was informed that an individual at Belleville Henderson tested positive for COVID 19. Per the directives set by the NYSDOH and NYSED, crews will disinfect the campus building and the (county) Department of Public Health will evaluate the individual who tested positive, as well as handling communication with individuals who may have been in contact with them to determine the risk of exposure.

We will continue to work with (County) Public Health, following their recommendations and directives on how to proceed. We will make further announcements when necessary through our website and our social media platforms. The health and safety of our students, staff, and the surrounding community is a first priority.

For more information on COVID 19, please visit the websites of CDC (<https://www.cdc.gov/coronavirus/2019-ncov/index.htm>), NYSDOH (<https://coronavirus.health.ny.gov/home>) or contact your local county public health office.

Designated Coordinator for Communication to Stakeholders

- *District COVID-19 Health Coordinator: Karen Bertram, Nurse*
 - Responsible for the identification of positive cases and communication between Jefferson County Public Health and Belleville Henderson School District Administration.
 - Serves as the school district's point of contact for COVID-19 cases.
- *Belleville Henderson Building Safety Leader: Scott Storey, Building Principal*
 - Responsible for communications with parents, teachers and staff, regarding COVID-19 topics.
 - Serves as the building's COVID-19 enforcer.

BH Grades PK-12 Hybrid and Remote Learning:

Is	Is NOT
<ul style="list-style-type: none">● a rigorous academic program following the traditional school curriculum and pacing● a compulsory attendance school which requires daily attendance and participation● considered a change in placement for students served through special education that will require a committee meeting and IEP amendment	<ul style="list-style-type: none">● an easier alternative to coursework● an option that allows students to create their own daily schedule● free from academic and behavioral standards● the “pandemic” teaching of last spring where much flexibility was given

Expectations:

Student	Parent	Teacher
<ul style="list-style-type: none"> ● Complete the attendance requirement at the assigned time each day for each subject ● Complete homework after hours as needed ● Complete all work as assigned on time ● Be respectful of self, classroom, teacher and peers ● Use technology appropriately <ul style="list-style-type: none"> ○ Proper use of student email ● Communicate with teacher(s) consistently <ul style="list-style-type: none"> ○ Return emails and respond to feedback on assignments within 24-48 hours ● Respect office hours of teacher 	<ul style="list-style-type: none"> ● Participate in an orientation/Open House program, which includes: <ul style="list-style-type: none"> ○ Health checks ○ Healthy hygiene practices ○ Social distancing ○ Personal protective equipment ○ Cloth face coverings ○ Management of student illness ○ Cleaning and disinfecting methods at school ● Monitor student use of technology ● Enforce academic integrity agreement ● Ensure student attends and follows participation guidelines ● Communicate with teacher(s) consistently <ul style="list-style-type: none"> ○ Respond to emails or 	<ul style="list-style-type: none"> ● Be present (at computer) or in office for posted office hours ● Follow the classroom norms <ul style="list-style-type: none"> ○ Daily interactions with students ○ Post weekly schedules ○ Post daily connection ○ Meet synchronously ● Respond to all student communication within 24-48 hours <ul style="list-style-type: none"> ○ Feedback comments ○ Emails ● Respond to all parent communication within 24-48 hours <ul style="list-style-type: none"> ○ Email ○ Phone calls ● Update attendance daily ● Update grades weekly ● Follow same curriculum map and pacing as traditional school ● Participate in training opportunities to

phone calls
within 24-48
hours

develop online
teaching strategies

- Respect office hours of teacher

Belleville Henderson will:

- Provide content specific assistance as needed for all remote learning.
- Troubleshoot issues with school-issued technology and/or programs.
- Maintain communication with parents and students.
- Uphold district policies for attendance and behavior and may revoke the hybrid and remote option of learning for individuals.
- Continue to provide additional services (counseling, special education, 504, RTI, PAX, PIVOT Counselor, etc.)

Health and Safety



The following Health and Safety Guidance was provided to Districts in the Jefferson Lewis BOCES to use as a reference to properly implement expectations for health and safety from NYSED and the NYS Department of Health.

Health and Safety

A. Training

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

For most employers, protecting workers will depend on emphasizing basic infection prevention measures. Belleville Henderson's plan referenced this Health and Safety Section to provide consistent health and safety practice in the following areas; transportation, facilities, medical and nursing, as well as professional development for all staff. As appropriate, Belleville Henderson will implement good hygiene and infection control practices, including:

- **Promote frequent and thorough hand washing.** This includes providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% alcohol.
- **Encourage workers to stay home if they are sick.**
- **Encourage respiratory etiquette**, including covering coughs and sneezes.
- **Discourage workers from using other workers' phones, desks, offices, computers, other devices, other work tools and equipment, when possible.**
- **Provide workers with up-to-date education and training on COVID-19 risk factors and protective behaviors** (e.g., healthy hand hygiene practices, cough etiquette and care of PPE).
- **Train workers who need to use protective clothing and equipment.** This includes: how to put it on, use/wear it, and take it off correctly in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all workers.

- **Train all teachers and staff in the above safety actions.** Consider conducting the training virtually, or if in-person, ensure that social distancing is maintained.

Training topics to consider for all staff and substitutes (this is not an all-inclusive list)

- **Proper hand washing.**
 - [Hand washing video](#) (1:26).
- **Proper cough & sneeze etiquette.**
- **Social Distancing.**
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks
 - Familiarize faculty/staff about traffic flow procedures to promote social distancing (i.e. one-way routes in hallways)
- **Operating procedures (various).**
 - Entrance into the building
 - Cleaning procedures.
 - Sick child pickup procedures.
 - Staff that are sick or suspect a sickness. (Plan a space/room that can be used to isolate symptomatic staff members, volunteers, or students).
- **Proper cleaning techniques.**
- **Hazard Communication – Right-To-Know.**
 - Proper use of chemicals.
 - No chemicals from home.
 - Transfer of hand sanitizer in smaller containers.
- **Exposure Control Plan – with a focus on Pandemic/COVID-19.**
- **Personal Protective Equipment - PPE.**
 - Proper type, use, and size.
 - Cleaning and sanitizing of the mask (if applicable).
 - Provide training for staff and students on wearing, putting on and removing PPE.
 - Use of face masks (Donning/Doffing) (Cloth vs. Surgical)

- [Face mask don/doff video](#) (2:38)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
 - Masking recommendations for Schools:
www.health.state.mn.us/diseases/coronavirus/schools/masks.html
- Send fact sheets home with students that provide similar education for parents.
- **Respirator Protection (N95)**
 - Inclusive into your existing Respirator Protection Program or can be a separate Respirator Protection Program for medical staff only.
 - Training provided for identified personnel only.
- **Mental Health Training**
 - Crisis identification.
 - Mental health and wellbeing.
 - Coping techniques.
 - Mindfulness and empathy.
 - Loss/sicknesses of parents, grandparents, friends, school members etc.
 - Behind on school work/class-work.
 - Having to send the child back to school.
 - Secondary traumas.
 - Increased anxiety/stress.
 - Increase in abusive tendencies.
 - Isolated/lonely.
 - Change in routine.
 - Relocation.
 - Unemployment situation/job loss.
 - News, constant bad news.
 - Previous mental health issues worsening.
 - Frustration with use/knowledge of remote technology.

YouTube – CDC Ad Council Videos

- Protect Yourself https://youtu.be/Ltl_uasz6to
- How to Protect Against the Coronavirus <https://youtu.be/Dh2dCWk85Zw>

Safe Schools – Utica National (Trainings Available for COVID Response)

- CDC Hand Washing
- Respiratory Protection
- PPE
- Coronavirus Awareness
- Coronavirus – CDC Guidelines for making and wearing Cloth Masks
- Coronavirus – Cleaning and disinfecting your workplace
- Coronavirus – Managing Stress and Anxiety
- Coronavirus – Preparing your Household
- Coronavirus – Transitioning to a Remote Workforce

Public School Works

- M-852 COVID-19 Cleaning & Disinfecting (30 mins)
- M-850 COVID-19 Protecting Yourself and Others (25 mins)
- M-576 Communicable Diseases: Prevention and Control (20 minutes)
- M-226 Flu Pandemic Preparedness (For Administrators) (20 mins)
- M-227 Flu Prevention (20 mins)

Department of Health and CDC Guidance Documents

<http://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-first-guidance-3-9-20.pdf>

<https://www.healthychildren.org/English/ages-stages/gradeschool/school/Pages/When-to-Keep-Your-Child-Home-from-School.aspx>

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

<https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/staffing.html>

B. Standard Operating Procedure

Department: Medical (Medical Director, Nurse, Health Aide)

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic, and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Please also refer to the following documents for more guidance:

- General Practices
- Communication
- Cleaning
- SOP – Cleaning and Maintenance
- SOP - General Office
- Daily Screening and Returning to Work
- Training
- Posters
- Building Considerations
- Special Considerations
- NYS Forward Plan

Protocols and Procedures to Consider

Health Education & Communication:

Communicate to students, staff, parents and community members:

- Post signs in the Nurse's area(s) on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Hand washing should be the primary way to clean your hands. Hand washing should be done with soap and water for at least 20 seconds. Hand sanitizer should only be used if soap and water is not available. Hand sanitizer works best on clean hands and hands should be rubbed with sanitizer until completely dry.
- Have on hand approved letters/messages for COVID-19 cases or potential cases for various school audiences.
- Determine procedures for sick child pickup. For example, parent/guardian should stay in their car and call to announce their arrival. The sick child will be escorted out at a safe distance, while wearing PPE, to have the parent/ guardian sign the student out.
- Encourage parents to be on the alert for signs of sickness in the children and keep them home when they are sick.
- Remind/encourage students and staff to stay home if they feel sick.
- Review and understand the process for staff calling in sick. Consider providing a list of questions to supervisors to clarify what type of sickness is occurring (COVID related or not). Illnesses may need to be tracked differently in the future.
- Advocate to staff and students on wearing, putting on and removing face covering and/or Personal Protective Equipment (PPE). Send a fact sheet home with students that provide similar guidance to parents.
- Communicate the importance of social distancing, monitoring symptoms of COVID-19 and when to stay home.
- Confirm the nurse substitutes are willing to work and have had training them on new protocols.
- Ensure that PPE, cleaning supplies, face coverings, are available for nursing staff.
- Reinforce proper decontamination procedures are followed.
- Train unlicensed assistive personnel on the administration of the flow chart, proper temperature taking procedure (if applicable).

Operations

Establish a separate room/area for non-sick students

- Medication dispersal/treatments area.
- Non-COVID suspected student illnesses (injury, stomachache, etc.)

Monitoring For COVID-19

Check State and local health department notices daily about transmission in the area and adjust operations accordingly.

- Check for signs and symptoms - based on state guidance
 - Fever or chills (100.0°F or greater)
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of smell or taste
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

Additional signs that a staff person may make of student(s) or other staff member(s):

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity) fatigue, and/or irritability
- Frequent use of the bathroom

Student Screening May be Required: - May include the following based on state guidance:

- Individuals who have a fever of over 100.0°F or other signs of illness should not be admitted to a school building or onto a school bus.
- Employers should inform and encourage staff to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure.

- Implement screenings safely, respectfully, as well as in accordance with any applicable privacy laws or regulations.
- Confidentiality shall be maintained.
- School administrators may use examples of screening methods in CDC's Supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff.
- Implement flexible sick leave policies and practices, if feasible.
- Monitor absenteeism and have a roster of trained back-up staff.
- Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students.
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Create communication systems for staff and families for self-reporting of symptoms and notification of exposures and closures.

Sick Student/Employee

May include the following based on state guidance:

Test-based strategy.

- Resolution of fever without the use of fever-reducing medications and
- Improvement in respiratory symptoms (e.g., cough, shortness of breath).
- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected > 24 hours apart (total of two negative specimens).
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.
- Inform those exposed to a person with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Test refusal

- Individual must quarantine for 14 days.

Reopening:

- Where appropriate, implement policies and procedures for immediately isolating people who have signs and/or symptoms of COVID-19.
- Move potentially infectious people to a location away from staff, students, and other visitors.
- Take steps to limit spread of the respiratory secretions of a person who may have COVID-19.
 - Provide a facemask, if feasible and available, and ask the person to wear it, if tolerated. Note: A face mask (also called a surgical mask, procedure mask, or other similar terms) on a patient or other sick person should not be confused with PPE for a worker; the mask acts to contain potentially infectious respiratory secretions at the source (i.e., the person's nose and mouth).
- Restrict the number of personnel entering isolation areas.
- Protect Nursing staff in close contact with (within 6 feet of) a sick person or who have prolonged/repeated contact with such persons.

Closing of an area

In the event a person is diagnosed with COVID-19 and is determined to have been in the building, programs may need to be closed for a short time (1-2 days) for cleaning and disinfection.

Cleaning (Nurses Office)

Nurse's Offices need to be thoroughly cleaned on a regular, defined basis. Cleaning of this area must occur at least daily.

- First clean surfaces using an appropriate cleaner.
- After cleaning the area, use an EPA-registered household disinfectant.
- Follow the instructions on the label to ensure safe and effective use of the product.
- Keep the surface wet with disinfectant for the entire contact time (see product label for dwell time). Precautions such as appropriate PPE and making sure you have good ventilation should be followed during use of the product.

- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Clean and disinfect health cots regularly (after each student use).
- Discard or launder coverings after each use.
- Cover treatment tables and use pillow protectors.
- Clean and disinfect high touch surfaces (for example):
 - Desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Clean/Disinfect sinks and toilet area.

Launder

Consider laundering/cleaning of the isolation curtains in the Nurse's Office regularly.

- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items. Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away.

Suggested Guidance for School Nurse's Regarding Office Procedures

- High exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19. These include the School nurse and support staff exposed to known or suspected COVID-19 patients.
- Staff at high or very high exposure risk will need to use Personal Protective Equipment (PPE) including gloves, a gown, a face shield or goggles, and either a face mask or a respirator, depending on their job tasks and exposure risks.
- Those who work closely with (either in contact with or within 6 feet of) individuals known to be, or suspected of being, infected with SARS-CoV-2, the virus that causes COVID-19, should use respirators.

- National Institute for Occupational Safety and Health (NIOSH)-approved, N95 filtering face piece respirators or better must be used in the context of a comprehensive, written respiratory protection program that includes fit-testing, training, and medical exams.
- The use of facemasks for persons with respiratory symptoms and fever over 100.0 is recommended if available and tolerated by the person and developmentally appropriate. Facemasks can be made available to the student awaiting parent/guardian pickup.
- All nursing staff should have their temperature taken before and after each shift.
- Nurses will check the temperature for students/staff who have been sent to the nurse office for treatment.
- Nurse shall check if the student/staff have symptoms that include fever, cough, shortness of breath, vomiting diarrhea etc. If yes, they are sent to the newly created specialized room to wait for parent pickup.
- Allow for appropriate social distancing between cots and chairs in the nurse's office. Pre-determine how many people can be in the area before re-opening. As of right now, 36 square feet per person is acceptable.
- Consider using visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow and appropriate spacing to support social distancing.
- Have teachers and staff call before sending students to the nurse's office (minimize crowding in the office space, the nurse warning of a student exhibiting flu-like symptoms). Keep in mind that emergency visits should be seen by the nurse during this time.
- Keep door(s) in the nurse's office shut to allow time for the nurse to put on PPE before coming in contact with the student. Door knobs will be frequently cleaned.
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of high-touch surfaces.
- Have hand sanitizer and tissues readily available for use by students and staff (supervision required).
- Have open or foot operated trash containers available in the nurse's office.
- Use screens to set up areas for daily nurse duties – giving meds, general first aid. Set up in a separate area.
- Nurses will also need to clean and disinfect between sick kids.

Standard Operating Procedure

Department: Mental Health Professionals

(e.g., School Social Workers, Counselors, Psychologists, Psychiatrists, etc.)

Note - The following recommendations are subject to change and are not meant to supersede any regulatory agency.

As the state is gradually reopening and staff are returning in various stages, COVID-19 remains a concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district and all staff must adhere to the same judicious precautions of safety and hygiene for yourself and others as this pandemic continues to pose a threat to everyone. Remember that we are still in the midst of a pandemic, and everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Please also refer to the following documents for more guidance:

- General Practices
- Cleaning
- SOP - General Office
- Daily Screening and Returning to Work
- Training
- Posters
- NYS Forward Plan

Additional Training (Department Specific):

- Mental Health Training (annual)
- DASA Awareness Training (annual)
- New or Revised District Policies/Regulations and/or Procedures
- Sexual Harassment Identification and Reporting Training (annual)

Required PPE

- Face mask/face covering should be available and used per district policies/regulations and procedures
- If you find that soap, sanitizer, or masks are not available, please alert an administrator or custodian immediately.
- Face coverings/masks, washroom facilities and hand sanitizer are/should be available for you to use while you are in the building or working on site. Information on the appropriate use and disposal of personal protective equipment (PPE) should be made available to all staff.

Mental Health Supports for Students, Staff and parents

Upon arrival back to schools during the COVID-19 epidemic, both faculty and staff may require mental health services. Mental health services should be made available for both faculty and staff. Lower income families may require more support.

- School Mental Health Professionals should have a list of outside resources for families to use if needed (e.g., family counselors, etc.)
- School Mental Health Professionals should also have a list of resources to use if needed
 - Create a template/letter to disperse to the school community of places to go and contact information for them
- Be prepared to teleconference with parents and students for permission to work with the child/family.
- Appropriately use any PPE provided by the district including any barriers/shields between people.
- When possible, coordinate schedules to limit the number of people in the room at one time.
- When working with outside agencies, ensure all procedures are being followed (e.g., hand washing, social distancing, etc.)

Potential Issues for Mental Health Professionals to Think About:

- Crisis identification
- Mental health and wellbeing
- Coping techniques
- Mindfulness and empathy
- Loss/sicknesses of parents, grandparents, friends, school members etc.
- Behind on school work/class-work
- Having to send child back to school
- Secondary traumas
- Increased anxiety/stress
- Increase in abusive tendencies
- Isolated/Lonely
- Change in routine

- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology

Everyone reacts differently to stressful situations:

- Older people and people with chronic diseases who are at higher risk for severe illness from COVID-19
- Children and teens
- People who are helping with the response to COVID-19, like doctors, other health care providers, and first responders
- People who have mental health conditions including problems with substance use

Emotional reactions to coming out of quarantine may include:

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes

Addressing Social-Emotional Health

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families.
- Assist in adequate training for staff/faculty as requested to assist them in understanding:

- Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- The warning signs for quarantine related mental health needs.
- How to access crisis support and other mental health services.

What Mental Health Professionals can do in schools:

- Educate staff, parents, and students on symptoms of and help for mental health needs.
- Promote social emotional learning competency and build resilience.
- Help ensure a positive, safe school environment.
- Teach and reinforce positive behaviors and decision-making.
- Encourage helping others.
- Encourage good physical health.
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports.

Ensure effective Social Emotional Learning (SEL) Programs K-12. Efforts to care for the emotional well-being of children and families can extend beyond the classroom and into the entire school. School-based SEL programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment. These programs can also benefit educators within the schools.

Cleaning and Disinfecting

- Keep products away from children
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods.
- Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. Follow NYS DOH and/or local Public Health guidelines.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.

Cleaning/Disinfecting Protocols

- Appropriate cleaners
- Surface cleaner
 - Spray bottle
 - Bucket
- Soap & water
 - Spray bottle
 - Bucket

*Spray bottle recommended to minimize cross contamination

Step 1. Clean

- Wear disposable gloves or any other required PPE to clean and disinfect.
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface.
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area.
- Consider changing out cleaning cloths (microfiber) often or use disposable products.
- Clean surfaces prior to disinfecting.
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces

Step 2. Disinfect

- Disinfecting kills germs on surfaces.
- Ensure the area or item is cleaned with soap and water.
- Then disinfectant can be used.
- Take all precautions on the label such as PPE, and safe handling procedures.
- Consider changing out cleaning cloths (microfiber) often or use disposable products.

- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label).
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Diluted bleach solutions may also be used if appropriate for the surface.
 - One-third ($\frac{1}{3}$) cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue.
 - Bleach solutions should be made fresh and not kept for more than 24 hours.
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, may not be suitable for disinfection.
 - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation.
 - Never mix bleach with ammonia or any other cleanser.
 - Leave solution on the surface for at least 1 minute.
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Electronics
 - Place wipeable covers on electronics.
 - Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.

- Remove gloves and wash hands right away.

Classrooms

- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms.
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon.
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible.
- Teachers may be responsible for selected cleaning within the classrooms and should be provided with appropriate cleaning supplies.

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Daily Classroom

Timeline	Process and Expectations:	Supplies Needed (EPA Approved Disinfectants):
Cleanliness and Disinfection Standards	<ul style="list-style-type: none"> • Clean and disinfect high touch surfaces: Classroom desks and chairs; Door handles and push plates; Bathroom faucets; Light switches; Shared telephones; Shared desktops; Shared computer keyboards and mice • All trash receptacles emptied and trash removed from the room. • Floors swept and dust mopped. 	

	<ul style="list-style-type: none"> ● Floors spot mopped or full mopped. ● Tables and furniture wiped clean, counter tops, high and low dusting. ● Window in the classroom door is cleaned daily or at least once per week. ● Walls are spot cleaned. ● Carpets are spot cleaned. ● Make sure all windows are locked. ● Clean/Disinfect classroom sink and toilet area if applicable. ● Vacuum carpet daily if applicable. ● Re-stock all paper and soap products. ● Clean Baseboards - Weekly ● Clean Light Fixtures - Weekly ● Replace Lights (Notify Custodian) 	
Restrooms and Locker Rooms	<ul style="list-style-type: none"> ● Clean and disinfect toilets, sinks and shower areas. ● Clean and disinfect high touch surfaces: Drinking Fountains Door handles and push plates; Light switches; Handrails; <ul style="list-style-type: none"> ● All trash receptacles emptied and trash removed from the room. ● Floors full mopped. ● Clean Doors and Partitions in Restrooms and Locker Rooms ● Walls are spot cleaned. ● Check toilets, faucets, and drains are working ● Check Sanitary Napkin Boxes 	

	<ul style="list-style-type: none"> ● Clean Exterior of Dispensers ● Make sure all windows are locked. ● Restock all paper, feminine hygiene and soap products. ● Clean Baseboards - Weekly ● Clean Light Fixtures - Weekly ● Replace Lights (Notify Custodian) 	
<p>Daily Common Areas (Hallways, Auditorium)</p>	<ul style="list-style-type: none"> ● Clean and disinfect high touch surfaces: Drinking Fountains; Door handles and push plates; Bathroom faucets; Light switches; Shared telephones; Handrails; Light switches; Buttons on vending machines and elevators; <ul style="list-style-type: none"> ● All trash receptacles emptied and trash removed from the room. ● Floors swept and dust mopped. ● Floors spot mopped or full mopped. ● Tables and furniture wiped clean, counter tops, high and low dusting. ● Walls are spot cleaned. ● Carpets are spot cleaned. ● Make sure all windows are locked. ● Vacuum carpet daily if applicable. ● Re-stock all paper and soap products. ● Clean Baseboards - Weekly. ● Clean Light Fixtures - Weekly. ● Replace Lights (Notify Custodian). 	

<p>Daily Nurses Office</p>	<ul style="list-style-type: none"> ● Clean and disinfect health cots regularly (after each student use). ● Discard or launder coverings after each use. ● Cover treatment tables and use pillow protectors. ● Clean and disinfect high touch surfaces: <p>Classroom desks and chairs; Door handles and push plates; Bathroom faucets; Light switches; Shared telephones; Shared desktops; Shared computer keyboards and mice.</p> <ul style="list-style-type: none"> ● All trash receptacles emptied and trash removed from the room. ● Floors swept and dust mopped. ● Floors full mopped. ● Tables and furniture wiped clean, counter tops, high and low dusting. ● Window in the door is cleaned daily or at least once per week. ● Walls are spot cleaned. ● Carpets are spot cleaned. ● Make sure all windows are locked. ● Clean/Disinfect classroom sink and toilet area if applicable. ● Vacuum carpet daily if applicable. ● Re-stock all paper and soap products. ● Clean Baseboards - Weekly. ● Clean Light Fixtures - Weekly. ● Replace Lights (Notify Custodian). 	
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<p>Daily Clerical/Admin Offices</p>	<ul style="list-style-type: none"> ● Clean and disinfect high touch surfaces: <p>Door handles and push plates; Bathroom faucets; Light switches; Shared telephones; Shared desktops; Shared computer keyboards and mice.</p> <ul style="list-style-type: none"> ● All trash receptacles emptied and trash removed from the room. ● Floors swept and dust mopped. ● Floors spot mopped or full mopped. ● Tables and furniture wiped clean, counter tops, high and low dusting. ● Window in the door is cleaned daily or at least once per week. ● Walls are spot cleaned. ● Carpets are spot cleaned. ● Make sure all windows are locked. ● Clean/Disinfect classroom sink and toilet area if applicable. ● Vacuum carpet daily if applicable. ● Re-stock all paper and soap products. ● Clean Baseboards - Weekly. ● Clean Light Fixtures - Weekly. ● Replace Lights (Notify Custodian). 	
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Cleaning/Disinfecting Area List and High Touch Surfaces

Restroom

- Clean and disinfect toilets, sinks and shower areas.
- Wear proper PPE, avoid splashes.

- Clean and disinfect high touch surfaces:
 - Sinks
 - Faucets
 - Soap dispensers
 - Drinking Fountains
 - Door handles and push plates
 - Light switches
 - Handrails
- All trash receptacles emptied and trash removed from the room.
- Floors full mopped.
- Clean Doors and Partitions in restrooms and locker rooms.
- Walls are spot cleaned.
- Check toilets, faucets, and drains are working.
- Check sanitary napkin boxes.
- Clean exterior of dispensers.
- Make sure all windows are locked.
- Restock all paper, feminine hygiene and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Daily Common Areas (Hallways)

- Clean and disinfect high touch surfaces:
 - Drinking Fountains
 - Door handles and push plates
 - Bathroom faucets
 - Light switches

- Handrails
- Light switches
- Buttons on vending machines
- All trash receptacles emptied and trash removed.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Walls are spot cleaned, when soiled.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Make sure all unoccupied classrooms are locked.

Daily Clerical/Admin Offices

- Clean and disinfect high touch surfaces.
- Door handles and push plates.
- Bathroom faucets.
- Light switches.
- Shared telephones.
- Shared desktops.
- Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are pot cleaned.
- Make sure all windows are locked.

- Clean/Disinfect shared sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Maintenance).
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BELLEVILLE HENDERSON HEALTH AND SAFETY PROTOCOLS

Health Examinations

Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the NYS Education Department released a memo “Health Examinations in Light of COVID-19 Pandemic”, which provides direction to schools when students are delayed in obtaining require health physicals examinations, along with information on the require health exam form “Required NYS Health Examination Form”.

- Schools are to continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021.
- Parents/guardians are provided with additional time to provide the completed health exam to the school.
- Student athletes are able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria;
- Beginning February 1, 2021 health examinations for schools are to be completed on the NYS Required Health Examination Form or an electronic record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall; and
- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screenings has otherwise been deemed necessary, pursuant to an amendment to Commissioner’s Regulations section 136.3(e).

Protocols for District Employees

District employees include: administrators; district office staff; aides and assistants; custodial staff; typists; food services workers; transportation staff and medical staff.

Screenings and Self-Assessment Questionnaire

All district employees will take their temperature at home and complete the COVID-19 self-assessment questionnaire daily before coming to work.

If the COVID-19 self-assessment questionnaire is not completed prior to coming to work, the district employee must present to the school nurse for a temperature check and completing the self-assessment questionnaire.

If any district employees, have a positive response to the questionnaire or have a temperature of greater than 100.0 degrees F, they are required to call in and not report to work.

Any district employees that has a positive response to the self -assessment questionnaire is required to see their healthcare provider for assessment and testing if deemed necessary.

Any district employee who is required to seek medical attention from their healthcare provider will obtain a medical note stating they were seen and whether they are cleared to return to work. The note must be legible and signed by a doctor, a physician's assistant or nurse practitioner.

Masks are required, covering nose and mouth within the school building when social distancing is not possible or feasible. Each employee of the district will be provided with five cloth facemasks. District employees are expected to launder their masks and have a clean mask to wear daily.

Medical staff will be required to wear appropriate PPE when performing their duties.

Some district employees may wear an alternate type of face covering where the mouth is visible for example speech therapist. A face shield does not provide enough protection and can't be utilized instead of the facemask. Face shields are not enough of a barrier and need be worn with a facemask.

Numerical temperatures aren't recorded. A log is maintained: pass/fail, cleared/not cleared. Temperatures are screened daily.

Information is confidential and will be kept in the nurse's office.

Symptoms of COVID-19

A list of symptoms will be provided to all district staff in their dominant language. Faculty and staff will be provided with a list of symptoms of COVID-19 and multisystem inflammatory syndrome and are asked to observe for these during the school day and report to the school nurse if they notice any of the signs.

Communication

Frequent reminders will be given to district employees through newsletters, emails, poster, website information and “Parent Square” of pertinent and updated information on COVID-19.

Sick District Employees

If a district employee has symptoms of COVID-19 or other illnesses they are asked to remain home, call in and inform the nurse of the nature of their illness. Information will remain confidential. The school nurse will monitor absences for illness and clusters of illnesses. Employees are required to follow-up with their healthcare provider and provide the district with documentation they had an evaluation and are cleared to return to work. If the healthcare provider deems it necessary for the employee to be tested, the employee must remain home until the healthcare provider, the local public health department and the school medical director approve the employee returning to work and following CDC criteria for returning to work.

If a district employee becomes sick during the school day, they will be sent home from work immediately or if transportation is required, they will be isolated, in a separate isolation room with a mask (if tolerated and if the employee is not having difficulty breathing) on until transportation is arranged. If the employee has any emergency warning signs (difficulty breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face) , 911 will be called to transport and the dispatcher will be informed that the employee has symptoms consistent with COVID-19. Contact with others will be restricted. The employee awaiting transportation will be supervised by the nurse in appropriate PPE and socially distant if possible.

The employee will receive written and verbal communication on the requirements to return to work.

Closing Areas for Cleaning and Disinfection

The area where the employee worked will be closed off for 24 hours and the room will be cleaned disinfected after the 24 hour period. If it is not possible to wait the 24 hours, we will wait as long as possible before cleaning and disinfecting the room.

Opening windows and outside doors (if possible) to increase air circulation in the area.

Once cleaned and disinfected the areas can be reopened.

Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19, can return to the area and resume activities immediately after cleaning and disinfection.

If an employee refuses a recommended COVID-19 test, they must quarantine for 14 days.

Local public health officials will be notified. Sick employees will not be able to return to work until they have met the CDC criteria to discontinue home isolation.

Returning to Work Following Illness

Belleville Henderson will follow CDC guidance and that of the local public health department and the school's medical director in allowing employees to return to work after exhibiting symptoms of COVID-19. If an employee is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician's assistance) with COVID-19, they can return to work:

- Once there is no fever, without fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider's written note stating they are clear to return to work.

If an employee was diagnosed with COVID-19 by a healthcare provider based on a diagnostic test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at work and should stay home until:

- It has been 10 days since the individual first had symptoms;
- It has been at least 3 days since the individual has had a fever without fever reducing medication; and
- It has been at least 3 days since the individual's symptoms improved, including cough and shortness of breath.

Decisions will be based on recommendations from the local public health department and the school's medical director. Refer to "Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings" and "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure".

COVID-19 Testing

It is strongly recommended that schools comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of employees. The decision for testing should be determined by the healthcare provider or the local public health department. See CDC "Interim Guidance for K-12 School Administrators for SARS-CoV-2 Testing".

It has been advised by the local public health department to use the NYS website to find the nearest testing location: <https://coronavirus.health.ny.gov/find-test-site-near-you>.

Contact Tracing

Contact tracing is a public health function to trace all persons who had contact with a confirmed case of COVID-19. This allows public health to put in place isolation or other measures to limit the spread of the virus. Belleville Henderson will cooperate with state and local health department efforts to contact trace. Schools can assist in knowing who may have had contact at school with a confirmed case by:

- Keeping accurate attendance records of students and employees;
- Ensuring student schedules are up-to-date;
- Keeping a log of visitors which includes date, time and where in the school the visitor has been
- Assist local health departments in tracing all contacts of the individual at school in accordance with protocol, training and tools provided through the NYS Contact Tracing Program.

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

The local public health department will advise as to procedures from this contact tracing process.

Training for Employees

Training for Employees will be conducted through written information and through video and electronic means. A record will be kept of such trainings.

Training will also be conducted with substitute faculty and staff to include all of the topics listed below.

- Promote frequent and thorough hand washing – hand washing stations are readily available throughout the building. Hand sanitizer is also readily available throughout the building.
- Employees are to remain home if sick and will have their temperatures screened daily.
- Respiratory etiquette – covering nose and mouth with a tissue with proper disposal of tissue in open trash can and proper hand washing following. If tissues not available, cough or sneeze, into elbow.
- Employees are discouraged from using other people's desks, phones, offices, computers, other devices, other work tools and equipment if possible. If not possible, it is expected that such devices will be properly disinfected between uses.
- Updated information will be provided to employees and subsequent training on COVID-19 as the need arises. Reminders will also be provided frequently.

- Protective Equipment – employees will be trained in how to properly put on, use and take off correctly PPE in the context of their job duties. Employees will be expected to have a clean cloth mask to perform their job duties.
- What is expected of employee for maintaining their work area, cleaning to prepare for disinfecting their work area.
- Social distancing within the job site is expected and will be define.
- Employees will be trained in what is expected of them entering and leaving the building, sick students leaving the building, isolation of sick students and sick employees and cleaning procedures.
- Importance of attendance and logs for when and who are in each room for purposes of assisting with contact tracing if needed.
- Mental health to include: crisis identification; mental health and wellbeing; coping techniques; mindfulness and empathy; loss/sickness of parents, grandparents, friend. school members; being behind in classwork; students needing to learn virtually; secondary traumas; increase in anxiety and stress; increase in abusive tendencies; isolation and loneliness; change in routine; relocation; unemployment or job loss; news and constant bad news; worsening of previous mental health issues; frustration with the use and knowledge of remote technology.
- Proper use of chemicals used in the building. It is expected that no chemicals will be brought from home. Hand sanitizer will be available throughout the building.
RIGHT TO KNOW.
- **Referrals to the health office. Medication Procedures.**
- **Contact information for COVID-19 Coordinator**

Training for students and Parents – newsletters, website, telephone messages, emails, videos

- Proper hand washing as stated above. Need for frequent hand washing and when this needs to occur:
- Stay home if sick
- Respiratory etiquette as stated above.
- Discourage from using other students’ personal items, computers, phones, etc.
- Updated information as it becomes available, expectations for education
- Importance of wearing the cloth masks, proper laundering of cloth masks.
- How to properly put on and take off the cloth mask.
- Social distancing, the importance of and how it looks.
- Entering the school bus (masks required at all times), seating on school bus, and social distancing on the school bus.
- Entering the school building, procedures different than before COVID-19.
- Student parking.

- Parent drop off and pick up locations being different.
- Athletics
- Mental Health as stated above and resources available.
- Daily temperature screenings and when student needs to remain home.
- Process for bus changes if allowed.
- Technology
- What happens if student becomes sick during the school day.
- What contact tracing is if student is exposed to COVID-19.
- Importance of updated contact information and emergency contact information.
- Importance of sharing information regarding student illness with the nurse.
- Information which is confidential.
- **Contact information for COVID-19 Coordinator.**

PROTOCOLS FOR SCREENING STUDENTS

Temperature Screenings

Students will have their temperature screened at home by the parent and the information will be conveyed to the school nurse. Students will again be screened at school upon entrance into school using a wrist scanner. Anyone whose temperature screening is in question, will be rescreened by the school nurse.

A guide of symptoms for COVID-19 will be provided to the parents or guardians. Parents and guardians as well as students are expected to report any symptoms or illness to the school nurse. This can be done via email, phone message, note or by completing information on ParentSquare or in the case of the student in school, directly to the school nurse.

If the parent isn't able to do a temperature check on their student(s), it will be done at school anyway using a scanning device or non- contact thermometer and if needed, rescreened by the school nurse. Students waiting to be screened will be socially distant and wearing their cloth face mask.

The school nurse will wear appropriate PPE while taking temperatures of students. All personnel participating in screening will also wear appropriate PPE and be trained by the nurse to perform this duty.

Students with a temperature during screening over 100.0 degrees F will be isolated away from others, wearing their cloth face covering/mask. The parent/guardian or emergency contact will be called and the student will be sent home with the requirement that they will follow-up with their healthcare provider. A medical note from the healthcare provider will be required before the student can return to school. A written procedure will be sent with the

student stating the requirements and the nurse will relay the information verbally to the parent/guardian or emergency contact

Parent/Student Questionnaire

Periodically, a questionnaire will be provided to the parent/guardian to complete (for elementary students) and to high school students to complete. The questionnaire is the same as provided to the district employees. The questionnaire will be completed weekly or biweekly (to be determined).

Questionnaire includes:

- Have you been In close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19;
- Have you tested positive through a diagnostic test for COVID-19 in the past 14 days;
- Have you experienced any symptoms of COVID-19, including temperature greater than 100.0 degree F, in the past 14 days; and/or
- Have you traveled internationally or from a state with widespread community transmission of COVID-19 per New York State Travel Advisory in the past 14 days.

Symptoms of COVID-19

A list of symptoms will be provided to all parents and guardians in their dominate language. Teachers and staff are also informed of symptoms to watch for during the school day and report to the school nurse. Children and staff who become ill during the school day are to be sent to the school nurse for assessment. Teachers will call the nurse to see if available and to alert nurse of the student coming to the office. A referral form has been developed for their use so there is no question as to why they are being sent to the nurse.

Communication

There will be frequent reminders and updates sent home via newsletters, website information and “Parent Square”.

Sick Students

If students are ill before coming to school, they must remain home. Parents/guardians must communicate with the nurse’s office their child’s absence and the nature of their illness. The school nurse must monitor absences for clusters of illness. Information provided to the nurse is kept confidential as required by federal and state regulations.

Medically Vulnerable Students/Households

- Individuals age 65 and older;
- Pregnant individuals;
- Individuals with underlying health conditions including but not limited to;
 - Chronic lung disease or moderate to severe asthma
 - Serious heart conditions
 - Immunocompromised
 - Severe obesity (body mass index of 30 or higher
 - Diabetes
 - Chronic kidney disease undergoing dialysis
 - Liver disease
 - Sickle cell anemia
 - Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at a higher risk for severe illness from COVID-19 than other children.

Some students reside in households where there are medically vulnerable persons or high-risk persons. Some students may be medically vulnerable themselves. In cases such as these, the school will need to make accommodations and the student may need to be educated remotely. Communication with these households needs to be ongoing to determine what the best accommodation for their situation is.

Some students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. Parents and guardian should work with their child's healthcare provider so that an informed decision can be made on how to best meet the child's needs at school while protecting their health and safety.

Positive COVID-19 Student or Presumptive Positive Due to Symptoms

Students with symptoms of illness must be sent to the school nurse. If a student shows signs of a communicable or infectious disease reportable under public health law that poses a significant risk of infection to others, that student will be excluded from school and sent home. If the disease is reportable, call a will be made to public health, as required by education law. The school nurse will work in conjunction with the school medical director (doctor).

Students with symptoms of COVID-19 will be isolated from others and with a cloth face covering/mask or if not available another mask and place in the designated isolation area supervised by the nurse. The parent/guardian or emergency contact designated by the parent will be contacted and the student will be picked up. Written communication will be given to the person picking up the student stating the student will need to seek an

appointment with their healthcare provider for evaluation and testing if warranted. The student will be required to stay home until documentation of the doctor's appointment (medical note allowing student to return to school).

If the student's symptoms warrant emergency transportation, 911 will be called and the dispatcher will be informed that the student has symptoms consistent with COVID—19.

Students in isolation will remain socially distanced from others with a face mask on if able to tolerate the mask and is not having difficulty breathing to prevent possible transmission to others while waiting for transportation home. The nurse will remain socially distanced from student while wearing appropriate PPE if possible.

The parent will be instructed to remain in their vehicle and notify the school when they have arrived. The student will then be escorted out to the vehicle by the nurse who will give written and verbal instruction as to the follow-up that is required (doctor's appointment for evaluation and if determined by the medical provider – testing for COVID-19. Documentation for the healthcare provider is required along with clearance from the healthcare provider to return to in-person learning. Refer to CDC's "Stay Home When You Are Sick" guidance unless otherwise directed by a healthcare provider or the local department of health.

If the student has any emergency warning signs (difficulty breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face), 911 will be called and the student will be transported via ambulance. The dispatcher will be notified that the student has symptoms of COVID-19.

School employees will be made aware of the symptoms of Multisystem Inflammatory Syndrome in Children MIS-C associated with COVID-19 which include: fever, abdominal pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, and feeling extra tired. Other concerning signs could include: trouble breathing, pain or pressure in the chest which will not go away, new confusion, inability to wake or stay awake, bluish lips or face, or severe abdominal pain. If exhibiting these symptoms, emergency transport will be contacted for transportation via ambulance.

Symptomatic students will follow CDC's "Stay Home When You Are Sick" guidance unless otherwise directed by a healthcare provider or the local health department.

If a student reports having tested positive to COVID-19, the school will notify the local public health department to determine the necessary next steps needed for the school community.

Closing Areas for Cleaning and Disinfection

Areas used by a sick person will be closed until cleaning and disinfecting can be accomplished. Opening of windows and outside doors (if possible) to increase air circulation

in the area. A waiting period of 24 hours if possible before cleaning and disinfection occurs or if not feasible a waiting period as long as possible before cleaning and disinfection.

All areas the student suspected or confirmed to have COVID-19 such as offices, classrooms, bathrooms, lockers and other common areas.

Once cleaned and disinfected areas can be reopened.

Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19, can return to the area and resume activities immediately after cleaning and disinfection.

Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure".

Return to School Following Illness

Belleville Henderson will follow CDC guidance and that of the local public health department and the school's medical director in allowing a student to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician's assistant) with COVID-19, they can return to school:

- Once there is no fever, without fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and has a healthcare provider's written note stating they are clear to return to school.

If the student was diagnosed with COVID-19 by a healthcare provider based on a diagnostic test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be in school and should stay home until:

- It has been 10 days since the individual first had symptoms;
- It has been at least 3 days since the individual has had a fever without fever reducing medication; and
- It has been at least 3 days since the individual's symptoms improved, including cough and shortness of breath.

Refer to "Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings" Decisions will be based on recommendations from the local health department and the school's medical director.

In the case of refusing a COVID-19 test, and the student or parent refuses the test, the student must quarantine for 14 days and observe for symptoms.

Quarantine and Isolation

State and local health departments will implement monitoring and movement restrictions of COVID-19 infected or exposed persons, including isolation and quarantine.

Individuals who are alerted that they have come into close or proximate contact with a person with COVID-19 and/or have been alerted to such exposure via tracing, tracking or other mechanism will report such to the school nurse who will contact the local health department.

Closing

Belleville Henderson will collaborate with the local health department to determine the parameters, conditions or metrics (increased absences or increased illness in the school community) that will serve as the early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

School administrators will consider closing if absentee rates impact the ability of the school to operate safely. Belleville Henderson will choose to modify operations prior to closing to help mitigate a rise in cases after consultation with the school's medical director and/or local health department when making these decisions.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

All district employees will wear appropriate PPE for their job duties.

Cloth coverings or face masks are required at all times when social distancing is not possible or feasible.

Face coverings or facemasks are to be worn over the nose and mouth when worn. Mask breaks are acceptable but only when social distancing can be maintained.

Students and district employees may use their own acceptable face covering or facemasks if they wish but are not responsible for purchasing their own. Acceptable face coverings include: homemade sewn face coverings or masks; quick cut; bandana; and surgical masks.

Before applying cloth face coverings, facemasks, face shields, gloves, etc. hands must be washed using soap and water for at least 20 seconds.

After removing PPE, hands need to be washed with soap and water for at least 20 seconds.

Face shields can be worn but not without a facemask as the face shield alone is not considered protective enough. For optimal protection, the face shield must be used with a face mask and extend below the chin in the front, to the ears on the side. If using a face shield, it must be worn properly. There should be no exposed gap between the forehead and

the shield's headpiece. The shield cannot be shared and must be cleaned and disinfected between uses.

Special facemasks are acceptable that are transparent at or around the mouth. These allow the mouth and movement of the lips to be visible but not exposed). The face shield is not an acceptable substitute.

Healthcare professionals will use appropriate PPE for whatever job duties they are to perform.

Frequent, proper hand washing is a must to prevent disease transmission. At a minimum students and staff should practice proper hand washing as follows: before putting on and taking off PPE; upon entering the building and each classroom; after using shared objects or surfaces (electronic devices, musical instruments, writing utensils, tools, toys, desk, tabletops); before and after snacks and meals; after using the bathroom; after assisting with toileting; after sneezing, blowing the nose or coughing with hands; upon coming in from outdoors and anytime the hands are soiled.

The district has purchased 5 cloth facemasks for each student and employee of the district.

It is expected that each employee and student, and parent will be responsible for making sure the facemask is properly laundered so that a clean facemask is available to use at school. Facemasks or face coverings are not to be shared.

A clean facemask is required each day. Written instructions will be given to the parent about laundering of face coverings.

Transportation Department

Students are not allowed not allowed to eat on the school bus or in other school vehicles as this would require individuals to remove their facemask.

Facemasks are mandatory on school buses and other school vehicles unless the driver is alone. School vehicles are an extension of school property and therefore, the same rules apply. This includes driver education vehicle, the school van and suburban.

The school bus driver must also wear a facemask but also may wear a face shield for extra protection if they so wish. If wearing a face shield, it must be worn properly.

Masks will be provided by the district if an employee or student forgets their face covering or mask.

Each employee of the district and student of the district will be supplied with 5 cloth masks for which they are responsible for cleaning and making sure they have a clean mask to wear for school or work.

Gloves are to be worn if the driver or monitor anticipates physical contact with a student or is handling materials being delivered or picked up from home.

Aides, Assistants, Typist and District Office Staff

Cloth facemasks are required when working with students.

Gloves will be required if there is potential physical contact with the student they are working with. Gloves would also be required if handling materials from home (excuses, bus notes, etc)

A separate box is planned in the main office for notes and paper materials delivered from home.

Whoever handles this material will wear gloves.

Food Service Workers

Food service workers will wear masks and gloves while performing their duties with food preparation and delivering meals to the classrooms.

Medical/Dental Personnel

Medical and Dental personnel will wear appropriate PPE for the job duties they are performing.

Refer to health office protocols.

Teachers

Face coverings or facemasks are required to be worn by teachers when they can't social distance.

Gloves will be worn if receiving materials from home.

Custodial Department

Custodians will wear gloves and masks when using disinfecting chemicals.

Custodians will wear masks when cleaning classrooms and rooms within the building if they aren't able to social distance.

Custodians will wear gloves when removing trash from rooms within the school, cleaning and disinfecting restrooms and rooms within the building and bus garage.

Vendors, Visitors, Contractors, Guests and other Outside Personnel

All visitors to the building, vendors, contractors, guests and others will need to be screened using the COVID-19 self-assessment questionnaire and have a temperature check before entering the building.

All visitors to the building will use hand sanitizer local by the greeters' desk prior to signing in and will wear an appropriate face covering or mask.

All visitors above will wash their hand using proper hand washing and practice respiratory etiquette if they are allowed in the building.

Visitors and volunteers will not be allowed in the building.

HEALTH OFFICE PROTOCOLS

Health office staff (nurse/aide/dental hygienist) will monitor their own temperature twice daily (before and after each work day) and will remain home if ill.

Soap, water; hand sanitizer; tissues; cleaning and disinfecting supplies are always readily available in the health office. Supplies are available from the custodial office and the nurse should not be responsible for supplying such to classrooms.

The door to the office will be closed or left slightly open.

Communication- done through webpage, newsletters, phone calls, emails, messaging service, school website, videos.

Signs posted on how to stop the spread of COVID-19, proper hand washing, promote everyday protective measures and properly wearing a face covering.

Modeling behaviors

Communication with parents regarding updates, hand washing, social distancing, possible case, procedures for sick child pick-up, medication procedures and requirements, physicals, immunizations, monitoring for symptoms, temperature checks, disinfecting, cleaning, etc.

Screening Procedure

Hands-free thermoscan devices (wrist scanner or contact free thermometer) are used to screen for temperatures of both employees and students. When using the wrist scanner, the scanner beeps if over designated temperature. Someone will be checking off people who are scanned. Anyone who scans positive will have a recheck by the nurse to verify the temperature. If the temperature is above 100.0, the student or employee will be isolated until arrangements are made for transportation home either by the employee themselves or by parent/guardian or emergency contact of a student. The nurse will review the pass/fail,

cleared or not cleared data daily. This information is filed for future reference and will be kept confidential.

Employees and students will wear their cloth covering and maintain social distancing during the screening process.

All persons presenting to health office (injured, sick or otherwise will have a temperature screening regardless of screening prior.

Proper PPE will be worn by anyone screening temperatures. If the person being screened has COVID-19 symptoms full PPE will be required.

Monitoring

The nurse will be the COVID-19 Coordinator – contact person for questions and/or concerns.

Employees and staff will be made aware of contact information.

The nurse will review the temperature scanning procedures, PPE with designated staff.

The nurse will review all temperature data and verify it.

Teachers and staff are trained to monitor for COVID-19 symptoms during the day and to notify the nurse if symptoms are noted. A referral form will be provided to teachers/staff with symptoms recorded that can be checked by the teacher or staff member. Employees are asked to report any symptoms they may have if they call in sick for the day. Employees will be required to see their healthcare provider for evaluation and testing if needed. If tested, the employee will be expected to self-quarantine until test results are available or symptoms resolve (refer to CDC/NYSDOH guidance document). Employees are required to provide the district with documentation from their healthcare provider that they are cleared for work and/or their test results are negative. The nurse will consult with Jefferson County Public Health especially if questions or concerns exist. If an employee refuses to be tested, then they would have to quarantine for 14 days regardless.

Teachers and staff should monitor themselves during the work day for symptoms.

The nurse is the COVID-19 Coordinator and should be notified if an employee notices symptoms at home or over the weekend.

Referral of a Student to Health Office

Teachers **must** call before sending a student to the health office and a **referral form is expected** to be completed. The nurse can't always depend on the student to rely accurate information as to their visit, especially where COVID-19 symptoms are concerned.

Cots and Chairs

Cots and chairs in the health office will be spaced six feet apart and social distancing is expected to be maintained at all times if possible with cloth coverings in place.

Medications

Students receiving regular, daily medications will be designated a time to report to the nurse for their medications. It is important for social distancing that the times be adhered to.

Logs

Students will log in and out of the clinic.

It is extremely important that accurate attendance and classroom attendance be kept.

Detailed notes will be kept or rescreened students.

Isolation of Symptom Positive Employees and Students

Employees and students who exhibit symptoms of COVID-19 will be moved to an isolation room separate from the nurse's office and students, staff and others. They will continue to wear their mask and will remain socially distant from whoever will be monitoring them wearing appropriate full PPE. Others will be kept from the isolation room to limit exposure.

Positive COVID-19 Case

In the event a person is diagnosed with COVID-19 and it is determined that the person was in the building, programs may need to be closed for a period of time (determined in consultation with Jefferson County Department of Health and school's medical director) for cleaning and disinfecting.

Contact Tracing

The nurse will assist Jefferson County Public Health with any contact tracing efforts if asked.

The nurse will be the liaison between the school and Jefferson County Public Health or NYS Department of Health (if needed).

If a student screened positive for COVID-19 symptoms, they can't return to in-person learning until the required criteria are met. This return to school protocol shall include, at a minimum, documentation from a healthcare provider following evaluation, negative COVID-19 test result, and symptom resolution. If COVID-19 positive, release from isolation. Refer to "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure". This process will be advised from Jefferson County Public Health.

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

All parties will cooperate with all state and local health departments with contact tracing, isolation and quarantine efforts.

Cleaning and Disinfection – occurs daily.

The custodial staff cleans during the summer and the nurse and or aide cleans daily.

All high touch areas are cleaned and disinfected at the beginning of the work day. These surfaces include: phone, computer, keyboards, desk, chair, doorknobs, tabletops, light switches. All high touch area as described above will be cleaned and disinfected multiple times during the school day. A log of such is maintained. Walls are spot cleaned. Countertops are cleaned and disinfected frequently. The sink area is cleaned and disinfected frequently along with the faucet.

The bathroom sink is cleaned and disinfected by the custodial staff daily and will be cleaned and disinfected between student usage.

A log of cleaning and disinfection will be maintained.

The window in the door will be cleaned and disinfected daily.

Vinyl partitions between cots, bathroom, and other areas in health suite will be cleaned and disinfected after each student, beginning of the day and end of the day.

All cots are cleaned and disinfected before the day begins and again after each student's use.

All pillows are covered with plastic pillow coverings as well as a cloth pillow case that is laundered after each student's use.

GENERAL PROTOCOLS

Masks or Other Appropriate Face Coverings

Masks will be worn on school buses and other transportation vehicles owned by the district when social distancing can't be maintained. Masks will be provided if a student forgets their cloth face covering.

All transportation vehicles will be cleaned and disinfected daily. High touch surfaces will be cleaned and disinfected after each use. Students will not be allowed to eat or drink on the school bus.

Students wishing to wear their own cloth face covering may do so providing the picture or wording on the face covering is appropriate for school and follows the guidelines of the school dress code located in the student agenda. The face covering must adhere to the minimum standard of protection for the specific activity and must cover both the nose and the mouth extending under the chin.

Employees are not required to procure their own cloth face covering. The district is required to supply PPE. The face covering must adhere to the minimum standard of protection for the specific activity and must cover both the nose and the mouth extending under the chin.

Face shields alone are not considered protective enough and must be worn with a face mask.

Alternate face coverings where the mouth is covered but visible are acceptable and can be used for some situations such as speech therapy.

Masks will be worn in hallways at all times because social distancing can't be maintained. Masks will be worn in classrooms and other places within the school building when social distancing isn't possible or feasible.

Mask breaks are allowed, but social distancing during mask breaks must be maintained at all times.

Anyone (employee or student) who isn't able to wear a mask for medical or mental health reasons, must provide the school nurse with a medical note from their healthcare provider.

Social Distancing

Social or physical distancing means keeping a minimum of a six (6) foot space between yourself and others.

Buses will load and unload using social distancing (unless said person is a family member) and using a staggered loading and unloading procedure.

Parents who are willing and able to transport their child to and from school are encouraged to do so. This allows more students to ride the school bus and may reduce the number of trips to pick up and drop off students.

There will be a separate drop-off and pick-up location, limiting contact and entry or parents/guardians into the school building as much as possible.

Students who become ill during the school day and are being sent home will be escorted to the vehicle and the parent/guardian will sign the student out with the nurse. The parent further is asked to wait in their vehicle and let the nurse know when they have arrived so she can escort the student out to the vehicle.

Each student's belongings will be separate from others. Supplies in each classroom will be dedicated to a specific individual when possible. When not possible, items will be cleaned and disinfected between uses.

Students will be eating their meals at school in their classrooms where social distancing can be maintained easier.

In certain circumstances, where people are engaging in activities that they project their voice (singing); playing a wind instrument, or aerobic activity resulting in heavy breathing (PE classes), social distancing of 12 feet in all directions must be maintained.

Everyone is discouraged from using other's phones. Computers, keyboards, desks, tabletops, other devices, work tools and equipment whenever possible. If not possible, said items must be cleaned and disinfected between uses.

Spaces where people gather (cafeteria, hallways, playgrounds) will be restricted with use coordinated or limited.

Desks in classrooms must all face the same direction.

Staggering restrooms usage is encouraged to restrict gathering of individuals.

If possible, it is encouraged to open windows to allow for the flow of fresh air.

Signage

Signs are posted on every entrance, classroom, office space and restroom stating:

- Stay home if sick.
- Cover nose and mouth with an acceptable face covering when unable to social distance from others.
- Properly store and when necessary discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

PPE - Adequate supplies of PPE will be maintained.

A plan is being developed to track usage of PPE.

Student Drop-off and Pick-Up Site

Students being dropped off at the beginning of the day prior to school starting can be dropped off at the entrance by the gym. The same area is designated for end of the day pick-up. Parents will not be allowed in the building.

Employee Entrances and Exits

Vulnerable Populations

Some faculty, staff and students may be a higher risk of severe COVID-19 illness or may have immediate members for their households at higher risk and may not feel comfortable returning to in-person learning given the potential risk. They will be allowed to safely

participate in educational activities and where appropriate, accommodate their special circumstances. This could include remote learning, telework, modified educational and work settings, or providing extra PPE to individuals with underlying health conditions. Other special accommodations would also be required to meet an individual's needs (individuals with hearing loss or impairment, those receiving language services, early education programs).

Food Services

Meals will be provided at school but will be served in the student's classroom instead of the cafeteria. Students are discouraged from sharing food and beverages. Meals will be different from those served in the past. There will be no buffet style selection.

Students with allergies must be accommodated as they have in the past.

Drinking fountains have been turned off. Students are encouraged to bring their own water bottles that can be filled at filling stations at school or in the case of some classrooms from the faucet in the classroom. Cups will be available for those without water bottles.

Mental Health, Behavioral Health and Emotional Support Services and Programs

Resources and referrals are available for students and employees who need services when school reopens for in-person instruction.

Personnel will work together to identify those in need and support students having difficulty transitioning back to the school setting, especially given the changes, the change to the school environment and the loss of some of the things they have grown accustomed to (change in cohort grouping, athletics, etc.).

Staff will be trained on how to talk with, support students during this public health emergency.

Information will be provided to staff and students to develop coping skills and resilience.

Meetings

Meetings should be held virtually unless social distancing can be maintained. Masks do not need to be worn if social distancing can be maintained. When social distancing can't be maintain but the meeting in-person is necessary, face coverings must be worn

Other gatherings are discouraged or must be held virtually.

Deliveries

Restrooms

Must be cleaned regularly during the school day.

Paper towels should be readily available for drying hands.

In restrooms where the sink and toilet are less than 6 feet apart, a barrier must be between the two must be in place.

Social distancing must be adhered to when using the restroom facilities.

Cleaning and Disinfection – refer to the guidelines.

Communication- will be given in English, Spanish and others if necessary.

To include: how the school will communicate messages to families during the coming school year; preparing for the coming school year; social distancing requirements; requirements for face coverings and when they need to be worn; proper hand washing; proper respiratory etiquette; where to find information; and who to contact to get information.

Monitoring and Screening

There will be mandatory temperature screenings before entering the school building. Staff will also have temperature screenings and will have a self-check questionnaire to complete daily. Students and/or parents of younger children will have a periodic health questionnaire to complete. The screening questionnaires will be given to the school nurse. Information contained on said questionnaire is confidential and will be held in the nurse's office locked file.

Temperature screenings will be done also on contractors, vendors, visitors, volunteers, guests, etc. when they are allowed in the building. Currently admission into the building is restricted and must be approved by administration.

Employees of the district will be referred for diagnostic testing for COVID-19, in consultation with Jefferson County Public Health or NYS Department of Health if needed. This will include testing of symptomatic individuals, close contacts of COVID-19 suspected or confirmed individuals and individuals with recent international travel or travel within a state with widespread transmission of COVID-19 as designated through the NYS Travel Advisory, before allowing such individuals to return to in-person work or instruction.

The nurse in cooperation with Jefferson County Public Health and/or NYS Department of Health will identify who in the community is responsible for referring, sourcing and administering testing especially in the event that a large scale testing at school is needed.

The school will monitor the metrics that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level established by state and local health departments by regions.

Containment

School Health Office – See protocols for health office.

Isolation – See health office protocols; sick student or staff; transportation; PPE

Collection – See sick student; health office protocols

Infected Individuals – Follow Jefferson County Public Health protocols

Exposed Individuals – Follow Jefferson County Public Health protocols

Cleaning and Disinfection – To be done immediately following individual's departure

Contact Tracing – See health office protocols

Communication – See training, health office protocols

Closure

Closure Triggers – To be determined by Jefferson County Public Health, school nurse, medical director, in consultation with the superintendent. The superintendent will be responsible to make the final determination

Operational Activity – Superintendent in consultation with local agency representative and medical person, will oversee operation activities with support from school administration, as well as Transportation, Building and Grounds and medical staff.

Communication – with medical issues will be done by school nurse to the Jefferson County Public Health and our school medical director. The school principal will oversee school closures in consultation with the superintendent.

Facilities



Facilities

When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus.

Belleville Henderson will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19. To meet the requirements of this guidance, school districts or other applicable schools may need to rearrange or re-purpose physical space within their buildings, expand buildings' or districts' footprints or alter existing spaces through construction or changes in programming or operation. Several of these alternatives have implications for fire code compliance and may require code review by the New York State Education Department's (NYSED's) Office of Facilities Planning. Belleville Henderson is working with the School Board Architect, SEI Design Group to oversee physical space uses in our school.

Many questions will arise as districts or other applicable schools balance fire safety and building security needs with efforts to prevent the spread of COVID-19. NYSED's team is in consultation with other state agencies to ensure that all factors are fully considered, and the risks to building occupants are minimized across the full range of potential concerns. Belleville Henderson is working with Jefferson Lewis BOCES Health and Safety Department on fire safety and building security.

General Health and Safety Assurances

Required PPE

- Face Covering/Masks are required when in areas where more than one person is present.
- Face coverings and hand sanitizer are available for you to use while you are in the building or working on site. Use and dispose of personal protective equipment (PPE) properly.
- If you find that soap, towels, sanitizer, or face coverings are not available, please alert an administrator or custodian immediately.

Time Management:

- The school district is managing time and schedules of arrivals and departures in order to minimize congested doorways.
- The school district is moving towards a Hybrid Model of instruction.
 - M/T - A Group, W- Deep Cleaning, TH/F - B Group
- In the days that students are in the building the district is moving towards block scheduling to minimize the amount of time changes need to be made throughout the day.

Poly-Carbonate Barriers

- Poly-Carbonate barriers will be utilized to minimize the interaction between students and staff when they are unable to maintain 6 feet of social distance.

- Barriers will be utilized when temperatures are being taken in the morning and when food is either picked up or delivered.
- Barriers in restrooms are being reviewed. If needed this will be submitted to OFP for approval.

Alcohol-based Hand Rub Dispensers

- Hand sanitizer will be provided in each class room, outside of restrooms and in other areas that are convenient for staff and students.

Required Square Footage

- While recommendations on social distancing suggest that maintaining a six-foot distance from others is optimal, the building code itself does not mandate a minimum square footage per person on which districts or other applicable schools must base the number of students and staff in a building. Code sets standards for individual rooms and it varies on room function.

Facility Alterations and Acquisition

- Districts or other applicable schools may choose to ease social distancing by changing the way they use space in their existing buildings or by acquiring additional space. All spaces to be occupied by school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code

Socially Distanced Classrooms

- In coordination with SEI Architecture Firm it was determined that the most appropriate class size is 12 students.
- This provides students enough space so that students and teachers are socially distanced 6 feet from one another.
- Currently we have not changed any of the configurations of our classroom settings.

General Office Area

- Where possible staff are required to socially distance themselves six feet. There are very few shared workstations in the district. When working in one of these areas staff are required to wear a mask at all times.
- When possible staff are encouraged to use virtual meeting tools including phone, and virtual teleconference, in lieu of in-person meetings whenever possible.
- If in-person meetings are essential meetings will be limited to 10 people or less depending on local, state and federal guidelines.
- Items that are shared with other co-workers must be cleaned after each use. To the extent possible staff should use items designated to them.
- Non-essential items that are commonly shared amongst staff members should not be used. This includes items such as water coolers, coffee makers and bulk snacks.

- If a refrigerator, microwave or vending machine is used in a common area it must be wiped down after each use.
- Cleaning supplies will be provided in these locations as well as appropriate signage informing staff on the proper use of shared spaces.
- In areas where there is normally a large frequency of traffic partitions will be made available for staff to reduce contact.

Conference Rooms

- The use of conference rooms will only be used if in-person meetings are essential. If conference rooms are used staff will be required to maintain 6 feet of distance from one another.
- Conference rooms and other large meeting areas should be cleaned on a daily basis at a minimum if used.
- If meetings are required in-person meetings should be limited to 10 people or less if virtual meetings are not feasible. If staff meetings cannot be held virtually, they will be held in large enough areas in order to maintain social distancing.
- Lingering and socializing before and after meetings is discouraged.
- Disinfectant wipes and or spray will be left in each conference room or large meeting area.
- Employees should wipe down all surfaces and equipment touched during conference room meetings.

Lobby and Common Areas

- Common areas (e.g., lobby, security check-in) should be cleaned and disinfected on a daily basis at minimum.
- All commonly touched surfaces and equipment should be cleaned and disinfected on a regular basis.
- Administration and staff should not provide communal meals to employees and should not make food available in common areas where employees may congregate.
- Appropriate signage will be posted in common areas stating physical distancing measures and maximum occupancy.
- Cleaning supplies will be made available for employees to utilize before/after they use common spaces and contact surfaces.
- Staff should not linger or socialize in common areas.

Kitchen

- Kitchen areas should be cleaned and disinfected on a daily basis at minimum.
- Kitchen equipment should also be cleaned on a routine basis:

- Coffee machines, refrigerator handles, and the ice machine handles should be disinfected at least three times per day.
- The outside of dishwashers should be cleaned at the beginning and end of each shift.
- All silverware and dinnerware should be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection.
- Silverware should be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece.
- Ice machines that require a handheld scoop should not be used, as it is difficult to control potential contamination in this case.
- Water/beverage faucets that require workers to operate them with their hands should also be disinfected three times per day.
- If silverware and dishes cannot be kept clean and covered, disposable options are recommended.
- Congregating in kitchen areas should be discouraged.

Breakrooms

- The use of items by multiple people is discouraged. If they must be used then each person should wipe down the touch surfaces with disinfectant wipes or use a cleaning spray to wipe them off, before and after use.
- Communal meals will not be provided to employees, and food will not be available in common areas where employees may congregate.
- Lunch breaks should be staggered to minimize occupancy in break rooms and allow for social distancing.
- Congregating in break room areas is discouraged and should be avoided.
- Seating and tables that are available will be marked to show appropriate social distancing.
- Postings and reminders will be placed in these areas.
- Cleaning and/or disinfecting supplies will be supplied in these areas.

Restrooms

- If protective barriers are needed in restrooms they will be installed
- Doors to multi-stall restrooms will be open so as to prevent multiple people from touching door handles.
- Restrooms will be provided with soap and paper towels.
- Hand dryers will be either taped off or disconnected.
- High contact areas in restrooms will be cleaned multiple times throughout the day

- Staff are encouraged to wipe handles and other high touch areas after exiting the restroom.

Enhanced Cleaning Practices

- The cleaning of the district offices will be done by the cleaning staff and the office staff. Office staff will be responsible for cleaning and disinfecting high contact areas.
- Appropriate cleaning supplies will be made available to staff to maintain the cleanliness of their office.
- Disinfectants that are approved by the EPA and have met the EPA's criteria for use against SARS-CoV-2. Products are reviewed with the Jefferson-Lewis BOCES Safety team to ensure compliance with these standards.
- Disinfection protocols will follow product instructions for application and contact time.
- Hand sanitizer and tissues will be made readily available to staff and students throughout the building.
- All contact surfaces will be disinfected regularly. This includes individual workspaces between each shift and common area contact surfaces between use.
- Examples of commonly touched surfaces in an office setting include, but are not limited to, door handles, kitchen appliances and surfaces, sign in areas and common office electronics.(e.g. Phone, printer, keyboard, mouse, and personal devices.
- Staff should use disposable products when possible.
- If reusable products are used, ensure that these products are maintained, handled and cleaned per product instructions.
- A checklist will detail the items that need to be cleaned regularly.
- Personal items should be removed from surfaces to facilitate surface cleaning. These items should be removed from desks and other surfaces before leaving work each day.
- Individual office materials will be designated to staff. Staff members should not be sharing office materials.
- Hand hygiene supplies and cleaning materials will be provided and placed in proximity to shared equipment. (e.g., printer/copier)

Cleaning

- A log of cleaning procedures has been created to assist the maintenance staff in their daily routine of cleaning and disinfecting. This includes the Date, Time and Scope of cleaning and disinfection.
- Daily cleaning and disinfection of touched surfaces during the regular school day. Cleaning and disinfection will include frequently touched surfaces (PE Equipment, door handles, sink handles, drinking fountains and other shared objects).
- Cleaning products will be used according to the appropriate application of disinfectants (contact times).

- Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility. NYS DOH and/or local Public Health guidelines should be followed.

Protocols - Step 1 - Clean

- Staff will need to wear disposable gloves or any other required PPE to clean and disinfect.
- Surfaces should be cleaned using an appropriate cleaner while making sure you produce friction on the surface.
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area.
- Staff should consider changing our cleaning cloths (microfiber) often or use disposable products.
- Clean surfaces prior to disinfecting.
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces.

Protocols - Step 2 - Disinfect

- Disinfecting kills germs on the surface.
- Ensure the area or item is cleaned with soap and water. After this, disinfectant can be used.
- Take all precautions on the label such as PPE, and safe handling procedures.
- Consider changing out the cleaning cloths (microfiber) often or use disposable products.
- Use EPA- approved disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label).
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product.
- Diluted bleach solutions may also be used if appropriate for the surface.
 - One-third ($\frac{1}{3}$) cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue.
 - Bleach solutions should be made fresh and not kept for more than 24 hours.
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, may not be suitable for disinfection.
 - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation.

- Never mix bleach with ammonia or any other cleanser.
- Leave solution on the surface for at least 1 minute.
- Soft Surfaces - Clean the surface using soap and water with cleaners appropriate for use on these surfaces.
- Electronics
 - Place wipeable covers over electronics
 - Follow manufacturer's instructions for cleaning and disinfecting. If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.
- Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant.
- Wear disposable gloves when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- Do not shake dirty laundry.
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away.

Classrooms

- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms.
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses.
- Cleaning will be performed on desks between
- Cleaning will need to be done in classrooms in between periods
 - Cleaning protocols for this will be developed
- In order to facilitate cleaning and disinfection, classroom materials will be removed to the greatest extent possible.
- Teachers may be responsible for selected cleaning within the classrooms and will be provided with appropriate cleaning supplies.
- Hand sanitizer will be provided in all classrooms that are at least 60% alcohol based.

Classroom Cleaning List

- Clean and disinfect high touch surfaces:
 - Classroom desks and chairs;
 - Door handles and push plates;
 - Bathroom faucets;
 - Light switches;
 - Shared telephones;
 - Shared desktops;
 - Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the classroom door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights As Needed (Notify Custodian)

Restrooms and Locker Rooms Cleaning List

- Clean and disinfect toilets, sinks and shower areas.
- Clean and disinfect high touch surfaces:
 - Drinking Fountains
 - Door handles and push plates;
 - Light switches;
 - Handrails;

- All trash receptacles emptied and trash removed from the room.
- Floors full mopped.
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned.
- Check toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked.
- Restock all paper, feminine hygiene and soap products.
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian)
- Restrooms will be cleaned multiple time throughout the day

Daily Common Areas

- Clean and disinfect high touch surfaces:
 - Drinking Fountains;
 - Door handles and push plates;
 - Bathroom faucets;
 - Light switches;
 - Shared telephones;
 - Handrails;
 - Light switches;
 - Buttons on vending machines
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.

- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Daily Nurses Office Cleaning List

- Clean and disinfect health cots regularly (after each student use).
- Discard or launder coverings after each use.
- Cover treatment tables and use pillow protectors.
- Clean and disinfect high touch surfaces:
 - Classroom desks and chairs;
 - Door handles and push plates;
 - Bathroom faucets;
 - Light switches;
 - Shared telephones;
 - Shared desktops;
 - Shared computer keyboards and mice.
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.

- Replace Lights (Notify Custodian).

Daily Clerical/Admin Cleaning List

- Clean and disinfect high touch surfaces:
 - Door handles and push plates;
 - Bathroom faucets;
 - Light switches;
 - Shared telephones;
 - Shared desktops;
 - Shared computer keyboards and mice.
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors spot mopped or full mopped.
- Tables and furniture wiped clean, counter tops, high and low dusting.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Carpets are spot cleaned.
- Make sure all windows are locked.
- Clean/Disinfect classroom sink and toilet area if applicable.
- Vacuum carpet daily if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (Notify Custodian).

Fire Code Compliance

- If instances arise to where the district determines additional space will be needed the following will be used to determine if the additional space meets fire code compliance.
 - Determine existing location occupancy and if a change of occupancy is required. Things such as rescue windows, accessibility (ADA), fire protection systems, emergency exits, voice alarm communication, ventilation requirements to name a few issues needing to be addressed.

- Fire safety report would need to be done and appropriate paperwork advanced to SED's Office of Facilities Planning for approval.

Doorways

- Stairwells and corridor doors are either fire doors or smoke doors but are equipped with automatic door hold opens. These doors are typically held in the open position during the normal school day - this would reduce the number of surfaces that are touched during the day, while still providing fire protection.
- These doors will not be altered in their normal operational function, no wedges or other devices that would impede automatic closing when a pull station is activated.

Emergency Drills

- There are two regulations currently competing against each other regarding drills:
- If you run an SED Fire drill in any month, it will also count as the IFC drill for that month. You do not need to do an IFC and SED drill each month. A total of 12 drills needed.
- International Fire Code requires 1 fire drill per month (this is per calendar year)
- Education Law requires: (6) Fire Drills September 1- December 30, (2) Fire drills January 1-June 30. ½ of your evacuation drills must include secondary means of egress. Plus 4 lock-down drills.
- With the International Fire Code requirement it does not have to be the entire population involved in the drill AS LONG AS THE DATE AND EVACUATION TIMES ARE RECORDED.

Inspections

- Visual inspections will be completed prior to December 31st, 2020 and submitted through the portal by March 1st 2021.
- The school district is scheduled to complete a Buildings Condition Survey in the 2020-2021 School Year. This will be completed as originally scheduled.

Lead Testing due in 2020

- Lead testing will be conducted prior to the required date of December 31st, 2020. The results will be placed in the HERDS system established by NYS Department of Health along with being placed on each district's website as required by law for public view.

Plumbing Facilities and Fixtures

- The number of toilet and sink fixtures will meet the minimum standards of the New York State Building Code. In order to ensure compliance, we are working with our Architect to determine if any modifications, changes to layouts or number of fixtures needs to be altered.
- All temporary facilities if needed will be approved through the Office of Facilities Planning.

- Drinking Water Facilities: We've added an additional bottle filling station to the building to help encourage students to fill water bottles in a touchless method.
- Drinking fountains may be replaced with units with bottle fillers if more are needed.

Ventilation

- The school district is installing a higher efficiency filter for the 2020-2021 School Year.
- Staff are encouraged to increase the fresh air ventilation in their rooms to the extent possible to aid in maintaining a healthy indoor air quality.

Nutrition



NUTRITION

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well nourished. The district will continue to serve its students either at school or by making meals available for pick up.

Meal Distribution Options

The district will provide all students enrolled in the SFA with access to school meals each school day. Meals will be provided if students are in school or learning remotely in one of the following options.

Option 1 (Lunch/Breakfast): Students Pick Up Food

In this option students will pick up meals at a designated location or multiple locations, (Examples: Cafeteria Line, Foyer, Gymnasium, Elementary Entrance, High School/Tech Entrance). Students will bring meals back to their classrooms to eat. Staff will go around to the classrooms at the end of the lunch period to pick up waste. Garbage will be disposed of after each use. In this option one group of students will pick up meals at a time, while maintaining social distancing.

Option 2 (Lunch/Breakfast): Meals Delivered To Classrooms

In this option cafeteria staff will take prepared meals and deliver them to the classrooms. Meals will be ordered first thing in the morning so that the cafeteria staff will have enough time to prepare meals. Students will come up to the designated staff member to pick up their meal and bring it back to their desk. Staff will come back to the classrooms once all meals have been delivered to remove trash from the classrooms.

Option 3 (Lunch/Breakfast): Remote Learning Meal Distribution

In this option parents/guardians will pick up breakfast and lunch for their children at a designated time and location. Orders will be required to be placed through Parent Square or by calling the main office to place your order. These forms will need to be filled out prior to the school day so that meals can be made to order.

Roles and Responsibilities

Supervisor

- Create weekly/bi-weekly plans per guidance and based on serving options.
- Ensure compliance with Child Nutrition Program Requirements.
- Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease.
- Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and personal protective equipment.
- Provide ongoing communication with staff and feedback to staff on a weekly basis.
- Participate in planning meetings as needed.

Food Service Staff

- Maintain social distancing as much as possible
- Wear cloth face coverings at all times unless the employee is not in the food preparation area or in the serving area.
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor.
- Wear all required personal protective equipment when cleaning and using chemicals
- Follow the U.S. CDC guidelines for cleaning and disinfecting your facility
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol.

Required Personal Protective Equipment

- Gloves
- Face/Coverings/Mask
- Face Shield (if applicable)

Face coverings/masks, gloves, and hand sanitizer are available for you to use while you are in the building. Use and dispose of personal protective equipment (PPE) properly.

If you find that gloves, sanitizer, or face coverings/masks are not available, please alert your direct supervisor or administrator immediately.

Training (Department Specific)

- Hazard Communications/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- Respirator Training (If required)
- COVID Awareness
 - New Cleaning Protocols
 - Handwashing
 - Face Coverings
 - Personal Health and Hygiene
 - Respiratory Etiquette
 - Special Working Conditions With Face Coverings (strenuous activities)

Communication

- Signs will be posted in the cafeteria and throughout the school on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Food Purchasing Options
 - Families are encouraged to use MySchoolBucks to pay for meals and snacks.

- Communication Tools For Parents/Guardians
 - Email
 - School Website
 - Parent Square
- School meal options will be provided in other languages for families.
- Meals are no longer free for everyone as they were during the school closure in 2019-2020 School Year. Meals will be either:
 - Free
 - Reduced
 - Paid
- Free/Reduced Applications can be completed at any time during the 2020-2021 School Year.

Measures To Protect Students With Food Allergies

- Signage alerting staff that a student has a food allergy they should be aware of.
- Classrooms that have a student with a peanut allergy will not be allowed to bring these foods into the classroom.
- If needed a student will be provided additional space in the classroom to avoid contaminants.

Students Hand Hygiene

- Students should wash their hands thoroughly for 20 seconds, before and after eating lunch or breakfast.
- If students are unable to wash their hands, hand sanitizer will be made available for use.
- Signage will be posted showing the appropriate hand hygiene techniques

Additional Considerations

- No self-serving options will be made available
- Microwaves and other high touch items will not be made available to students.
- Napkins and silverware are provided directly by staff, not for the individuals to grab.
- Disposable serving trays/containers will be used to serve meals.
- Students will socially distance themselves while picking up food in their classroom or in a designated pickup area.
- If a designated pickup area is used it must be washed in between groups.
- If meals are delivered to the classroom all of the meals will be loaded onto a cart by staff to deliver.
- Food sharing will be prohibited between students and staff.

Cleaning/Disinfecting Protocols

General Cleaning

- All cleaning and training staff will be trained on any new PPE, cleaning products and techniques.
- The facility will be cleaned/disinfected as per current NYSDOH/CDC protocols and all high touch surfaces will be routinely cleaned.
- Staff will maintain logs including the date, time and scope of cleaning and disinfection.
- Surfaces will be cleaned using a cleaner or soap and water. Routine cleaning of frequently touched surfaces will be done regularly.

General Disinfecting

- Clean the area or item with soap and water or another detergent. Replace the cleaning agent frequently. Then, use disinfectant.
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keep surfaces wet for the entire contact time (see product label).
 - Precautions such as wearing proper PPE and making sure you have good ventilation during use of the product.
 - Diluted bleach solutions may also be used if appropriate for the surface.
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, may not be suitable for disinfection.
 - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation. Never mix bleach with ammonia or any other cleanser.
 - Leave bleach solution on the surface for at least 1 minute.
 - Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.

Daily Cafeteria/Kitchen Cleaning

- Clean and disinfect lunch tables regularly (at least once daily).
- Clean and disinfect all food preparation areas (at least once daily).
- Clean and disinfect high touch surfaces:
 - Handles on equipment (faucets, ovens, mixers)
 - Drinking fountains
 - Ice machines
 - Door handles and push plates
 - Light switches
 - Shared equipment (telephone, desktops, cash register, computer keyboards and mice). Please make sure appropriate cleaning methods and products are used for these types of equipment.
 - All trash receptacles emptied and trash removed from area.
- Floors fully mopped.
- Window in the door is cleaned daily or at least once per week.
- Walls are spot cleaned.
- Clean/Disinfect sink and toilet area if applicable.
- Re-stock all paper and soap products.
- Clean Baseboards - Weekly.
- Clean Light Fixtures - Weekly.
- Replace Lights (as necessary).

Electronics

- Place wipe able covers on electronics.
- Follow manufacturer's instructions for cleaning and disinfecting. If there is no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol.
- Dry surface thoroughly.

Transportation



Transportation

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will be applied to the school bus.

- **Riding The Bus**
 - Before students arrive on the bus, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever greater than of 100.0 Fahrenheit degrees or more prior to them boarding the bus.
 - All students that are able, will be required to wear a mask at all times on the bus
 - Students who are unable to tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering provided a doctor's note is submitted to the school nurse.
 - Students will not be denied entrance to the bus if they are not wearing a mask.
 - If a student shows up to the bus without a mask, one will be provided to them.
 - Students should not eat or drink while on the bus or do any activity that would require them to remove their mask.
 - Hand Sanitizer will not be provided on the bus due to the flammable nature of the product in high temperatures.
 - When temperatures are above 45 degrees, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow.
- **Getting Off The Bus**
 - When students embark and disembark the bus, they should follow social distancing protocols of a 6' distance between persons and exit according to the bus driver's directions.
 - Students will be screened for high temperatures as they enter the building
 - If a student has a temperature over 100.0 Fahrenheit degrees they will be taken to the School Nurse to be evaluated.
- **Density Reduction, Social Distancing, Bus Capacity, Parent Drop-offs**
 - Arrival and departure times will be staggered to ensure social distancing of 6' from the other persons.
 - If needed, multiple runs or additional routes will be done in order to safely transport students to school.
 - Markings will be on the bus designating where students can sit to maintain 6 feet of social distance.
 - The seat behind the bus driver will be left empty in order to maintain social distance from the bus driver.
 - Students will be required to maintain social distancing on the bus at all times.
 - If family and or household members are riding on the bus together, they are allowed to sit next to each other on the bus.
 - There will be two locations for drop offs and departures.
 - All buses will drop off in the front of the building

- Parents dropping off students will arrive in the Gymnasium Parking Lot.
- Student driving themselves will park in the front parking lot and enter the front of the school.
- Students will be loaded in sequential route order.
 - Morning Pickup from Homes
 - First student on the bus sits in the back
 - The bus will be filled from back to front
 - Afternoon Drop Off to Homes
 - Students will enter the bus in the following order:
 - The bus will be filled from back to front in the following order:
 - Last student getting off the bus to the first student getting off the bus.

Roles and Responsibilities

- Supervisor
 - Ensure employees are equipped with proper Personal Protective Equipment (PPE) and protective measures to keep them safe.
 - Be sure employees maintain annual training requirements. Update employees on new policies and/or procedures adopted during COVID-19 pandemic.
 - Work with the administrative team to develop policies for social distancing, density reduction, bus capacity, routing issues, cleaning and disinfection.
 - Enforce new policies.
 - Inventory and order PPE with sufficient lead time for use when schools open. Shortages are anticipated.
 - Provide access to mental health resources for transportation staff in crisis or under stress.
 - Review employee medical records (19a files) and accommodate (if feasible) employees with underlying medical conditions.
 - Regularly inspect buses and other transportation vehicles for cleanliness (document all cleanings/inspections via trackable log).
 - Develop a self-screening program for staff before coming to work. Develop a way to keep track of the people that are conducting self-screening, daily.
 - Be prepared to have a lack of drivers and to have anticipated absences. Have a protocol established in advance to address these absences.
 - Provide ongoing communication and feedback to staff on a regular basis.
- Employees
 - Self-screen before coming to work. Do not come to work if you are sick.
 - Maintain social distancing as much as possible.
 - Wear gloves whenever having direct contact with a child.
 - Wear appropriate face covering when other social distancing measures are difficult to maintain.
 - Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor.
 - Wear all required personal protective equipment (PPE) when cleaning and using chemicals.

- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol (not allowed on a school bus at this time). At the first opportunity use soap and water to clean hands.

Routing

- If the school district is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private schools or students whose Individualized Education Plans have placed them out of the district and whose schools are meeting in in-person sessions unless there are weather conditions which cause the district to be closed.
- All students are entitled to transportation by the district to the extent required by law.
- Multiple scenarios are being developed to assist the district with scheduling options.
 - Currently the district is looking at a Hybrid Model with students coming to school in an A/B Schedule
 - Students in the A cohort will come to school on Mondays and Tuesdays and Students in the B cohort will come to school on Thursdays and Fridays.
- Students will be required to ride the same bus each day that they're attending in person.
 - Unless the students parent/guardian makes a plausible request (childcare, custody arrangement)

Training (Office Personnel, Drivers, Mechanics, Aides)

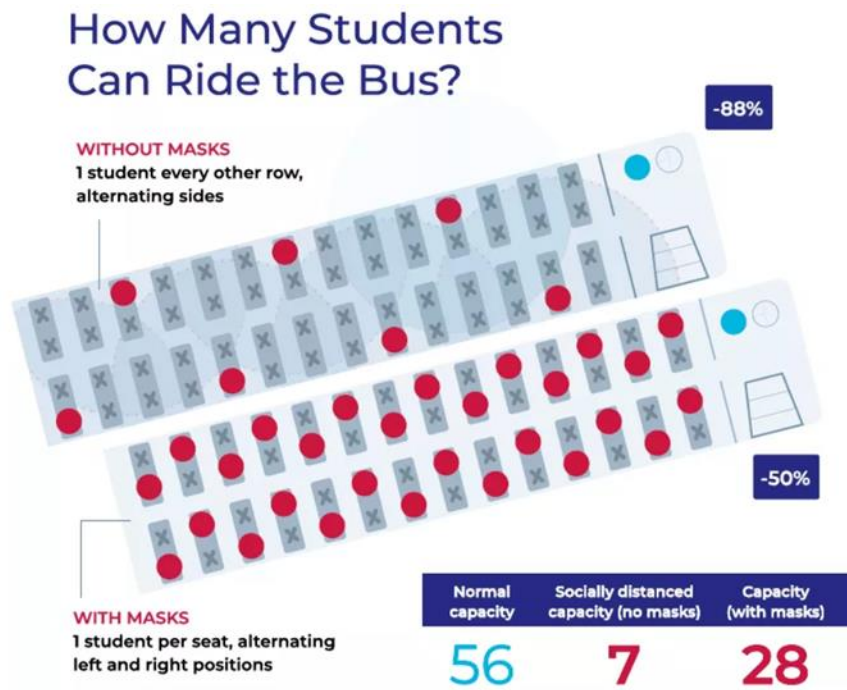
- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- COVID Awareness
- New cleaning Protocols (buses, transportation center)
- Handwashing
- Face Covering (sizing, use, wear & care)
- Personal Health and Hygiene
- Special working conditions with face coverings (strenuous activity)

PPE

- Disposable gloves
- Face Covering
- Face Shield
- Gown/Apron (if applicable)
- PPE will be provided to staff

Cleaning and Disinfecting

- Buses and other transportation vehicles will be cleaned and disinfected daily with a focus on high touch areas and in between runs if scheduled for multiple routes. At the end of the day, buses will be cleaned and disinfected throughout the entire bus as follows:
 - *Daily Cleaning*
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
 - *High Touch Surfaces*
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
 - Sneeze guards if applicable and approved by DOT
- Responsible for Cleaning
 - Custodial Staff
 - Drivers
 - Bus Mechanics
 - Monitors
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect.
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation.
- Cleaning logs and inspections will be documented and submitted to the supervisor.



SOURCE: National Council on School Facilities and Cooperative Strategies



HOW WE GO BACK TO SCHOOL

Guidance for Social Distancing on School Buses



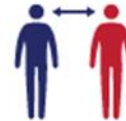
SAFETY MEASURES

- Provide hand sanitizer when entering the bus and during the ride
- Install Plexiglass barrier around driver's seat
- Disinfect all interior surfaces between routes
- Open windows and use fan to circulate fresh air
- Assign attendant to enforce social distancing during ride



SEATING

- With masks, one student per seat, alternating left and right positions
- Without masks, one student seated every other row, alternating sides
- Siblings may sit together to increase capacity
- Mark seats with tape to show students where to sit



CONTACT TRACING

- Keep passenger logs to enable contact tracing if someone tests positive for COVID-19
- Assign a single driver to the same bus and same routes to minimize groups of people mingling.

16 million public school students ride a school bus, which puts about **480,000 buses** on the road every day.

Normal capacity	Socially distanced capacity (no masks)	Capacity (with masks)
56	7	28

Image and icons: Getty

EducationWeek.

Social-Emotional Well-Being



Social Emotional Learning (SEL)

Social Emotional Learning (SEL) is critical as we re-engage students, support adults, rebuild relationships, and create a foundation for academic learning. The LEA will clearly and consistently communicate to staff, students, families and the community that social emotional well-being and learning are our priority.

Teaching strategies should take into account the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting.

Adopting a trauma-sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.

Consider developing parameters and expectations to be communicated with all educators to ensure a learning environment is maintained in which all students feel the power to speak and one in which they are respected. The LEA will devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness. Additionally, the LEA will Review and Update the Comprehensive School Counseling Plan with assistance of an advisory committee of parents, students, members of the BOE, building and district leaders, school counselors, psychologists and social workers which addresses how the LEA will provide resources and professional development opportunities for faculty and staff.

Social Emotional Learning and Mental Health

1. Students:

- a. Identify where SEL efforts have been impactful and where more support is needed:
 - i. Before school resumes Belleville Henderson's Case Study Team will meet to:
 1. Review whether the strategies taken during school closures to promote SEL have been effective in supporting and engaging students

2. Determine which students and families have received individual outreach from staff, who have engaged in remote learning, and what barriers have prevented others from engaging
 3. Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least one caring staff member checking in on them (elementary- classroom teacher, secondary-home room teacher or study hall teacher)
 4. Determine students who might be at risk of needing mental health support.
- b. Plan to support social-emotional learning; schools will need to be attentive to learners' mental health and social-emotional needs, as learners may cope with grief and loss, poverty, racial injustice and other traumas from before and during the pandemic:
- i. Students will be surveyed in grades PreK-12 three times during the school year.
 1. Students will be surveyed at the start of the year, middle of year, and at the end of year.
 2. Lower elementary surveys will be set up differently to allow for the students to have their teacher read the question, see an image and then select the best answer that applies for them.
 - c. Before school resumes, school administrators, teachers and mental health practitioners should meet to determine students who might be at risk for needing mental health support. These same professionals should review and consider implications of School Reentry Guidance at www.naspoline.org (national association for school psychologists).
 - i. Belleville Henderson has a Case Study team which is made up of the following people:
 1. Building Principal, Scott Storey
 2. Administrator Coordinator, Ashleigh Barnhart-Burto
 3. School Psychologist, Erica Pettit
 4. School Counselor, Shaun Gagan
 5. School Nurse, Karen Bertram
 6. PIVOT Counselor, Gabriella Navarra
 - ii. The Belleville Henderson Case Study Team will meet prior to the 2020-2021 school year beginning to determine students who might be at risk of needing mental health support.

- iii. This Case Study Team will continue to meet weekly throughout the 2020-2021 school year to continue to assess students who may be at risk for needing mental health support.
 - d. Plan a process to onboard students and establish the classroom environment through emphasizing relationships with students and parents and setting routine.
 - i. Elementary teachers will use morning meetings/activities to facilitate conversations with students.
 - ii. Secondary teachers will use bell ringers to begin classes and facilitate conversations with students.
 - e. Create emotionally and physically safe, supportive and engaging learning environments that promote students/ social and emotional development.
 - i. Elementary teachers will use morning meetings/activities to facilitate conversations with students.
 - ii. Secondary teachers will use bell ringers to begin classes and facilitate conversations with students.
 - f. A multi-tiered system of support for mental health should be used to determine the level of support students need based on their unique crisis experiences, ability to identify their own positive coping strategies and ability to adjust to a “new normal.”
 - i. **Tier One:**
 - 1. The School psychologist, and PIVOT counselor will push into K-6 classrooms weekly to teach SEL per NYS Guidelines that were released in 2018: Self-management (self-care to promote mental health and overall wellness, resiliency and feelings), resiliency (communication skills, empathy, compassion, acceptance of cultural, gratitude and forgiveness) and resource management (what, when, where and how to ask for help for self and others). Lessons will also incorporate Transformative SEL, where students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, learn to examine root causes of inequity and develop collaborative solutions to community and social problems.
 - a. The PIVOT counselor is someone who offers student assistance and support who come from families who may be experiencing challenges surrounding drugs and/or alcohol.

2. Belleville Henderson will continue to use the PAX classroom based program that teaches students self-regulation, and coping skills. This program will be utilized in the elementary grades.
 - a. A committee will be created with both elementary and secondary teachers, school psychologist, and administrative individuals to create a program that will continue to support our students from grades Pre-K - 12 and further implement Restorative Practices at all grade levels.
 3. Belleville Henderson students receive a full year, every day of health class in both seventh and tenth grades. This full year course allows us to have a focus on teaching our students about social-emotional needs.
 4. Students, staff, and community members of Belleville Henderson have access to meet with the DASA Coordinator (school counselor) regarding any bullying incidents that may occur. Information on DASA may be found on the school website under the tab “Dignity for All Students Act.”
 5. Elementary teachers will use morning meetings/activities to facilitate conversations with students.
 6. Secondary teachers will use bell ringers to begin classes and facilitate conversations with students regarding social and emotional issues.
 7. The Belleville Henderson Case Study Team will meet weekly to discuss students who may be struggling and steps or ideas that may be put in place to best help the student. This team will also discuss students and families who may need someone to reach out to identify barriers that may be preventing a student from engaging.
- ii. **Tier 2:**
1. The School psychologist and PIVOT counselor will meet weekly with students in small groups regarding a plethora of topics:
 - a. Anger
 - b. Impulse control
 - c. Family change
 - d. Anxiety
 - e. Self-esteem

- We have the ability to add new groups throughout the year if we need to. In order to best help students where areas may arise
 - 2. The School Psychologist may make a referral for outside resources if needed. The School Psychologist will make this referral upon meeting with a student and talking to his/her parent/guardian.
 - 3. The School Counselor will hold secondary lunch groups starting in the 2020-2021 school year.
 - a. Topics will be created from a survey that students will complete, but will focus on Self-management, resiliency and resource management. The process of Transformative SEL, where students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, learn to examine root causes of inequity and develop collaborative solutions to community and social problems will also be implemented.
- iii. **Tier 3:**
 - 1. Belleville Henderson students will offer individual support for students via the school counselor, school psychologist, and PIVOT counselor.
 - a. These individuals will help students regarding SEL problems they may be struggling with.
 - 2. The School Psychologist may make referrals for students to outside resources once they have met with the student and talked to the student's parent/guardian.
 - 3. There are times when the School Psychologist or School Counselor may need to make a referral to Community School Liaison Program or SPOA (Single Point of Access).
 - a. After the School Psychologist and School Counselor have exhausted all three tiers they would then refer students to one of the programs above for a mental health evaluation or service.
 - 4. Belleville Henderson teachers have access to an LSS team when they have specific concerns with individual students.
 - a. This team meets to read through paperwork that a teacher submits regarding a student. Then the LSS team meets with the teacher and a tiered plan is created for the student. These plans are developed for students for the

purpose of Functional Behavior Assessments and Behavioral Intervention Plans.

5. Belleville Henderson's School Counselor meets regularly with students in grades K-12 regularly regarding crisis intervention
- g. School counselors should be mindful of district guidance regarding approved virtual distance learning platforms.
- h. Develop a schedule that provides specific times for support staff to link with all grade levels, staff, students, and families.
 - i. During hybrid/remote learning the School Psychologist, School Counselor, and PIVOT Counselor will provide support through platforms such as Google Classroom, Google Meet (a schedule is developed that provides specific times for staff to link with students and families), emails, texts and phone calls.
- i. Consider implementing restorative practices as an alternative to traditional discipline measures. The building of community, meaningful relationships and shared values encouraged by this approach can be helpful in reducing disciplinary disparities and negative outcomes and offers students the opportunity to learn from their mistakes.
 - i. Belleville Henderson teachers will receive professional development regarding Restorative practices.
 1. Teachers will be trained to understand that restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, and how it impacts themselves and others, and ultimately to use that self - and social awareness to repair damage caused to relationships as a result of inappropriate behavior.
 2. Teachers will also use restorative practices in their classrooms.

2. Adults:

- a. Belleville Henderson will design opportunities for adults to connect, heal and cultivate their own SEL competencies and capacity.
 - i. In September on the required Superintendent's Day there will be a social and emotional presentation to staff that will Invite people to talk prior to re-entry
 1. Staff will also receive a self-care survey to complete on this day. This survey will be given to staff at each month's grade level meetings.

- a. The purpose of this self-care survey is to help staff make sure that they are taking care of themselves. It is also an opportunity to provide staff with resources to help them take the best care of themselves that they can.
 - b. At the Superintendent’s Conference Day we will also focus on letting people know that this isn’t easy, focus on taking care of yourself first.
- b. Provide resources for staff self-care.
 - i. Belleville Henderson will create a meditation room for adults to visit if needed during the day.
 - ii. In faculty/staff restrooms, staff lounges and copy rooms, there will be flyers posted with information that will provide resources for mental health support.
- c. Belleville Henderson will ensure those in leadership roles have the capacity to support the mental health and social-emotional well-being of staff who are also experiencing crisis in stressed communities and/or personal lives.
- d. Identify which staff have felt comfortable with SEL distance learning strategies and those who may require additional support.
 - i. Belleville Henderson will have staff complete a survey at each month’s grade level meeting that will allow administrators to gauge support that may be needed for faculty/staff regarding SEL distance learning strategies.
- e. When planning for instruction Belleville Henderson teachers will need to consider how the curriculum and instruction used will support students with social-emotional well-being and build in structures that promote a safe and equitable learning environments for all students.
 - i. Teachers may do this through class meetings, bell ringers, and class discussions as well as other creative ways they feel will engage their students in social-emotional instruction, and developing supportive classroom environments to ensure students’ social-emotional and physical health and safety.

3. Trauma:

- a. Understand that some students and staff may be grieving or have experienced trauma.
- b. Identify signs of trauma and mental health concerns, and support grieving students.

- i. Information will be given to faculty/staff at the September Superintendent's Conference Day.
- c. Ensure access to mental health and trauma supports for adults. Some adults in the building may be struggling with mental health issues, trauma, secondary traumatic stress, or "compassion fatigue." Look for signs that adults might need more support and identify available resources.
 - i. Resources will be available for faculty/staff in copy rooms, mailroom, faculty and staff lounges.
- d. Plan for school-wide trauma-informed practices.

4. Trauma-Sensitive Teaching Strategies:

- a. Create an emotionally and academically safe classroom and school environment.
 - i. Teachers will do this through morning meetings, bell ringers, and class discussions
- b. Teachers will avoid taking student behavior personally. Students who have experienced trauma are not always in control of their reactions.
- c. Faculty and staff will consciously employ relationship building and interaction strategies with students.
- d. Teachers will implement consistent and predictable classroom routines.
- e. Teachers will teach students to use cognitive distractions or thought breaks to re-channel negative thinking.
- f. Faculty and staff will provide students with specific, supportive feedback on behaviors.
- g. Faculty and staff will create "islands of competence" for students to reinforce what they do well.
- h. Faculty and staff will assume all students are in need of support and connect with students/families.
- i. Belleville Henderson will communicate in the language of the family.
- j. Belleville Henderson will ensure equitable access to resources for all students and families.
- k. Belleville Henderson will provide instructional support to parents for virtual learning.
- l. Belleville Henderson will encourage consistent and routine virtual learning practices at home.
- m. Teachers will allow for individualization in work completion.

5. Professional Development:

- a. Provide continuing support to students and adults to address their immediate and long-term physical, psychological, and social and emotional needs.
 - i. Superintendent's Day in September social and emotional presentation to staff
 - 1. Invite people to just talk prior to re-entry
 - a. Self-care survey
 - b. Letting people know that this isn't easy, focus on taking care of yourself first.
- b. Professional Development to deepen teachers understanding of mental health
 - i. Teachers need to know SEL needs to be a priority
 - 1. How teachers can identify signs of trauma and implement trauma-sensitive teaching strategies (PAX). Also include restorative practices vs. traditional discipline.
 - 2. How teachers can identify signs of depression/anxiety and support grieving students
 - 3. How teachers can embed SEL into lessons, as well as cyberbullying and netiquette
- c. Provide teachers with verbiage/tips on how to facilitate conversations with students on:
 - i. Safe supportive learning environment
 - ii. Importance of developing how important relationships will be
 - 1. Adult student relationships will be essential
 - iii. Providing carry over SEL lessons that teachers can use
 - 1. Ie: books they can read
 - 2. Recognizing that movement and physical activity will be needed and how do we do that in present times.
- d. Provide teachers with information on Building Resiliency in their Students
 - i. Teachers get into breakout groups (grade level)
 - ii. Will discuss how to implement into classroom
 - iii. Share back to the whole group ideas
 - iv. Collaboration and discussion will hopefully lead to more buy in
- e. Monthly Grade Level Meetings (check-ins)
 - i. Ongoing Self-care survey
 - 1. SEL distance learning check-in
- f. Opportunities for self-care and staff healing to include:
 - i. Create a meditation room for adults to visit if needed during the day
 - ii. In faculty/staff restroom and staff lounges and copy rooms, visibly post resources for mental health support

- g. School staff should receive training on
 - i. The signs of trauma and how to utilize trauma-informed practices
 - ii. The signs of depression and anxiety
 - iii. Trauma-informed instruction
 - iv. Cyberbullying and expectations of netiquette
 - v. Embedding SEL into lessons
 - vi. Restorative practices with an integration of SEL core competencies and trauma-informed practices as they apply to this approach.

School Schedules



School Schedules

COVID-19 required schools to make critical adjustments to their instructional model in March 2020 with little or no time to plan. As schools devise their re-opening plans for the 2020-21 school year, plans must address resuming in-person instruction. However, scheduling decisions must be informed by health and safety standards and the most up to date guidance from the New York State Department of Health.

Consideration must also be given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each unique school and district. 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 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. In cases where in-person instruction is not feasible, phased-in and hybrid models of education will need to consider if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations. These priorities if applicable shall be determined at the individual school or district level based upon the needs of student populations within such schools or districts.

Belleville Henderson will adopt the Hybrid Model of Instruction for the school year 2020-2021. We have altered the student master schedule for the health and safety of our students and staff. This schedule decreases student transitions to classes at the grades 7-12 level from ten per day down to five per day. Students will now attend classes for 90 minutes versus 40 minutes. Classes will also be decreased so that students and teachers can maintain a proper social distance of six feet. Additionally, students in grades PK-6 will only be transitioning at the start and end of the day. Classes will also be decreased so that students and teachers can maintain a proper social distance of six feet. The district has also changed the cleaning schedule to clean and disinfect used spaces daily.

Belleville Henderson's Hybrid Model of Instruction - In September, 2020 BHCS D will be following this model unless The New York State Governor directs through an Executive Order otherwise:

- Belleville Henderson's interpretation of this model of instruction:
 - The New York State Education Department defines the hybrid model of instruction as a combination of in-person and remote learning.
 - In order to properly social distance, 50% of the students will attend Belleville Henderson on Monday and Tuesday in-person, while the other 50% will be participating remotely from home. Wednesday remote

activities will be conducted for students, while the entire school is undergoing deep cleaning methods defined by The New York State Department of Health. On Thursday and Friday, the other 50% of our student body will attend school in-person, while the other 50% will be participating remotely from home.

If COVID-19 cases develop, Belleville Henderson may need to move from a Hybrid Model of Instruction to a fully Remote Model of Instruction. In such instances, Belleville Henderson may need to temporarily shift to a remote/virtual format until all contacts can be identified, notified, tested, and cleared.

Belleville Henderson will collaborate with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules. Student schedules will be shared and made available to families during the last week of August. Parents will be informed on July 31, 2020 to review the Belleville Henderson Re-Opening Plan on the district's website. Belleville Henderson will share their scheduling plans with students, families, and staff as soon as possible before the start of the school year and anytime a change is required in order to allow families to plan childcare and work arrangements. If Belleville Henderson is required to shift to a fully Remote Model of Instruction, the students' Hybrid Model of Instruction schedule with courses of instruction will not change.

Regardless of the instructional model implemented, equity and access must be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

Budget & Fiscal



Budget and Fiscal Economic Overview

Economic Overview

Both the national economy and New York State's economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March 2020. What is still unknown is the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted.

New York State government operations are funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

2020-21 Enacted State Budget

Governor Cuomo's Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds

Pandemic Adjustment and CARES Act Funds

State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a "Pandemic Adjustment", which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.

Potential Further Aid Reductions

The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly \$1.2 billion.¹¹ Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap.

180 Day Calendar & Attendance Reporting

School districts will be required to continue to submit certain enrollment, attendance and school calendar information through the State Aid Management System (SAMS). Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instruction hour requirement for the 2020-21 school year, to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8) as amended by Chapter 107 of the Laws of 2020 or reopening procedures implemented as a result of the COVID 19 crisis.

Use of Reserve Accounts, Transfers, and Cash Flow

To the greatest extent possible, Belleville Henderson will make expenditures from various accounts to meet unanticipated costs and to manage their cash flow. We will use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. Belleville Henderson understands that certain budget actions require the Board of Education and/or State Agency approval.

Tax Collection

Tax Collection will be done entirely through mail in the 2020-2021 School Year. This procedure is aligned with the schools safety plan as a result of COVID-19

Attendance and Chronic Absenteeism



Attendance and Chronic Absenteeism

Attendance for Instructional Purposes

Belleville Henderson Central School (BHCS) will use the software system SchoolTool as a means to record student's attendance and engagement in academics. SchoolTool has the ability for teachers to record attendance for their classes whether the class is in-person, hybrid, or remote.

Attendance for Reporting Purposes

- BHCS will record and submit the attendance of any school-aged student of compulsory age, who reside in the district or the CSE of the school district in educational programs outside the district in Student Information Repository System (SIRS).
- Resident students of compulsory age who were not in attendance at BHCS, non-public school or approved home schooling program the current school year will 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.
- Students who drop out while still of compulsory school age will be kept on BHCS's attendance register until they exceed compulsory school age or move out of the district.

Attendance for State Aid Purposes

BHCS will report certain enrollment, attendance and school calendar information through the State Aid Management System (SAMS).

Chronic Absenteeism

Chronic absence or absenteeism is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year or two days month.

- For students who have not engaged in remote learning and/or students who are approaching the chronic absenteeism threshold phone calls and other means of communication will be conducted by BHCS school personal who will offer resources and assess student and family needs. For families who do not respond to phone calls, texts, or emails maybe offered a lower stress alternative and a subsequent phone call can be arranged. Home visits will also take place on a case-by-case basis.
- BHCS mat also seek out adults in the school who have established a connection with the student and/or family to improve results. Counselors, coaches, social workers, and psychologists will be utilized, in addition to teaching staff. Social media contact or using friends to reach out to students may be also employed on a case-by-case basis.
- BHCS has several in-house committees designed to promote student success. They include but are not limited to Student Case Study Team, the Safety Committee, Health & Wellness Committee, Learning Support Services Team, Response to Intervention Committee, and the Committee for Special Education.
- BHCS has several community agencies that we work with to refer students and families to if, after assessing the student and families' needs and it is determined that those needs are beyond the school's scope some of these agencies include: The Children's Home of Jefferson County SPOA/SPOE, the School to Community Liaison Program, PIVOT, and Child & Adolescence Wellness Clinic.

Educational Neglect

An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress, or imminent danger of such an adverse effect. Educational neglect should not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, and the child is participating in remote learning opportunities. Schools and districts are urged to reach out to their local departments of Social Services (LDSS) with any questions or concerns related to child welfare. The LDSS point of contact (POC) for your area may be found through the following link: LDSS POCS. The Statewide Central Register of Child Abuse and Neglect, the hotline to report child abuse and neglect, should be contacted only as a last resort, after you have exhausted all other strategies to connect with students and families. Reporting and investigation of suspected cases of educational neglect present a range of complex issues and challenges for local social services districts and school districts. It is in the best interest of these agencies, school districts, and the families they serve, to collaborate in addressing their concerns. From the process of reporting - a school responsibility - and throughout the process of investigation, which is the purview of Child Protective Services (CPS), there will be numerous opportunities for timely intervention and collaboration involving students, parents, school officials, and CPS staff. This collaborative approach should lessen the need for Family Court referral and proceedings.

Persons in Need of Supervision (PINS)

Under the Family Court Act Article 7, a PINS proceeding may, in certain circumstances, be initiated to have a person under eighteen years of age, who does not attend school, is incorrigible, ungovernable, habitually disobedient and beyond the lawful control of a parent, or other person legally responsible for such child's care, or appears to be a sexually exploited child, adjudicated by the Family Court as a PINS. Before taking such drastic action, outreach to the appropriate LDSS may provide the student and family access to additional services designed to prevent a young person from being adjudicated a PINS. Family Support Services programs have been established to provide comprehensive services to children and families. The LDSS point of contact (POC) for your area may be found through the following link: LDSS POCS.

Technology & Connectivity



Technology and Connectivity

Devices and Connectivity

The first step toward equity is providing, as much as possible, the technology and connectivity to students and families. The goal of Belleville Henderson is to provide as much as possible, the technology and connectivity to all students and families. Belleville Henderson will:

- Distribute devices such as Chromebooks, laptops, and related technology resources to those who need it with simple directions and access to technology workshops for students and parents. Devices that require the internet should be used where applicable and devices that can work offline should be used for students with low or no bandwidth.
 - Chromebooks
 - Belleville Henderson Central School will be at 1:1 in the district in the 2020-2021 School Year for grades Pre-K - 12.
 - Belleville Henderson will distribute a Chromebook to each student in grades Pre-K - 12 for the 2020-2021 School Year.
 - Prior to students being given a Chromebook for the 2020-2021 school year parents will be required to sign the **STUDENT/PARENT ACKNOWLEDGEMENT FORM**.
 - Mobile Hotspots
 - Mobile Hotspots will be made available to Belleville Henderson families and staff if they don't have access to the internet in their homes.
 - Prior to students being given a hotspot for the 2020-2021 school year, parents will be required to sign the **STUDENT/PARENT ACKNOWLEDGEMENT FORM**.
 - Access To School Building
 - Students and staff who don't have internet access and are unable to use a Mobile Hotspot, will be provided a location in the Belleville Henderson school building to access the internet.
- Considering repurposing laptop carts as 1:1 devices for students to use both in school and at home. This will decrease cleaning requirements and provide the student with the consistency in how they interact with instructional content.
 - Chromebooks
 - Belleville Henderson Central School will be at 1:1 in the district in the 2020-2021 School Year for grades Pre-K - 12.
 - Belleville Henderson will distribute a Chromebook to each student in grades Pre-K - 12 for the 2020-2021 School Year.
 - Prior to students being given a Chromebook for the 2020-2021 school year parents will be required to sign the **STUDENT/PARENT ACKNOWLEDGEMENT FORM**.

- Ensure affordable broadband WIFI connectivity and internet access to staff, students and families who require support in accessing them. Plan for students that may be required to stay with other care providers in the event of a quarantine.
 - Mobile Hotspots
 - Mobile Hotspots will be made available to Belleville Henderson families and staff if they don't have access to the internet in their homes.
 - Prior to students being given a hotspot for the 2020-2021 school year parents will be required to sign the **STUDENT/PARENT ACKNOWLEDGEMENT FORM**.
 - Access To School Building
 - Students and staff who don't have internet access and are unable to use a Mobile Hotspot, will be provided a location in the Belleville Henderson school building to access the internet.
- Commit to achieving some level of equity, ensuring that every student has a support network and personal contact with teachers regardless of their access to technology.
 - Belleville Henderson will have a program for students to have an adult in the building that they feel comfortable going to during the 2020-2021 school year.
 - Should a student need more support this adult will put the student into contact with someone from the School Counselor, or School Psychologist's office. This adult will also be able to touch base with the student's parent/guardian if they deem necessary.
- Reinforce this sense of contact and connectivity by making weekly or more frequent contact with every learner via phone calls, emails, letters, and either individual, small-group or even whole-class video conferencing meetings.

Procedures for Device Handling

Listed are considerations involving technology that has been loaned to students and/or staff that is being returned; or has been returned and is in need of repair and a replacement device; or this device must be sent back out for use.

If possible, always send an alternative device out as a replacement. This helps avoid having to touch the device while it could be considered contaminated.

The district will have extra Chromebooks in addition to the devices made available to the students to accommodate this.

Returning School District Devices to IT

- Chromebook Drop Off In School
 - When necessary, students will be provided with a new Chromebook while maintenance is done. This will ensure that learning will not be disrupted for the student.
 - Chromebooks will be brought to the IT Department and placed in a bin labeled contaminated.

- Students in grades 5-12 will complete a form letting the Belleville Henderson IT department know what is wrong with the device.
 - Students will also mark what device number they are turning in.
 - If the IT department determines that the student needs a new device then someone from this department will issue the student a new device.
 - When staff are collecting and handling devices gloves and face coverings will be worn.
 - Devices will be cleaned and disinfected before beginning work and after completion of work on a device.
 - If a device needs to be serviced or is not needed, keep stored for 3-4 days. It should remain untouched in the bin to allow any virus that could potentially be on the device to die.
- Chromebook Drop Off While Remote
 - When possible, Chromebooks will be returned for maintenance in a drop-off style.
 - A staff member with a bin marked contaminated will be brought to the parent/guardians car.
 - Chromebooks will be placed in a bin to be brought back into the school for repairs or general maintenance.
 - When necessary, parents will be provided with a replacement Chromebook for their student to use.
 - The student's new device number must be noted on paperwork with the IT department.
 - Staff members will be required to wear masks and gloves while receiving materials.
 - Repair Requests will be made through Parent Square.

IT Staff Expectations While Handling Chromebooks

- Anyone who comes in contact with students Chromebooks must wear gloves, face covering, and a face shield.
- When possible leave all returned devices for a period of 3-4 days to allow any live virus to die.
 - If the IT department is able to do this, then the device can be cleaned/repared and put back into service as normal.
- There will be piles in the IT room marked "clean" and dirty there is no confusion nor cross contamination between devices.
- If a device must be repaired and returned to the field (same day turnaround) - consider this device as potentially contaminated.
 - When handling the devices you must wear gloves, face covering, and face shield.
 - With the device Powered DOWN use a damp cloth to clean any visible dirt and grime from the screen and keyboard.
 - After the device has been cleaned – use a damp Clorox wipe, or 70% alcohol solution on a damp, lint free cloth to wipe the device and keys allow this to air dry before working on the device.
 - We will NOT SPRAY ANY AEROSOLS on the screen or keyboard.
 - When "handing off" the device, do so in a manner that keeps social distancing. – Put the device down, walk 6 ft. away and have the user retrieve the device.

What to Avoid

- Sharing of devices
 - Belleville Henderson Central School will be at 1:1 in the district in the 2020-2021 School Year for grades Pre-K - 12.
 - Students will NOT need to share devices during the 2020-2021 school year.
- If sharing of devices is unavoidable there are safety precautions that must be taken into consideration:
 - Availability of disinfecting wipes/alcohol or cleaning cloths.
 - Staff will be trained to assist in the cleaning/wiping of devices.
 - With the device Powered DOWN use a damp cloth to clean any visible dirt and grime from the screen and keyboard.
 - After the device has been cleaned – use a damp Clorox wipe, or 70% alcohol solution on a damp, lint free cloth to wipe the device and keys allow this to air dry before working on the device.
 - We will NOT SPRAY ANY AEROSOLS on the screen or keyboard.

Training

- Training Videos are being developed for parents and teachers to help communicate the new devices and softwares available in the 2020-2021 School Year.
 - Training videos will be uploaded to ParentSquare for students, parents, faculty and staff to view.
- Through the Madison Oneida Information Center (MORIC), staff will be provided training through Model Schools on new programs that will be available for the 2020-2021 school year.
 - Date TBD
- We have staff members with varying abilities that will be able to provide support to other staff members.
- We have staff members who are participating in professional development on a regular basis through the Jefferson-Lewis BOCES.

Expectations

Given the disruption in students' and staff members' lives, Belleville Henderson understands that the expectations for learning and connection must be reasonable.

- Belleville Henderson will open the 2020 school year using a hybrid model of instruction. With this model we won't be able to replicate the classroom and don't expect students to complete all the work that would have been accomplished if they were in school.
- Belleville Henderson recognizes and will reinforce that remote teaching, particularly online learning, takes teachers much more time to prepare for and facilitate than teaching in the regular classroom.
 - Google Classroom will be the learning management system that Belleville Henderson will be using for the 2020-2021 school year. This will decrease the workload on teachers by limiting the number of instructional delivery modalities to a single platform.
 - Students and teachers will use this platform to submit assignments, hold live lessons, and interact with one another when students are at home working remotely.

- Teachers will acknowledge the limits of what students might be able to accomplish in a more limited amount of time and set reasonable learning targets to reduce student anxiety and apprehension.
- Teachers will give students time and support in this new blended learning environment to help them function in a meaningful and productive way so they can be proud of what they are able to do.

Scheduling and Collaborative Support

It is essential that students experience a sense of routine aligned with their in-school experience.

- Students at Belleville Henderson will be engaging in the hybrid model of instructional learning for the 2020-2021 school year.
 - Prior to school starting secondary students will receive their class schedule. This schedule will consist of 50% of the students will attend Belleville Henderson on Monday and Tuesday in-person, while the other 50% will be participating remotely from home. Wednesday remote activities will be conducted for students, while the entire school is undergoing deep cleaning methods defined by The New York State Department of Health. On Thursday and Friday, the other 50% of our student body will attend school in-person, while the other 50% will be participating remotely from home.
 - Students will be provided a schedule of when teachers will be available or when remote learning will occur to bring a sense of order to students' and their families' day.
- Belleville Henderson will consider other programs students may be involved in when building schedules and collaborate with the other organizers to leverage shared technology and schedules that work for the students.
 - This would include any special services students need that may require a "tela" version of that service and or out of district programs such as BOCES CTE programs.
- Belleville Henderson will use ParentSquare to provide a schedule of when teachers will be available online for office hours in order to provide parents and students an opportunity for individual support.
- In a blended or virtual learning environment, consider having elementary teachers whose students have access to technology and connectivity host daily virtual morning meetings for students.
- At the secondary level, teachers will be encouraged to use technology to host virtual advisories for middle and high school students in small groups.

Engagement and Interactivity

Belleville Henderson will work to ensure students' social interaction and emotional engagement are priorities during distance learning activities by enhancing remote learning activities that are project-based or require students to work together remotely.

- Teachers will work to provide video lessons that students can access and assignments that include discussion and sharing of ideas or experiences in order to personalize and engage

student learning. Videos should be available both online and as downloadable content for viewing offline.

- Videos will be available through Google Classroom, and ParentSquare. Having videos available using multiple platforms will help ensure that students have access to content that is being provided to them from their teachers.
- During virtual learning weeks or situations, ensure that video conferencing occurs 1-3 times a week, moving students from whole-group meetings to small-group conferences.
 - Belleville Henderson will work in conjunction with teachers to create a schedule for virtual learning weeks that would allow teachers to video conference with students on a regular basis.
 - Having a set schedule for students during virtual learning weeks will help to reduce student anxiety and apprehension.

Vary Pedagogy

Belleville Henderson recognizes and understands that the virtual world requires sensitivity to students' varying attention spans and the inevitable distractions of their home environment.

- Belleville Henderson teachers will strive to make distance learning as interactive as possible.
 - Teachers will do this by using a variety of software programs to enhance the remote learning experience.
 - Teachers will also engage in professional development opportunities to help them learn and master software programs.
- Teachers will build in breaks for students connecting remotely and/or in person. Do not assume students will take breaks on their own.
- Teachers will reduce focus on didactic presentation and increase focus on discussion, feedback, coaching and counseling, as needed.
- Teachers may consider using resources available by way of national professional organizations such as <https://ncte.org/resources/resources-virtual-instruction-online-learning/> and <https://www.nctm.org/ARCs/>.
- Where possible, standardizing technology will help support staff, parents, and teachers to provide dedicated professional development and technical support. We are using the Google Platform for instruction. We have a dedicated teacher assistant supporting technology, as well as, MORIC services.

Encourage Student-to-Student Interaction

Belleville Henderson recognizes the importance of Students' relationships with peers and how these relationships are essential in a virtual world.

- Teachers will strive to integrate a range of strategies to enhance peer interaction.
 - Including a major focus on small-group project-based learning.

- When feasible, teachers will form project teams so that students can interact (via collaborative research, discussion, presentation, etc.) using such platforms as Google Meet, and learning management systems with built in collaboration tools.
 - Students will use Google Drive as the learning management system to collaborate with peers.

Community in Remote Work and Learning

Belleville Henderson believes that a key to effective virtual/distance learning and remote working is building a sense of community in the classroom and the school so that students know they are included, valued and known.

- Belleville Henderson understands that during periods of virtual/distance learning it is important for students, families, and community members to see/hear messages from teachers, staff and administrators that will express caring and support and lets students know they are missed.
- Belleville Henderson will work together to create fun videos with each teacher participating for a couple of seconds each to brighten students' day.
- Belleville Henderson will use collaborative platforms for both instruction and school lead extracurricular groups will help promote community over distance.

Progress Monitoring

Belleville Henderson will work to ensure that students and parents are receiving ongoing feedback on students' progress.

- Teachers will make certain students understand learning targets for a lesson or unit.
- Teachers will provide regular individual feedback on student work to support learners in achieving identified lesson and unit outcomes.
- Teachers will encourage students' development of such habits of mind as self-awareness, self-regulation and self-assessment.

Provide Student Support Services and Programs

Successful reopening includes a deep commitment to extending meaningful and productive relationships to the work of counselors, psychologists and social service workers.

- Belleville Henderson's school counselor, school psychologist, and PIVOT counselor will review and consider implications of School Reentry Guidance at www.nasponline.org (national organization for school psychologists).
- Belleville Henderson will ensure that the school counselor, school psychologist, and PIVOT counselor reach out to students and families through phone, email and video conferencing.
- Belleville Henderson will use virtual technology to allow student support personnel (school counselor, school psychologist, and PIVOT counselor) to continue providing individual and small-group therapy using teletherapy tools.
- Belleville Henderson's Case Study team will reach out to teachers to collect information on students who are not participating. Once students have been identified and the team meets

support personnel (school counselor, school psychologist, and PIVOT counselor) will reach out to those students' and their families to offer support or provide them with resources if needed.

- Belleville Henderson will stay connected with students and their families, ensuring they receive the services and resources they need, including health services, food, psychological services, and social-emotional programs and services.

Compliance with Education Law 2D

- Belleville Henderson will ensure student data privacy and security will be maintained and that the district is in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

Teaching & Learning



Teaching and Learning:

The Belleville Henderson 2020-2021 School Year Instructional Plan

The following three models have been defined by The NYS Education Department as methods of instruction:

- **In-Person Model of Instruction:**
 - Belleville Henderson's interpretation of this model of instruction:
 - This model assumes 100% of the students will be fully engaged in learning at school 100% of the school year.
 - The State Education Department Health and Safety requirements require that all students, teachers, and staff be socially distant by six feet. A thorough review of our classrooms and other spaces in the school does not allow the district to bring all students back using the socially distant six feet requirement. Therefore, until the New York State Education Department, New York State Department of Health and the Centers for Disease Control of Regulation permits schools to return to previous socially distant classroom configurations, Belleville Henderson is unable to ensure the health and safety of our students, teachers, staff, and administration.

- **Hybrid Model of Instruction - In September, 2020 BHCSO will be following this model unless The New York State Governor directs through an Executive Order otherwise:**
 - Belleville Henderson's interpretation of this model of instruction:
 - The New York State Education Department defines the hybrid model of instruction as a combination of in-person and remote learning.
 - In order to properly social distance, 50% of the students will attend Belleville Henderson on Monday and Tuesday in-person, while the other 50% will be participating remotely from home. Wednesday remote activities will be conducted for students, while the entire school is undergoing deep cleaning methods defined by The New York State Department of Health. On Thursday and Friday, the other 50% of our student body will attend school in-person, while the other 50% will be participating remotely from home.

- **Remote Model of Instruction - This model will be utilized (during 2020-2021) if necessary depending on health and safety conditions in the District or otherwise directed by The New York State Governor through an Executive Order:**
 - Belleville Henderson's interpretation of this model of instruction:
 - The New York State Education Department defines the remote model of instruction as instruction that takes place outside of the school building while the students are not in attendance at the school.

- Depending on health and safety conditions within the district whether for COVID-19 incidents or emergency closings, the district will shift seamlessly into 100% of classes being conducted remotely.

Due to health and safety requirements Belleville Henderson will begin the 2020 school year in a hybrid model of instruction. Students will be divided into two cohorts thus providing the district to be able to accommodate social distancing expectations that the New York State Department of Health, and The New York State Education Department directed.

Cohorts will be set up by family so that students from one family/household will be grouped in the same cohort thus lessening the burden on parents for childcare services.

One cohort will attend school on Monday and Tuesday, on Wednesday the school district will be able to follow deep cleaning procedures prior to the next cohort coming on Thursday and Friday. This schedule allows for the district to separate our students to support health and safety measures for all families and staff.

In the elementary (grades Pre-K - 6) classrooms will be set up so that desks are six feet apart. Students will not go to specials, specials will come to elementary classrooms. One exception to this will be that physical education will be taking students outside and ensure that students are 12 feet apart. All band and chorus classes will also be spaced 12 feet apart and taken in small groups to band and music rooms.

In the secondary (grades 7-12) the master schedule has been modified from nine periods to four 90 minute periods per day. Cohorts will attend two days per week either Monday and Tuesday or Thursday and Friday. Students will be able to participate in four subjects per day thus allowing eight subjects per semester. Students who have conflicts may be able to take a remote class on Wednesdays.

When a cohort is not in school students will be expected to participate in each schedule subject during the same exact time through remote learning, along with the cohort which is being instructed in-person at school. Students will be provided with Chromebooks to connect remotely with the classroom for live instruction.

Some students may be designated to attend school Monday, Tuesday, Thursday, and Friday based on CSE and additional identified needs.

Beginning September 2020, all students in grades 6-12 will have a school email address. Teachers will communicate with these students directly using the BHpanthers domain, as well as their parents using email addresses located on SchoolTool, the district's student management system. Teachers of students in grades Pre-K - 5 will communicate with the student's parents using email addresses located on SchoolTool, the district's student management system.

This Continuity of Learning Plan has been developed to address in-person, hybrid, and remote models of instruction. It has been designed to provide equitable educational opportunities for all students; recognizing the need to differentiate the learning, and yet, be empathetic to the unique home learning environment of each student. This plan provides flexibility to allow us to address and adjust to the needs of our students, their parents, our teachers, and still address our responsibilities to meet State Education Department guidance.

The District has surveyed all families to ensure equity of learning is at the heart of our instructional decisions. Survey results have been used to provide clear opportunities for instruction to all students. Technology needs are being addressed based on survey results. Scheduled classes have been developed for in-person, hybrid, and remote models of instruction. Routine schedules have been developed for the interaction, feedback, and support from teachers.

All instruction will be aligned with the New York State Learning Standards.

Each student's academic program will include regular interaction with a certified teacher.

ParentSquare will be used for clear communication to students and families regarding how they can contact the school and teachers with questions about their instruction and/or technology. ParentSquare will provide the school with multiple ways of communication including but not limited to email, phone, text messaging, YouTube, School Website, and Teacher communication. ParentSquare offers the school the availability to provide communication in multiple languages.

Belleville Henderson Introduction to Teaching and Learning Program:

Belleville Henderson's goal is to ensure continuity of learning through planning for instruction, launching instruction, and ongoing support for instruction.

The COVID-19 crisis and resulting period of school closure has had an impact on all students, but conceivably a more significant impact on our most vulnerable students while likely increasing the inequities already in existence. In planning for the return of students to school, districts are encouraged to view all aspects of their plan through a lens of equity to ensure that each decision, action or program supports the needs of all students with a specific focus on our most susceptible students (students with disabilities (SWD), economically disadvantaged (ED), immigrant students, English Language Learner (ELL) and/Multilingual Learners (MLL) and all students who have been historically underserved).

Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers

and students; and clearly communicating information about instructional plans with parents and guardians.

To allow for schools and districts to adapt to complications caused by the pandemic, certain flexibilities will be authorized, including: flexible student/staff ratio in prekindergarten; extended time for prekindergarten and kindergarten screening to be completed; a waiver allowing districts to convert UPK seats from full-day to half-day (not applicable to Statewide Universal Full Day Pre-K programs); flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences; and when appropriate, districts and charters may utilize remote or virtual work-based learning experiences for CTE and CDOS programs.

New York students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility is essential when planning for the fall, and schools should be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

Belleville Henderson's reopening plan is focused on providing must provide 180 days of instruction this school year to their students. Instructional days will be counted for programs that are delivered in-person, remotely, or through a hybrid model.

Reopening Plan Mandatory Requirements

Belleville Henderson will ensure that Belleville Henderson has a continuity of learning plan for the 2020-2021 school year. Our plans prepares for in-person, remote, and hybrid models of instruction.

Belleville Henderson Continuity of Learning Plan

Since The Governor's Executive Order of school closure for the Spring of 2020, administrators, teachers, and support services have been working to create a Continuity of Learning Plan for the reopening of Belleville Henderson Central School.

The following models of instruction will be implemented when school reopens for students in September 2020.

Grade Pre-Kindergarten through Six

- Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must insure that students

receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

- There are no subject specific time requirements in grades K - 6 for any subject with the exception of physical education (PE) (see separate section on PE). Educational programs delivered in these grades should employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners.
- Schools must plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home must be considered in a school's reopening plan. All students should have access to and interaction with an appropriately certified teacher on a regular basis. Understanding that there are challenges with remote instruction that are particular to certain school communities as well as individual students, schools should strive to ensure teachers have daily contact with students in some format in order to support both their academic needs and social emotional wellbeing. Schools are responsible for developing a reporting mechanism to track teacher/student contact regardless of the instructional setting. (See Attendance section of this guide).

Grades 7 through 12 Units of Study

Per Commissioner's regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State's learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject. Under normal circumstances, in a face-to-face, in-person teaching environment, the State requires that school schedules for students be built in adherence to this time requirement.

As a result of the COVID-19 pandemic, schools must plan for various contingencies that may make it impossible for a specified amount of face-to-face contact between teachers and students. In order for schools to plan for various types of instructional models, including remote and hybrid models, schools should consider the time requirement of 180 minutes of instruction/week as a benchmark for comparison when designing and delivering instruction aligned to the intermediate and commencement level standards. It is important to ensure that all students have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course. The key question that districts should consider when developing or adopting new modalities of instruction is the following:

Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Instructional experiences are not defined solely as a student’s time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it.

The definition of a “unit of study” has been revised in Commissioner’s Regulations to further clarify what may be considered in the design of such units of study.

Unit of Study

Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Units of Credit

The priority for the instruction should be that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum, and the student expectations are set locally by the school or district. Any student who achieves the learning outcomes for the course must be granted the unit of credit for such course if applicable.

Science Laboratory Requirements

Per Commissioner’s Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The school district is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents

examination. Schools must determine a method for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis should be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Belleville Henderson In-Person Model of Instruction

- **In-Person Model of Instruction:**

- Belleville Henderson's interpretation of this model of instruction:
 - This model assumes 100% of the students will be fully engaged in learning at school 100% of the school year.
 - The State Education Department Health and Safety requirements require that all students, teachers, and staff be socially distant by six feet. A thorough review of our classrooms and other spaces in the school does not allow the district to bring all students back using the socially distant six feet requirement. Therefore, until the New York State Education Department, New York State Department of Health and the Centers for Disease Control of Regulation permits schools to return to previous socially distant classroom configurations, Belleville Henderson is unable to ensure the health and safety of our students, teachers, staff, and administration.

Belleville Henderson In Person Model of Instruction (Grades Pre-K - 6):

- Belleville Henderson's interpretation of this model of instruction:
 - This model assumes 100% of the students will be fully engaged in learning at school 100% of the school year.
 - The State Education Department Health and Safety requirements require that all students, teachers, and staff be socially distant by six feet. A thorough review of our classrooms and other spaces in the school does not allow the district to bring all students back using the socially distant six feet requirement. Therefore, until the New York State Education Department (NYSED, New York State Department of Health (NYSDOH) and the Centers for Disease Control of Regulation (CDC) permits schools to return to previous socially distant classroom configurations, Belleville Henderson is unable to ensure the health and safety of our students, teachers, staff, and administration.
- The in-person model of instruction will be implemented when all CDC and DOH regulations can be adhered to without having to social distance.
- Students will be provided 180 days of instruction for the 2020-2021 school year.
- The District will continue to apply UPK funding in a manner set forth in Education Law 3602-e and 3602-ee.
- New kindergarten students will be screened by December 1, 2020.

Early Learning

Pre-Kindergarten:

- Belleville Henderson Central School District doesn't have a direct contract or Memorandum of Understanding with NYSED.
- Belleville Henderson Central School District contracts with the following community based agency for Pre-Kindergarten special education, Little Lukes / Milestones to provide services that are required by the Belleville Henderson CPSE committee.
 - Health and safety training will be done for the individuals who perform these services in our school environment.
- Belleville Henderson Central School District also contracts with the following community based agencies for out of building preschool special education services: Benchmark and Bright Beginnings to provide services that are required by the Belleville Henderson CPSE committee.
 - The district will conduct outreach efforts to remain informed that health and safety procedures will follow Department of Health guidelines.

Health and Safety Considerations for Pre-Kindergarten

- A certified teacher will be assigned to teach Pre-Kindergarten students.
- A certified teacher's assistant will be assigned to the Pre-Kindergarten students.
- Each student will receive individual meals in the classroom.
- Each classroom has an interior classroom bathroom.
- Students do not take naps in our Pre-Kindergarten program.
- Students will be provided individual sets of materials when doing hands on activities and centers.
- All proper sanitation guidelines will be followed.
- The Pre-Kindergarten program will operate two half day sessions encompassing 2.5 hours of instructional time per day.

Considerations for Volunteers, Visitors, and Service Providers:

- Volunteers and visitors to Pre-Kindergarten classrooms will not be permitted.
- All disability service providers for Pre-Kindergarten students will follow the health and safety protocols set forth.

Grades K-6

- All class sizes have been considered and reduced in numbers that allows for social distancing of at least six feet.
- Whenever students and teachers are unable to maintain a social distance of six feet masks must be worn.
- All students will be provided five cloth face masks at the beginning of the school year. This will ensure the cleanliness of student face masks daily.

- Attendance will be taken daily using our data management system (SchoolTool) as a reporting mechanism to track teacher/student contact. This will be done whether using the in-person, hybrid, or remote learning model of instruction.
- Students will be provided academic intervention services as determined by a diagnostic assessment and/or certified teacher recommendation.
- The in-person model of instruction will be implemented when all CDC and DOH regulations can be adhered to.
 - Students will be socially distanced six feet apart in every classroom.
 - Certified teachers will be used at every grade level.
 - Each student will receive individual meals in the classroom.
 - Students will be provided individual sets of materials when doing hands on activities and centers.
 - All proper sanitation guidelines will be followed.
- The hybrid model of instruction will be used for K-6 students. Students will be provided 180 days of instruction for the 2020-2021 school year. When students are learning remotely using the hybrid model the Continuity of Learning Plan described below will be followed. When students are learning in-person using the hybrid model of instruction the traditional model of teaching/learning will be implemented.
- The remote model of learning will be used for K-6 students at Belleville Henderson, if necessary.

Elementary (Grades Pre-Kindergarten-6)

- **Hours of Instruction: 8:00am - 2:45pm**
- **Days of Instruction: Monday - Friday**

In-Person Sample Schedule:

*This is a sample of what students' schedules may look like. Student schedules will vary.

Kindergarten	8:00 - 9:30	ELA
	9:30 - 11:00	Math
Through	11:00 - 11:30	Lunch
	11:30 - 12:00	Recess
Grade Six	12:00 - 1:00	Social Studies / Science
	1:00 - 1:45	Specials
	1:45 - 2:45	RTI

In-Person Model of Instruction (Grades 7-12):

- Belleville Henderson’s interpretation of this model of instruction:
 - This model assumes 100% of the students will be fully engaged in learning at school 100% of the school year.
 - The State Education Department Health and Safety requirements require that all students, teachers, and staff be socially distant by six feet. A thorough review of our classrooms and other spaces in the school does not allow the district to bring all students back using the socially distant six feet requirement. Therefore, until the New York State Education Department, New York State Department of Health and the Centers for Disease Control of Regulation permits schools to return to previous socially distant classroom configurations, Belleville Henderson is unable to ensure the health and safety of our students, teachers, staff, and administration.
- The in-person model of instruction will be implemented when all CDC and DOH regulations can be adhered to without having to social distance.
- Students will be provided 180 days of instruction for the 2020-2021 school year.

In-Person Sample Schedule (Grades 7-12):

*This is a sample of what students' schedules may look like. Student schedules will vary.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:30	Period 1	Period 1	Period 1	Period 1	Period 1
9:40 - 11:10	Period 2	Period 2	Period 2	Period 2	Period 2
11:20 - 1:20	Lunch and Period 3	Lunch and Period 3	Lunch and Period 3	Lunch and Period 3	Lunch and Period 3
1:30 - 3:00	Period 4	Period 4	Period 4	Period 4	Period 4

In-Person Art (Grades K-12)

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

- Students will participate in art instruction within their own classroom taught by a certified instructor, when possible.
- When students are learning remotely as part of the hybrid model, art activities will include tasks for at home completion.
- Teachers will consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?

- Teachers will prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures.
- Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, and easels.
- Teachers should consider asking students to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.
- Teachers will limit use of or alternatives for hard-to-clean supplies that are usually recycled such as clay.
- Teachers will create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom.

In-Person Music (Grades K-12)

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

- Teachers will consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?
- Teachers will prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures.
- Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, easels, stage/dance studio floors, and music stands.
- As with speaking loudly, singing can transmit the virus. Consider taking extra precautions such as having chorus outside and increasing the distance between students.
- Teachers should consider asking students to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.
- Do not share instruments among students or staff.
- Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument.
- Teachers will limit use of or alternatives for hard-to-clean supplies that are usually recycled such as clay
- Teachers will create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom.

In-Person Physical Education (Grades K-12)

Participating in Physical Education (PE) is important for our students' health and wellbeing. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

The Society of Health and Physical Educators (SHAPE) has released a website [outlining school reentry considerations](#) for returning to school in the 2020-2021 school year. The website provides a number of excellent resources including, but not limited to: equipment and safety; personal hygiene; recess; classroom-based activity; social emotional learning; trauma-sensitive learning environments; and student assessments. They also give suggestions for instructional strategies for in-person, remote and hybrid models. Several considerations are listed below, however, all resources can be found at the link above.

- Per New York State Health Department Guidelines districts and schools should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).
- Teachers will consider using a microphone and speaker when delivering instruction to students. The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.
- Teachers will focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking, and target games).
- Teachers will use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Teachers will include opportunities for student choice and incorporate student-suggested activities when appropriate.
- Teachers will ensure lessons are planned around the available space for instruction.

Belleville Henderson Hybrid Model of Instruction

- **Hybrid Model of Instruction - In September, 2020 BHCS D will be following this model unless The New York State Governor directs through an Executive Order otherwise:**
 - Belleville Henderson's interpretation of this model of instruction:
 - The New York State Education Department defines the hybrid model of instruction as a combination of in-person and remote learning.

- In order to properly social distance, 50% of the students will attend Belleville Henderson on Monday and Tuesday in-person, while the other 50% will be participating remotely from home. Wednesday remote activities will be conducted for students, while the entire school is undergoing deep cleaning methods defined by The New York State Department of Health. On Thursday and Friday, the other 50% of our student body will attend school in-person, while the other 50% will be participating remotely from home.

Belleville Henderson Hybrid Model of Instruction (Grades Pre-K-6):

- **Hybrid Model of Instruction - In September, 2020 BHCS D will be following this model unless The New York State Governor directs through an Executive Order that schools will be closed. If we are closed we will move to a remote model of instruction which is outlined in the next section. This model will align with the New York State Education Department Standards.**
 - Belleville Henderson’s interpretation of this model of instruction:
 - The New York State Education Department defines the hybrid model of instruction as a combination of in-person and remote learning.
 - In order to properly social distance, 50% of the students will attend Belleville Henderson on Monday and Tuesday in-person, while the other 50% will be participating remotely from home. Wednesday remote activities will be conducted for students, while the entire school is undergoing deep cleaning methods defined by The New York State Department of Health. On Thursday and Friday, the other 50% of our student body will attend school in-person, while the other 50% will be participating remotely from home.
- Students will be provided 180 days of instruction for the 2020-2021 school year.
- When students are using the hybrid model of instruction the sample schedule below will be followed.
 - Students will be in school two times per week:
 - On Monday and Tuesday half the students from each class (Cohort A) will come to school in-person.
 - On Thursday and Friday the other half of the students from each class (Cohort B) will come to school in-person.
 - While in the remote learning phase of the hybrid model of instruction, students will participate in live classroom instruction.
 - All students will work remotely on assignments when not in school. The teacher will hold office hours during the day Wednesday for students to sign in and receive extra help, and be able to ask questions. This day is also provided for labs, health class, special area classes, and electives.
 - Students requiring special education services and those who are determined to be at risk will be placed in an in-person model of instruction with certified teachers.
- When students are learning in-person using the hybrid model of instruction (two times per week) the traditional model of teaching/learning will be implemented.

- As part of the hybrid model of instruction, students will be required to complete online tasks, view instructional videos, and engage with the certified teacher and other class participants in an online setting.
- All students will have internet access and devices (provided by the school) to ensure learning can take place while not in the school building setting.
- Students will be provided academic intervention services as determined by a diagnostic assessment and/or certified teacher recommendation.
- The hybrid model of instruction will be used for Pre-Kindergarten students during the 2020-2021 school year unless determined otherwise by the Governor of New York State.
- When students are learning remotely using the hybrid model the Continuity of Learning Plan previously described will be followed. When students are learning in-person using the Hybrid Model of Instruction the traditional model of teaching/learning will be implemented.

Belleville Henderson Hybrid Elementary Sample Schedule

*This is a sample of what students' schedules may look like. Student schedules will vary.

Mrs. Smith's Class (20 students)		Monday DAY A In-Person Cohort A Remote Cohort B	Tuesday DAY B In-Person Cohort A Remote Cohort B	Wednesday Virtual	Thursday DAY A In-Person Cohort B Remote Cohort A	Friday DAY B In-Person Cohort B Remote Cohort A
	8:00 - 9:30	ELA	ELA	Office Hours for teachers vary	ELA	ELA
	9:30 - 11:00	Math	Math		Math	Math
	11:00 - 11:30	Lunch	Lunch		Lunch	Lunch
	11:30 - 12:00	Recess	Recess		Recess	Recess
	12:00 - 1:00	Social Studies / Science	Social Studies / Science		Social Studies / Science	Social Studies / Science
	1:00 - 1:45	Specials	Specials		Specials	Specials
	1:45 - 2:45	RTI	RTI		RTI	RTI

Belleville Henderson Hybrid Model of Instruction (Grades 7-12)

- **Hybrid Model of Instruction - In September, 2020 BHCS D will be following this model unless The New York State Governor directs through an Executive Order that schools will be closed. If we are closed we will move to a remote model of instruction which is outlined in the next section. This model will align with the New York State Education Department Standards.**
 - Belleville Henderson’s interpretation of this model of instruction:
 - The New York State Education Department defines the hybrid model of instruction as a combination of in-person and remote learning.
 - In order to properly social distance, 50% of the students will attend Belleville Henderson on Monday and Tuesday in-person, while the other 50% will be participating remotely from home. Wednesday remote activities will be conducted for students, while the entire school is undergoing deep cleaning methods defined by The New York State Department of Health. On Thursday and Friday, the other 50% of our student body will attend school in-person, while the other 50% will be participating remotely from home.
- Students will be provided 180 days of instruction for the 2020-2021 school year.
- When students are using the hybrid model of instruction the sample schedule below will be followed.
 - Students will be in school two times per week:
 - On Monday and Tuesday half the students from each class (Cohort A) would come to school in-person.
 - On Thursday and Friday the other half of the students from each class (Cohort B) would come to school in-person.
 - While in the remote learning phase of the hybrid model of instruction, students will participate in live classroom instruction.
 - All students will work remotely on assignments when not in school. The teacher will hold office hours during the day Wednesday for students to sign in and receive extra help, and be able to ask questions. This day is also provided for labs, health class, special area classes, and electives.
 - Students requiring special education services and those who are determined to be at risk will be placed in an in-person model of instruction with certified teachers.
- Students will attend in-person instruction twice per week. Classes will be held in 90 minute blocks. Students will attend remote instruction at least twice per week that includes live instructional lessons taught by a certified teacher. Remote instruction will also be in 90 minute blocks.
- Using the hybrid model of instruction, all students in grades 7-12 will receive a minimum of 180 minutes of standards based learning per week under the guidance and direction of a certified teacher.
- As part of the hybrid model of instruction, students will be required to complete online tasks, view instructional videos, and engage with the certified teacher and other class participants in an online setting.

- All students will have internet access and devices (provided by the school) to ensure learning can take place while not in the school building setting.
- Students will be provided academic intervention services as determined by a diagnostic assessment and/or certified teacher recommendation.
- Students requiring special education services and those who are determined to be at risk will be placed in an in-person model of instruction with certified teachers.
- All students placed in science courses that culminate in a Regents examination will be expected to meet the 1200 minutes of laboratory experiences. This will be completed using the hybrid model of instruction.

When students are learning in-person using the hybrid model of instruction (two times per week) the traditional model of teaching/learning will be implemented.

Hybrid Art (Grade K-12)

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

- Students will participate in art instruction within their own classroom taught by a certified instructor, when possible.
- When students are learning remotely as part of the hybrid model, art activities will include tasks for at home completion.
- Teachers will organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
- Teachers will use anchor standards, creating and presenting lend themselves more to in-person instruction, while responding and connecting are standards that may be able to be addressed in a remote instructional model.
- Teachers will determine methodologies to connect with students and support learning while students are at home.
- During in-person instruction, teachers will prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Teachers will use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
- Teachers will focus on personalized learning.
- Teachers will utilize resources such as digital field trips and online arts collections. Resources such as these can be found on the [Continuity of Learning Website](#).

Hybrid Music (Grades K-12)

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

- Students will only participate in music instruction in-person when a distance of 12 feet apart is possible. These classes will be taught by a certified instructor.
- When students are learning remotely as part of the hybrid model, music activities will include tasks for at home completion.
- Teachers will organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
- Teachers will use anchor standards, Creating and Presenting lend themselves more to in-person instruction, while Responding and Connecting are standards that may be able to be addressed in a remote instructional model.
- Teachers will determine methodologies to connect with students and support learning while students are at home.
- During in-person instruction, teachers will prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Teachers will use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
- Teachers will focus on personalized learning.
- Teachers will utilize resources such as digital field trips and online arts collections. Resources such as these can be found on the [Continuity of Learning Website](#).

Hybrid Physical Education (Grades K-12)

Participating in Physical Education (PE) is important for our students' health and wellbeing. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

The Society of Health and Physical Educators (SHAPE) has released a website [outlining school reentry considerations](#) for returning to school in the 2020-2021 school year. The website provides a number of excellent resources including, but not limited to: equipment and safety; personal hygiene; recess; classroom-based activity; social emotional learning; trauma-sensitive learning environments; and student assessments. They also give suggestions for instructional strategies for

in-person, remote and hybrid models. Several considerations are listed below, however, all resources can be found at the link above.

- All physical education classes will be taught by a certified physical education instructor.
- When implementing the in-person model of instruction physical education teachers will ensure that a distance of 12 feet in all directions is maintained by all students.
- Certified teachers will design activities and curricula to ensure the health and safety of themselves and students. These activities include no physical contact, nor close physical proximity to one another. The focus will be on mindfulness and individual skills as opposed to team sports and activities.
- When students are learning remotely as part of the hybrid model, physical education activities will include tasks for at home completion.
- Teachers will consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- When in school, teachers will consider having students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Teachers will consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
- Teachers should consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).
- Teachers will provide synchronous learning opportunities (distance learning that happens in real time) with opportunities for asynchronous learning as much as possible; record lessons to provide to students who may not have access in real time.
- Teachers will try to allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Belleville Henderson Hybrid Model of Instruction (Grades 7-12)

Secondary Sample Schedule:

*This is a sample of what students' schedules may look like. Student schedules will vary.

	Monday DAY A In-Person Cohort A Remote Cohort B	Tuesday DAY B In-Person Cohort A Remote Cohort B	Wednesday Virtual	Thursday DAY A In-Person Cohort B Remote Cohort A	Friday DAY B In-Person Cohort B Remote Cohort A
8:00 - 9:30	English	Math	Electives: Example: Art, Music, Ag classes, business classes, Tech classes Teacher Office Hours	English	Math
9:40 - 11:10	Social Studies	Science		Social Studies	Science
11:20 - 1:20	Study Hall and Lunch	PE and Lunch		Study Hall and Lunch	PE and Lunch
1:30 - 3:00	Construction Technology	Health		Fine Arts	Health

Belleville Henderson Remote Model of Instruction

- **Remote Model of Instruction - This model will be utilized (during 2020-2021) if necessary depending on health and safety conditions in the District or otherwise directed by The New York State Governor through an Executive Order:**
 - Belleville Henderson’s interpretation of this model of instruction:
 - The New York State Education Department defines the remote model of instruction as instruction that takes place outside of the school building while the students are not in attendance at the school.
 - Depending on health and safety conditions within the district whether for COVID-19 incidents or emergency closings, the district will shift seamlessly into 100% of classes being conducted remotely.

Belleville Henderson Remote Instruction Model (Grades Pre-K -6)

Remote Model of Instruction - This model will be utilized (during 2020-2021) if necessary depending on health and safety conditions in the District or otherwise directed by The New York State Governor through an Executive Order:

- Belleville Henderson’s interpretation of this model of instruction:
 - The New York State Education Department defines the remote model of instruction as instruction that takes place outside of the school building while the students are not in attendance at the school.
 - Depending on health and safety conditions within the district whether for COVID-19 incidents or emergency closings, the district will shift seamlessly into 100% of classes being conducted remotely.
- Students will attend daily lessons taught by a certified teacher.
- Schedules will be created by the teachers and submitted to administration for approval based on the number of recommended minutes outlined below.
 - **Pre-K: 20 - 60 minutes**
 - **K-1: 30 - 90 minutes**
 - **2-3: 45 - 90 minutes**
 - **3-5: 60 - 120 minutes**
 - **6: 90 - 180 minutes**

Belleville Henderson Remote Model of Instruction (Grades 7-12)

Remote Model of Instruction - This model will be utilized (during 2020-2021) if necessary depending on health and safety conditions in the District or otherwise directed by The New York State Governor through an Executive Order:

- Belleville Henderson’s interpretation of this model of instruction:
 - The New York State Education Department defines the remote model of instruction as instruction that takes place outside of the school building while the students are not in attendance at the school.
 - Depending on health and safety conditions within the district whether for COVID-19 incidents or emergency closings, the district will shift seamlessly into 100% of classes being conducted remotely.
- Students will attend daily lessons taught by a certified teacher.
- Block schedules will be followed by students and teachers in the same manner as an in-person model of instruction.

All students will have internet access and devices (provided by the school) to ensure learning can take place while not in the school building setting.

Belleville Henderson Remote Instruction Sample Model (Grades 7-12)

*This is a sample of what students' schedules may look like. Student schedules will vary.

	Monday DAY A In-Person Cohort A Remote Cohort B	Tuesday DAY B In-Person Cohort A Remote Cohort B	Wednesday Virtual	Thursday DAY A In-Person Cohort B Remote Cohort A	Friday DAY B In-Person Cohort B Remote Cohort A
8:00 - 9:30	English	Math	Electives: Example: Art, Music, Ag classes, business classes, Tech classes Teacher Office Hours	English	Math
9:40 - 11:10	Social Studies	Science		Social Studies	Science
11:20 - 1:20	Study Hall and Lunch	PE and Lunch		Study Hall and Lunch	PE and Lunch
1:30 - 3:00	Construction Technology	Health		Fine Arts	Health

Remote Art (Grades K-12)

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

- Teachers will prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Teachers will consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Teachers will create a plan for how to give students assignments, feedback, and track their progress.
- Teachers will consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Teachers will develop digital and non-digital options for sharing student’s creative works within the classroom community and with the broader school community.

Remote Music (Grades K-12)

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

- Teachers will prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Teachers will consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Teachers will create a plan for how to give students assignments, feedback, and track their progress.
- Teachers will consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Teachers will develop digital and non-digital options for sharing student's creative works within the classroom community and with the broader school community.

Remote Physical Education (Grades K-12)

Participating in Physical Education (PE) is important for our students' health and wellbeing. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

The Society of Health and Physical Educators (SHAPE) has released a website [outlining school reentry considerations](#) for returning to school in the 2020-2021 school year. The website provides a number of excellent resources including, but not limited to: equipment and safety; personal hygiene; recess; classroom-based activity; social emotional learning; trauma-sensitive learning environments; and student assessments. They also give suggestions for instructional strategies for in-person, remote and hybrid models. Several considerations are listed below, however, all resources can be found at the link above.

- Teachers will create opportunities for students to share and connect with one another.
- Teachers will review the current curriculum and determine which lessons or activities can be repurposed as at home work or completed online (depending on students' access to technology).
- Teachers will consider if students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)

- Teachers will consider if regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.
- Teachers will consider special events or activities that can be done remotely (e.g., [At-Home Family Field Day](#)).
- Teachers will consider using videos or images demonstrating activities or skills.

How will the content that teachers plan be delivered to students?

All teachers will use school approved programs to provide the learning opportunities for students. In many cases, access to digital materials teachers typically used in the classroom has been expanded to allow remote access from home. All online programs will be Ed Law 2D compliant.

A survey was conducted to assess connectivity of all families in the district. For homes that have connectivity but need a device, school Chromebooks will be provided. For students who have inadequate or no connectivity, hotspots will be provided.

Curriculum Alignment to New York State Standards

All instruction will be aligned to New York State Learning Standards whether delivered in-person, remotely, or using a hybrid model of instruction. All three models of instruction described above will include regular and substantive interaction with a certified teacher.

Communication between Teachers, Parents and Students

The requirements of students under this Continuity of Learning Plan is that they will engage in the learning opportunities being provided to them by their teacher(s) whether it be in-person, remotely, or using a hybrid model of instruction. It is expected that the students and/or parents will communicate with the teacher(s) if they are having difficulty with the material, technology, or any aspect of the learning program. Students and Parents can expect two-way communication within 24-48 hours. Ways of communication will include:

- ParentSquare
- Email
- Phone call
- Students sending images of work electronically (text, email, upload to Google Classroom)
- Online assessment tools (Castle Learning, Freckle, Other Software programs, etc.....)
- Google Classroom
- Google Meet - whole class, small group / individual

Grading

All teachers will provide ongoing, formative feedback to students based upon the evidence they observe.

- **Pre-Kindergarten through 12th Grade:**
 - Report cards will be issued every ten weeks.
 - Interim reports regarding unsatisfactory or commendable progress will be sent home every five weeks for students in grades 3-12.
 - The passing grade in all subjects is 65%.
 - The final grade, in any course, is determined by using a formula located in the guidance office.
 - If a student drops a full year course before completion of that course a grade of WF (withdrew failing), WP (withdrew passing) or WI (withdrew incomplete) will be assigned to reflect the status of the students at the time the course was dropped.
 - Full time students will be required to take six (6) courses each semester, exclusive of physical education, band and/or chorus.

Whereupon, Belleville Henderson Central School is providing continuity of learning, a student who demonstrates they have met proficiency in the course shall be awarded Regents diploma credit.

What are my options for parent communications?

Ongoing notifications regarding the Continuity of Learning for Belleville Henderson will be shared through Parent Square, our district's mass notification system.

- Parents are highly encouraged to monitor student learning and to communicate with the teacher through Google Meets, Google Classroom messages, email, and/or phone calls.
- Parents of students in grade 3-12 are also encouraged to use the Parent Portal option through SchoolTool.
- We have a few online platforms, some offer the opportunity to communicate and/or share information with parents. Parents may reach out to the teacher regarding missing work, upcoming work, and basic class activities.

A phone call and direct conversation would be most effective to determine needs and provide support.

How do we accommodate our student with disabilities?

- Please refer to the section of the reopening plan titled Special Education.

How do we meet the needs of students who need social, emotional or academic support?

- Please refer to the section of the reopening plan titled Social Emotional Well-Being.

Support for Students Regarding Social and Emotional Learning

- Professional development will be provided to teachers for how they can support student's socialization and create a climate of safety, comfort, and routine.
- STAR 360 (grades K-8) and locally developed assessments (grades 4-12) will be the diagnostic assessment for RTI and the development of student learning objectives. These will be used to determine individual student needs.
- A social-emotional needs survey will be administered to students in grades K-12 three times per year.
- Professional development will be provided to teachers prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- A survey was conducted in the spring of 2020 to help determine professional development needs of all staff.
- We will be using ParentSquare to upload training videos for students and families/caregivers to access in order to help support any instructional programs or technological platforms the district will be using during the 2020-2021 school year.
- A virtual open house will be held prior to the start of school. This open house will include live training for students and families regarding the use of Google classroom.

Video Conferencing Etiquette

Please take a few minutes to read the two attached documents.

https://mail.bhpanthers.org/owa/service.svc/s/GetFileAttachment?id=AAMkADAwM2IwNTJhLWlyNjUtNGExMS05MTUwLTQ2YjdhOWY5OTRjMgBGAAAAAADqF46OZz41Qo1S%2F%2BonMbCDBwAioplwxBQoQ7ynLx%2F1E6VbAAAA6MH8AAAAO1eqSsd7QL3dJncpZ6r7AALuTWbeAAABEgAQAHv%2FXgdBGGxKIGZY71Y10DE%3D&X-OWA-CANARY=CsYzhUF6DkyRoal38PhirkAXOiOM6NclImvlyR3vRBcc3cW_mB2hVMbWI2Hm083qSgUNpk-TN0

<https://mail.bhpanthers.org/owa/service.svc/s/GetFileAttachment?id=AAMkADAwM2IwNTJhLWlyNjUtNGExMS05MTUwLTQ2YjdhOWY5OTRjMgBGAAAAAADqF46OZz41Qo1S%2F%2BonMbCDBwAioplwxBQoQ7ynLx%2F1E6VbAAAA6MH%2BAAAAO1eqSsd7QL3dJncpZ6r7AALRnMYnAAABEgAQAK4EwgxAOPVnsc%2FnYkz%2Bsvs%3D&X-OWA-CANARY=-XCQ0M89Ak2BmZKSXgS9cAAv89aL6Nclc5XVvJnN6YMoFZoQ0WYCOYzRcQHMTbzooGnWYAfHplw>

For Hybrid and Remote Models of Instruction

Live Lessons:

Belleville Henderson is supportive of the use of video conferencing. We will be using Google Meet in conjunction with Google Classroom and Google Drive, which will allow you to meet with your students and classes in real-time and to record videos that students could reference. Parents' email addresses are accessible through SchoolTool.

Documentation:

- Teachers will log their contact with parents and/or students using a Google Form provided by the Building Principal.
- Teachers will submit their Google Forms each Friday.
- Teachers should expect communication from an administrator on a weekly basis.

Belleville Henderson will review all online learning environments and resources provided to students to determine Education Law 2-d compliance to ensure student data privacy.

Considerations for Reopening Plans

- Teachers will develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).
- Administrators and The Case Study Team will develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
- Administrators, faculty and staff will maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
- Belleville Henderson will use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.
- Belleville Henderson will provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- Belleville Henderson administrators will work with the Curriculum Council to identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
- The Belleville Henderson Guidance Department, School Psychologist, IT Department and administration will offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

Districts exploring possible scenarios for the 2020-21 school year should pair a delivery approach for continuous learning with each scenario and communicate them to teachers, staff, families and students. It is suggested that each class build in learning and practice for remote learning when students are expected to be engaged in synchronous and asynchronous learning.



The above image was obtained from guidance provided from the State of Connecticut in the Reopening Guidance Plan. This is for reference only until guidance is received from the State of New York.

Scenarios May Include

The following guidelines were provided by NYSED and the Jefferson County Lewis BOCES templates:

A. In-person Learning

1. Instructional delivery partially takes place on a digital platform that would easily transfer to a remote or hybrid environment (can be whole group or small group).
2. Focus time and attention to direct teaching and reinforcing of procedures for using tools (Google Classroom or other).
3. Students complete and submit some assignments electronically; the teacher monitors student work through the platform. (i.e. Google Classroom)
4. Ensure all students have access to an appropriate device.
5. Plan for formative and summative assessments.

B. Remote Learning (Virtual)

1. Instructional delivery takes place on a digital platform (can be whole group or small group).
2. Students log on virtually at a given time to participate in the lesson in live time.
3. Students complete and submit assignments electronically; teacher monitors student work through the platform.
4. Instruction should be synchronous, face-to-face, to the extent possible.
5. Ensure all students have access to an appropriate device and adequate connectivity.
6. Plan for formative and summative assessments.
7. Dedicate personnel to follow up with and address connectivity and other technical challenges with families/students.

C. Remote Learning (Paper)

1. Students use hard copy textbooks and/or work packets.
2. Establish a plan for submission of student work.
3. Teachers make group or individual calls (typically phone calls) to students to support student progress.
4. Teachers maintain records of student completion of work at the end of the day, week or as defined in local policy.
5. Plan for formative and summative assessments.

D. Hybrid Learning

1. A combination of in-person and remote learning is utilized.

Equity Considerations

Plan for inclusive practices for every model of instruction for all students including ELL/MLL, ED, and SWD.

1. Belleville Henderson will complete an equity audit to determine any gaps or needs for all stakeholders.
2. Belleville Henderson will address the developmental needs of learners at each level of schooling. (i.e., instructional time, instructional groupings, diagnostic assessments, etc.)
3. Belleville Henderson will identify, diagnose and address geographical barriers (WiFi limitations etc) to ensure that all students have the same access to materials.
4. Belleville Henderson will recognize that some students may not have equal access to technology, support, or resources to complete work remotely.
5. Belleville Henderson will develop and communicate parameters and expectations with all educators to ensure an environment is maintained in which all students feel the power to speak and are respected.
6. Belleville Henderson will devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness.

Professional Development

1. Cultural competency, cultural responsiveness, and racial equity understanding and practices, are foundational professional development needs for all educators.
2. Belleville Henderson will focus on but not limit professional development to the following areas:
 - a. Self-care and trauma-informed practices
 - b. Determining essential/priority standards
 - c. Methods to engage students during remote learning

- d. Instructional strategies such as differentiation, Universal Design for Learning, and project-based learning
- e. Technology tools and platforms
- f. Effective formative feedback/assessment
- g. Safety and behavior expectations
- h. De-escalation and intervention techniques
- i. Grading policies and procedures
- j. Balancing synchronous and asynchronous learning
- k. Tools and training for universal screening

Teaching and Learning Considerations

In preparing for School Year 2020-2021, LEAs will need to provide support for students based on the scenario being implemented. Develop and communicate parameters and expectations with all educators to ensure a learning environment is maintained in which all students feel the power to speak and in which they are respected. In addition, devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness.

The items below outline many of these considerations:

A. Planning for Instruction

1. Belleville Henderson will use an inclusive return-to-learning work group to plan for instruction.
2. Evaluate the effectiveness of remote learning and determine what was successful.
3. Identify the content knowledge and skills from previous grade levels that serve as prerequisite skills and knowledge for on-grade-level learning.
4. Determine the most critical gaps with vertical and grade-level teachers by prioritizing standards.
5. Prioritize vulnerable student groups for face-to-face instruction. Engage general and special education staff in discussions to identify vulnerable students - e.g. learning, behavioral, socio-emotional, or other.
6. Plan for potential shifts in instructional pacing and instructional delivery for the following situations: on-site, remote learning for some or all students, unexpected school closures, staggered schedules. Consider the impact on families for each of these options.
 - a. Plan grade level content instruction based on prioritized standards.
 - b. Plan weekly or daily opportunities for SEL.
 - c. Plan integrations across disciplines.
 - d. Develop 2-3 week-long distance learning units for use during unexpected school closures.
 - e. Assess the effectiveness and appropriateness of digital tools and online platforms - communicate district expectations to educators.

- f. Examine and possibly redefine the components of instructional blocks to allow for adequate and effective pacing.
 - g. Implement instructional strategies that reflect best practices and increase student engagement.
 - h. Define learning goals and success criteria for demonstrating learning and active participation.
 - i. Provide opportunities for students for choice in assignments and assessments.
 - j. Offer small group interventions for students learning remotely.
 - k. Provide manipulatives and utilize differentiated materials and strategies for students learning remotely.
 - l. Use collaborative project-based learning strategies to increase engagement and to reinforce student organizational skills such as planning, scheduling and time management. Engage your special education staff to consider any obstacles that collaborative learning might present for students with special needs.
7. Establish communication with families to prepare them for potential disruptions in instruction and create an environment of shared responsibilities.
 8. Teachers and related service providers will report daily attendance using attendance standardized management/participation tools. Attendance expectations will continue to reflect the Belleville Henderson Code of Conduct. Attendance and engagement will be monitored regularly to identify concerns and the need for intervention.
 9. Develop a plan to assess student learning progress and gaps at the beginning of and throughout the school year. Many students may have learning gaps when school reopens and some teachers may wait to see how the students' progress and then measure the gap.
 - a. Identify the subjects and grade levels that would benefit from a no-stakes, early in-the-year assessment.
 - b. Ensure instructional planning includes a focus on monitoring student progress through formative assessments that measure student thinking and skills.
 - c. Create a plan that supports in-person and remote administration of assessments.
 - d. Ensure continuity of instruction through the use of curriculum maps, pacing guides and/or calendars.
 - e. Embed unmastered critical standards into the scope and sequence for the year and avoid teaching all unmastered standards at the beginning of the year.
 - f. Prepare scaffolded instructional supports for students who may need support with prerequisite knowledge and skills to be successful in their current grade level. In particular, focus on serving ELLs, SWDs and other special populations.
 10. Consider integrating flipped instruction into various subjects.
 11. Prepare classroom learning plans at least two weeks in advance to address unexpected absences due to quarantine or illness.
 12. Review all online learning environments and resources provided to students to determine Education Law 2-d compliance to ensure student data privacy.

B. Grouping Students for Instruction

1. Consider grade level teams, looping, or various models of reaching students in an effective manner.
2. Consider variations in instructional models across grade levels such as in-person instruction for younger students and remote instruction for older students.
3. Consider grouping students by the same class and teacher to form a cohort so each team can function independently.
4. Rotate Physical Education, Music, and Art classes in the schedule. Review newly amended CDC guidelines to ensure special area instruction is conducted safely. Examples include refraining from having students share art supplies or apparatus in PE.

Bring the teachers to the classrooms rather than the classes to the teacher.

C. Curriculum and Integration

Consider aligning the ELA Curriculum to support Science and Social Studies concepts

1. Through reading, writing, listening and speaking about history, science and mathematics.
2. Integrate Physical Education, Health, Music, and Art instruction with core curriculum concepts.
3. Plan an Independent Reading Program - give students some choice but keep them reading. Utilize your library staff or teachers to present book talks (maybe virtually) and to serve to connect students with books.
4. Use videos or abridged pieces of literature to build background knowledge.

Choose learning materials that are culturally inclusive and promote equity.

D. Grading and Assessment

1. Grading practices will:
 - a. Reflect student learning and mastery of grade-level standards.
 - b. Provide students with high quality, personalized feedback in a consistent manner.
 - c. Be clear, consistent and communicated to students and families.
 - d. Provide students with regular and targeted feedback to promote understanding and growth.
 - e. Clearly communicate to students and families if grades earned during an emergency closure can negatively impact a student's overall grade.
2. Assessments will:
 - a. Include a plan and schedule to provide access to all for diagnostic universal screeners.
 - b. Provide student choice to demonstrate mastery.
 - c. Require critical thinking and application.

- d. Include student self-assessment.

E. Professional Development

1. Belleville Henderson will plan and offer ongoing, personalized and differentiated professional learning for teachers and staff.
2. Belleville Henderson school staff will receive training on remote learning protocols and systems including how:
 - a. and when this method of instructional delivery should be use
 - b. to record attendance and absences
 - c. to utilize a learning management system and other digital tools
3. Belleville Henderson teachers will have opportunities to plan collaboratively and participate in professional development as they prepare to deliver instruction in new ways to:
 - a. Meet across and within grade levels to plan for instruction and develop strategies for adjusting existing curriculum to support continuous learning.
 - b. Develop plans to assess student learning progress and gaps at the beginning of and throughout the school year
 - c. Develop instructional support plans to fill potential gaps in students. Learning
4. Professional development should be provided to design equitable instruction for both remote and in-person instruction.

School Libraries and School Library System

Statements from NYS P12 Reopening Guidance Document:

“School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills. Schools and districts are encouraged to consider ways in which school library media specialists can support high-quality instruction in hybrid and remote models.”

“As schools and school districts create their plans for the 2020-21 school year, they must ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.”

In-Person and Hybrid (Grades K- 12)

- The librarian may go to the classroom to provide instruction since the library will need to be cleaned and sanitized between groups of students if the library is used.
- Students will use their own supplies such as pencils and electronic devices if available to avoid sharing of materials in class.

- The librarian should provide signage to support social distancing with visual cues for students in the library. Tables and chairs must be set up in a manner conducive to social distancing.
- The librarian will need to communicate with teachers, students, and families about how their library is still available and precautions being taken to provide library services in a safe manner is essential.
- The librarian will participate in meetings with classroom teachers to maximize opportunities for collaboration and learn about the teacher and student needs.
- The librarian will offer an orientation to help teachers and students understand what library services will look like in the 2020-2021 school year.
- The librarian will work with classroom teachers to facilitate the use of virtual field trips to support student learning.
- The librarian will look into holding online book clubs and office hours.
- The [Translation of Practice](#) document from the NYC School Library System demonstrates how librarians can continue to provide instruction and library services in an online environment should the need arise.

Online (Grades K – 12)

- Refer to the [Translation of Practice](#) document from the NYC School Library System. It demonstrates how traditional practices translate to an online environment. Librarians can use this document to create a local list of practices that they will implement with their own students and share it with their administrator and teachers.
- The librarian will communicate with teachers, students, and families about how their library is still available to them is essential. They should also be made aware of how the library services are being provided to them in a safe manner.
- The librarian will offer an orientation in a digital format to help teachers and students understand what library services will look like in the 2020-2021 school year.
- The librarian will participate in meetings with classroom teachers to maximize opportunities for collaboration and learn about the teacher and student needs.
- The librarian will collaborate and co-teach with a classroom teacher in an online environment. There should be interactive instruction and connection with students regardless of the learning environment.
- The librarian will work with classroom teachers to facilitate the use of virtual field trips to support student learning.
- The librarian will look into holding online book clubs and office hours.

Library Digital Resources

In-person, Hybrid and Online:

- The librarian will work with teachers and students to support them in using the digital resources and eBooks available through the school library.

- Librarians will create help documents and use tools such as Screencastify to create instructional videos for teachers and students to facilitate the use of the electronic resources.
- Librarians will work closely with their technology departments to provide streamlined access to digital tools.
- Make sure that students have equitable access to information.
- Since most of the databases offer translations in the multiple languages, this feature can be used to support English Language Learners.
- Contact information for the librarian will be visible in multiple locations so that students know where to go for assistance.

Safe Handling of Library Materials

In-person, Hybrid, and Online:

- When books are returned to the school library, they will be quarantined for 96 hours before putting back into circulation. These books should be stored in bins and labeled.
- Bins for library book returns can be placed in each classroom or at a pickup location but returned books should not be handled by students until after they have been quarantined.
- Any plastic materials that circulate will be sanitized when returned with an EPA-approved disinfectant according to the manufacturer's directions.
- Library staff will wear a mask and gloves when circulating materials. Library staff will wash hands after handling materials.
- The sharing of electronic devices should be limited and shared surfaces should be cleaned after each use with an EPA-approved disinfectant. Students should not be present during cleaning.

Book Exchange

In-person and Hybrid:

- Fines from lost books in the previous school year should be forgiven and students should be allowed to check out books without penalty. Books missing from the previous school year can be marked as lost.
- If the library is used, social distancing should be maintained and the number of students allowed in at one time should be limited for safety. Students from different classrooms should not be in the library at the same time in order to keep groupings of students as static as possible. Librarians will need to track in-person use of the library should the need for contact tracing arise.
- Students should wash their hands or use hand sanitizer before and after using the school library. If a student touches a book that they do not want to check out while browsing, it should be placed in the book quarantine.
- A safety shield or sneeze guard installed at the circulation desk would be beneficial.
- Special area teachers may need to go to the students to reduce the amount of movement throughout the building. Students who have been taught how to use the OPAC can search

online for the books that they would like to check out and then the librarian would be able to check them out and deliver them to the classroom. Librarians may want to have students and teachers use a digital form or their OPAC to take requests. The librarian could bring books on a cart to the students who have not yet learned how to use the OPAC. Digital displays can also be created to facilitate browsing.

- Schools may want to consider raising checkout limits so that students have plenty of reading material if they need to visit the library less frequently.

Online

Fines from lost books in the previous school year should be forgiven and students should be allowed to check out books without penalty. Books missing from the previous school year can be marked as lost.

- If librarians are able to access the school building, they may offer curbside pickup with the permission of their district.
- If the school is delivering materials to students, the books could go in those deliveries with the permission of the district.
- Librarians may want to have students and teachers use a digital form or their OPAC to take requests.
- Pickup hours or a delivery schedule need to be established and books will need to be placed in an envelope or bag with the name of the student the book is for on it. Pickup must be conducive to social distancing such as staggered times for each grade level. There should be a designated place and time for the return of materials that is conducive to social distancing. Students should not handle the returns of other students until after they have been quarantined. Masks should be worn during pickup and return times.
- The librarian should also teach students how to find high-quality digital reading materials. Digital displays can also be created to facilitate browsing.
- Schools may want to consider raising checkout limits so that students have plenty of reading material between pickups.

Interlibrary Loan

In-person and Hybrid:

- If the BOCES delivery system is running and schools are open with staff in the building, interlibrary loan will be running within Jefferson-Lewis school districts.
- If the MORIC delivery system is running and schools in the Madison-Oneida region are open with staff in the building, librarians will be able to use the CIDER interlibrary loan system to request materials from those regions.
- As long as the North Country Library System van is delivering and public libraries are open to have staff in the building, librarians will be able to request materials through the DueNorth interlibrary system.

- Buildings that are closed because of an outbreak will suspend their library in DueNorth so that they do not receive requests from open buildings. Please contact the school library system if you need to close your school for lending in the CIDER interlibrary loan system.
- Use the notes feature in the interlibrary loan systems to indicate when a book is in quarantine or any other special circumstances.
- The loan period should be extended to at least 8 weeks to allow for delivery, time to get the book to the patron, and time for book quarantines.

Online

- In the event that schools are closed and library staff are not allowed in the building, they will be closed for interlibrary loan. The School Library System will close all libraries in DueNorth and CIDER if there is a closure of schools throughout the region.
- Individual buildings that are closed because of an outbreak will suspend their library in DueNorth so that they do not receive requests from open buildings. Please contact the school library system if you need to close your school for lending in the CIDER interlibrary loan system.
- If the BOCES delivery system is running and schools are open with staff in the building, interlibrary loan will be running within Jefferson-Lewis school districts.
- If the MORIC delivery system is running and schools in the Madison-Oneida region are open with staff in the building, librarians will be able to use the CIDER interlibrary loan system to request materials from those regions.
- As long as the North Country Library System van is delivering and public libraries are open to have staff in the building, librarians will be able to request materials through the DueNorth interlibrary system.
- Use the notes feature in the interlibrary loan systems to indicate when a book is in quarantine or any other special circumstances.
- The loan period should be extended to at least 8 weeks to allow for delivery, time to get the book to the patron, and time for quarantines.

Library Resources:

Coronavirus Undetectable After 3 Days- <https://www.oclc.org/en/news/releases/2020/20200622-coronavirus-undetectable-after-3-days.html>

IMLS, CDC: On Staff Safety, Handling Paper In COVID-19 Pandemic- <https://www.libraryjournal.com/?detailStory=imls-cdc-on-staff-safety-handling-paper-in-covid-19-pandemic>

Local Libraries Begin New Chapter During Pandemic- <https://www.wwnytv.com/2020/06/26/local-libraries-begin-new-chapter-during-pandemic/>

On the Importance of Making a (reopening) Plan- <http://blogs.slj.com/neverendingsearch/2020/06/19/on-the-importance-of-making-a-reopening-plan/>

REALM Project Round 1 Test Results Available- <https://www.webjunction.org/news/webjunction/test1-results.html>

Translation of Practice for School Librarians- <http://www.nysl.nysed.gov/libdev/slssap/TranslationOfPracticeNYCSLS.pdf>

Social Distancing, Face Coverings and Configurations

All involved individuals will practice social distancing. Face coverings will be required at all times. Hand washing/sanitizing will be required at the start of any session and subsequent to any break on re-entry. The space will be configured to comply with social distancing, avoid the sharing of workstations, tables, etc. and be well ventilated. Specifically, adults are seated at individual tables. The seat positions at tables will be designed to ensure six feet of distancing. If the unavoidable is realized within a cohort and any physical object is shared then the physical object will be cleaned and sanitized between each use. Physical objects will be cleaned and sanitized between cohort use.

Schedules and Sinage

The schedules of arrivals and departures will be guided to ensure the number of individuals is compliant to the current gathering number as authorized by public health officials. Instructional schedules will be designed to afford no more than twelve to fifteen students in a classroom or lab setting. Students will attend in-person instruction and remote learning in a hybrid model in order to accommodate instructional time with the instructor. Should an event occur, that places the students in remote learning, the foundations have already been realized. The number of testing candidates will be addressed by each test vendor in a manner that promotes social distancing when scheduled. In addition, Centers for Disease Control and Prevention (CDC) signage will be displayed. Examples include, knowing COVID-19 symptoms, staying home if sick, donning/removing face coverings, stopping the spread of germs, etc.

Meals, Small Spaces, Faculty and Staff Meetings, Ventilation and Common Areas

Adult & professional development functions are such that no meals are provided, gathering in small spaces by faculty, staff and students is not a common place nor is the concept of common places for adult students to gather, e.g., library or cafeteria. Gathering of faculty, staff and students takes place within the instructional rooms or testing venues. All participants arrive and proceed to the instructional room and depart at the conclusion of their instructional time or testing time. Increasing the ventilation in the classrooms, labs and testing rooms will be recommended when feasible. Cleaning, sanitizing and promoting social distancing in all common areas will be attended to according to respective BHCSO organizational protocols.

Cohorts, In-Person Instruction, Student Drop-off and Pick-Up, Deliveries, Faculty/Staff Entrance and Exits, Shared Objects

The number of faculty, staff, and students entering and exiting the building is controllable. Delivery protocols will abide by BHCSO organizational protocols. Building entry will follow the BHCSO protocol for faculty, staff, and students, respectively.

In-person instruction in a classroom setting will follow the above stated protocols of social distancing. However, in the environment of skills acquisition, the instructor and all students will be required to wear face coverings and social distance from other student pairs. Skill acquisition is a repetitive process. It is common place to pair students in order to practice a skill while the instructor observes and facilitates. Pairs of students will be spaced appropriately, i.e., six feet apart. In addition, the instructor will view students from a distance of six feet. Should one-to-one instruction occur then the other student will step away, accordingly, in order to maintain only two individuals in close proximity and the third at a distance of six feet.

Each training course and testing service is conducted at specific start times. Participants arrive accordingly. This will aid in the one-directional flow of traffic to a classroom or testing venue. In addition, within an instructional cohort any physical object that is shared will be cleaned and sanitized between each use. In addition, physical objects will be cleaned and sanitized between cohort use.

Places

Personal Protective Equipment, Hygiene, Cleaning and Disinfection, Cleaning and Disinfection Following Suspected or Confirmed COVID-19

Faculty, staff, and students are required to wear acceptable face coverings, i.e., homemade or mass produced; cloth or transparent. BHCSO organizational protocols will dictate access points to additional and/or replacement face coverings. BHCSO organizational protocols will be engaged to ensure proper hygiene and disinfection requirements daily at the conclusion of instruction or testing. Each instructional room and testing venue will contain a supply of sanitizer. CDC signage for Stop the Spread, etc. will be posted throughout instructional areas and in the testing venues. In addition, in the

event of a suspected or confirmed COVID-19 case, BHCSO organizational protocols will be activated and faculty, staff, and students will be informed accordingly.

Coordination, Phased Reopening and communications Plan Consideration

BHCSO organizational protocols will be enforced in a strategic hierarchy as directed from the Office of the District Superintendent. Accordingly, communications will follow the strategic organizational plan.

Processes

Health Screening and Temperature Checks, Positive Screen Protocols, In-Person Screening

BHCSO organizational protocols will be instituted in a manner that address health screening and temperature checks for faculty, staff, and students. CDC signage illustrating the Symptoms of Coronavirus will be posted in instructional areas and testing venues. In accordance with BHCSO protocol, any individual who screens positive for COVID-19 exposure or symptoms will be immediately sent home with instructions to contact their health care provider for further assessment, etc. BHCSO organizational protocol subsequently will be activated in order to notify local public health officials. In addition, BHCSO will provide the designated health screeners the proper training, access to protective equipment and screening protocols of BHCSO of which to follow.

School Health Offices and Tracing and Tracking

BHCSO organizational protocols will dictate the procedures of the health and safety office. In addition, tracing and tracking metrics, notification, tracing support and quarantine, isolation and return to school protocols will be directed according to BHCSO organizational policy in cooperation with the local public health department

Belleville Henderson Ed Law 2D Compliance

Belleville Henderson will review all online learning environments and resources provided to students to determine Education Law 2-d compliance to ensure student data privacy.

Career & Technical Education (CTE)



Career and Technical Education (CTE)

Belleville Henderson has a very active FFA Leadership program that participates at the local, state and national levels. Many students participate in our agricultural courses and FFA Leadership Programs. Belleville Henderson has the oldest continuously running agricultural program in the United States.

CTE Content and Delivery

CTE course work may be modified for social distancing and/or remote learning in order to do so the district will consider:

- Content
- Activities in and out of the classroom
- Providing necessary materials
- On-line platforms
- The use of live instructor videos and live streaming
- Necessary laboratory skills
- Procedures for sharing disinfection and decontaminating material and equipment

Keeping Students Engaged Remotely

- Create a set schedule for class meeting times. Class meeting times should be used to address large group instruction and/or issues impacting the whole class.
- Schedule small group and/or individual check-ins around full class meeting times
- Current topics and safety will be imbedded into classroom instruction.

Work-Based Learning

Jefferson-Lewis BOCES will provide this through the Bohlen Technical Center for those students attending CTE programs.

Business and Community Partnerships

Jefferson-Lewis BOCES will provide this through the Bohlen Technical Center for those students attending CTE programs.

Student Career Development

CTE programs of study at BHCS will continue to provide high quality career advisement and exploration opportunities to students through either an in-person, remote, or blended instruction environment. Consider the following when planning student career development experiences in the 2020-2021 school year:

- The district will use the CTE Career and Financial Management framework to enrich career development if hands-on learning and skill practice may not be feasible in person.
- The district will use virtual options to facilitate career exploration including, but not limited to, job shadowing; guest speakers; career fairs; interview skills; job training; professionalism and proper use of virtual platforms; and other activities that allow safety guidelines to be followed by all involved.

- The district will utilize school counselors and other school staff to facilitate and support career development and advisement within the district or BOCES.

Career and Technical Student Organizations (CTSOs)

- BHCS will consult with the respective state and national organizations for each CTSO to determine what their policies and procedures are for a COVID-19 impacted school year.
- The district will consider if conferences, meetings, service projects, programs of work, and events can be conducted remotely if face-to-face meetings cannot take place. NYS Department of Health guidelines regarding social distancing, equipment, and events must be followed when planning CTSO events.
- The district will consult with local legal counsel regarding any concerns regarding EdLaw 2D and any other questions regarding allowable platforms for teleconferencing.
- The district will consult the NYSED CTSO page for additional information as it becomes available

Program Approval, Data Reporting, Perkins and Civil Rights

Jefferson-Lewis BOCES will provide this through the Bohlen Technical Center for those students attending CTE programs.

Academic
Intervention Services
Grading
Assessments
Libraries

Academic Intervention Services/Grading/Assessments/Libraries

Academic Intervention Services

Students in grades 3-8, including students with disabilities and English Language Learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and/or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district-developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:

- Developmental reading assessment-Renaissance STAR 360
- Benchmark and lesson embedded assessments- Renaissance STAR 360
- Common formative assessments- Renaissance STAR 360
- Unit and lesson assessments
- New York State Assessments

Grading

BH's grading policies will be reviewed during the 2020-2021 school year to reflect each model of instruction.

Determination of grading policies continues to be the purview of each local school or district. Given the flexible instructional models, schools should develop grading policies applicable to each model that are clear and transparent to students, parents, and caregivers. The district's grading policy is aligned to the outcomes of the course and the State's learning standards. A minimum passing grade for grades three to twelve is 65.

Pre K to second grade teachers will continue to use the letter grading system previously established. BH will continue to update its grading system during the 2020-2021 school year.

Assessments

As BH develops instructional models under the three delivery methods of instruction, attention must be paid to how students are assessed and further, how student progress will be communicated to parents and caregivers.

The following are some criteria that BH may consider when developing our plan for assessments in the 2020-2021 school year:

- Focus on pre-assessment and embedded formative assessments to inform instruction
- Build in time and opportunities for educators to collaborate and plan for the creation of pre-assessments
- Consider the testing accommodation needs of some students when planning the approach to assessments.
- Determine a suite of assessment tools that can be utilized in various instructional models, remote, hybrid, and in-person.

- Develop a strategy to determine those students who are in need of academic intervention services (AIS) in accordance with the Department’s guidance and plan to provide in-person, remotely, or in a hybrid model.

For the 2020-2021 school year, the district will continue to use the multiple measures of student performance. These included, Developmental reading assessment-Renaissance STAR 360, Benchmark and lesson embedded assessments- Renaissance STAR 360, Common formative assessments- Renaissance STAR 360, Unit and lesson assessments, and New York State Assessments.

Libraries

The District’s School Library Media Specialist will assist with the presentation of “How to” videos for various software and educational platforms.

Athletics and Extracurricular Activities



Athletics and Extracurricular Activities:

Belleville Henderson participates in the Frontier League which consists of school districts from the Jefferson Lewis BOCES, which is part of Section III athletics. Section III is one of eleven designated areas across New York State for Interscholastic Athletics. The Frontier League Executive Committee works with the Jefferson Lewis BOCES Superintendents who ultimately determine athletic participation for local schools.

Athletics are governed by the New York State Education Department, New York State Department of Health, New York State Public High School Athletic Association, and any Executive Order given by The Governor of New York State.

Belleville Henderson's Superintendent, Building Principal, and Athletic Director oversee all athletic activities to ensure that health and safety practices are being followed.

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As schools plan for reopening in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, schools might consider the creation of extracurricular activities that can be continued remotely in the event of another shut down.

Per the reopening guidance issued by the [NYS Department of Health](#), schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Schools/districts should refer to DOH's "[Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#)" to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Interscholastic Athletics

Per the NYDOH Guidance Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

[The New York State Public High School Athletic Association \(NYSPHSAA\)](#) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force

will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the NYSPHSAA website.

Considerations for Athletics and Extracurricular Activities:

- External community organizations are not permitted to use school/district facilities until CDC and DOH regulations can be adhered to without having to social distance.
- Class advisors and clubs when possible will use technology and online resources whenever possible given social distancing protocols.
- Belleville Henderson Central School is adhering to the NYSDOH guidance for interscholastic sports, which are not permitted at this time.
- Belleville Henderson Central School students will be allowed to participate in interscholastic sports when permitted by the NYSDOH.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or have limited person-to-person contact.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities and external community organizations that use school facilities must follow State and local on health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

- External community organizations are not permitted to use school/district facilities until CDC and DOH regulations can be adhered to without having to social distance.
- Class advisors and clubs when possible will use technology and online resources whenever possible given social distancing protocols.
- Belleville Henderson Central School is adhering to the NYSDOH guidance for interscholastic sports, which are not permitted at this time.
- Belleville Henderson Central School students will be allowed to participate in interscholastic sports when permitted by the NYSDOH.
- Follow [New York State Department of Health guidelines](#) and [CDC guidelines](#) on wearing of masks, handwashing and social distancing.
- For more information on cleaning and disinfection, review sanitation guidelines from CDC at [CDC Cleaning and Disinfection Community Facilities](#) , [CDC Reopening Guidance on Cleaning and Disinfection Public Spaces Workplaces, Businesses Schools and Homes](#)

Special Education



Special Education Reopening Plan

1. Regardless of the model implemented, in-person, virtual, or hybrid, the manner and delivery of services provided to students with disabilities will likely require modifications to ensure student and staff safety. Administrators will communicate with parents/caregivers and other school staff to collaborate on a shared understanding of what FAPE (Free and Appropriate Public Education) will look like in the COVID-19 school environment. These conversations will be documented and confirmed in writing with parents/caregivers in order to ensure each stakeholder's responsibility and understanding of their role.
2. In reviewing student's individual education plans (IEPs), it may be determined necessary for the Committee on Special Education to meet to review possible adjustments to service delivery, individual goals, and support to school personnel and/or training for parents/caregivers. Although current regulations do not require the development of a distance learning plan, the committee may determine that amendments to an IEP are necessary to ensure access and progress toward individual student goals.
3. Teachers and related service providers will begin the assessment of individual students, both through formal and informal measures, in an appropriate time frame within the start of the school year in order to identify areas of significant regression. This data will inform planning, instructional design, and potential service recommendations for students. Data from ongoing assessments will also be used to determine the need for possible compensatory services.
4. Administration will reach out to community agencies for collaboration and support that will be critical to the success of any of the three models. Collaborations will include parent/caregiver support, behavioral and emotional support for families, students and staff, as well as logistical support if parent/caregiver schedules impact student availability and access.
5. Special education staff will contact parents/caregivers as soon as possible during the summer to allow adequate time to identify issues, concerns, and student participation depending upon the model selected. Counseling staff will work with families and students to reduce potential student anxiety about returning to school.
6. Contact will be made with Jefferson-Lewis BOCES regarding student transportation to PES programs.

In-Person Reopening

At this time, we are unable to have all students in person daily, due to the inability to socially distance in classrooms. When COVID-19 conditions lift, all students would return to daily in person instruction. For the time being:

Students

- Administration will work in collaboration with school health staff and parents/caregivers to identify students with potential health issues. Individual student health records as well as

parent input will be used to identify any health needs requiring additional accommodations/modifications for students. Individualized safety plans will be developed for those students identified. Students identified as higher risk due to pre-existing health conditions will be considered for hybrid or virtual models in consultation with parents. If hybrid or virtual models are not allowable due to regulation, students will be referred to the Committee on Special Education for consideration of home-based educational services.

- Teachers and counseling staff will contact parents through electronic survey and/or phone calls prior to the start of school to help students prepare for the changes anticipated when school reopens. Guidance materials sent home will include social stories, family activities and instructions regarding all aspects of the anticipated changes -- mask wearing, minimal travel throughout the building, social distancing, limited sharing of materials/equipment, designated PPE materials and handling procedures, etc.
- Parent drop-off and pick-up procedures will be established to ensure that parents and other visitors do not enter the school building.
- Students will be encouraged to come to school with only those personal belongings that are necessary for travel to and from the building. All other materials will be supplied.
- Student IEPs will be reviewed to identify individual needs that may require updated interventions and strategies in light of safety requirements. Some examples include:
 - Students who have unique medical conditions or sensory concerns may have greater difficulties wearing masks, so additional safety precautions may be necessary, including additional safety equipment for staff (face shields as well as masks).
 - Students with cognitive/behavioral difficulties may require more close contact with staff. Consultation with parents and school health staff should include safe protocols and procedures for closer contact.
 - Students with behavioral management needs may refuse to comply with safety requirements. Student safety plans should be developed in advance to identify procedures to ensure safety of students and staff in those instances and should reflect a multi-tiered system of support/intervention.

Instruction

- Teachers and related service providers will incorporate approved learning management systems within classrooms and therapy rooms to address continuity and equity should some students require virtual learning or schools face temporary closures.
- Materials to be used regularly with students (visual schedules, behavioral checklists, resource pages, etc.) will be laminated and sanitized daily by classroom support staff.
- Teachers will prepare plans at least two weeks in advance to address possible absences due to quarantine.
- Teachers will develop distance learning plans for all students to be initiated in case of student quarantine and/or school closure.

- Teachers will incorporate safety and awareness instruction within their lesson planning, including hygiene, social distancing, personal protective equipment, and the importance of not sharing personal items.
- Teachers will incorporate strategies for virtual learners within their classroom to ensure continuity and consistency should students require virtual learning services in the future.
- Teachers will work in collaboration with counseling staff to incorporate social emotional learning opportunities within the classroom setting, including but not limited to Self-management, Resiliency and Resource Management.
- Teachers will review individual student behavioral intervention plans to identify interventions that may present challenges to safety in the current classroom environment (cool down walks, etc.). Those interventions that cannot be safely implemented under current health and safety guidelines will be reviewed with parents and alternate interventions will be recommended.

Physical

- Classrooms will be measured to allow six-foot minimum workspaces for each student as well as to ensure six-foot space between staff and other staff, as well as staff and students.
- Classrooms will be supplied with sanitizer, wipes, and other approved cleaning products for cleaning throughout the school day
- Tables will be replaced with individual desks/seating whenever possible. If tables must be used, student seating will be marked to ensure six-foot minimums.
- Materials will be provided for students, labeled and stored separately. Sharing of materials will be minimized. Many students with disabilities require specialized equipment and tools, and in instances when those items must be shared, cleaning and sanitizing protocols will be in place and performed by classroom support staff.
- Masks (and as appropriate, face shields) will be worn by all staff while school is in session, both within the classroom and throughout the building.
- Personal protective equipment will be provided for students and staff as necessary.
- Whenever possible, classroom staff and students will remain in the classroom with required services being provided within the classroom to reduce unnecessary contact with others in the building. If related services are provided to students within the classroom, related service caseloads should be developed to limit the number of classrooms served by providers. If related services are provided to students in the therapy rooms, six foot work spaces for each student will be designated and sanitizing will occur between groups.
- Breakfast and lunch will be served within the classroom in order to limit student exposure to other students and staff within the building. Classroom support staff will be assigned to the duties of collecting meals and returning non-disposable items to the cafeteria. Whenever possible, teachers will limit rotation of support staff for this duty to reduce contact opportunities between classrooms/buildings. Students with documented food allergies may require a separate feeding location to reduce potential contact with allergens.

- Guidelines will be developed for the safe access of outdoor recreational spaces on campuses. As appropriate, these spaces may also be used for specific student IEP goals such as physical therapy.
- Nursing stations will allow for a separate location for students who display symptoms of illness allowing the health care staff to continue to meet the routine medical needs of students (medications, physicals, etc.).

Staff (Professional Development & Training)

- All staff will be trained in the proper use of face coverings, including removal and cleaning, as well as cleaning and sanitizing.
- Staff will receive training on the signs of trauma, depressions and anxiety and will be trained on research-based de-escalation techniques and non-violent crisis intervention strategies.
- Staff will receive mindfulness training and other related professional development dealing with self-care and stress management and will be encouraged to embed SEL into lessons.
- Substitutes will receive training regarding all safety protocols and expectations.

Remote Learning Model

Students

- Administration and counseling staff will survey parents/caregivers to identify technology access concerns for students participating in instruction virtually.
- Technology supports and hardware will be provided to students as needed. These include portable Wi-Fi units, chrome books, and individual student communication devices. As appropriate, device selection is determined with assistive/instructional technology specialists' input and by review of recommendations based upon the individual student's learning needs and physical motor skills as documented on her/his individualized education plan. Parents will be trained remotely to operate and assist with devices.

Instructional

- Resource Room and Consultant teachers will be provided access to general education teacher's lesson plans and learning management systems. Those special educators will review plans in collaboration with general education teachers to ensure individualized student learning needs and supports are met.
- Teachers will work in collaboration with counselors to provide parents with guidance and support for their role in facilitating virtual learning of their students. Administrators will collaborate with community service resources as appropriate to assist families in creating learning environments within the home.
- Support staff (teaching assistants) will be included in all lesson planning activities to facilitate delivery of instruction to multiple student groups. This will also assist in meeting scheduling challenges that some families may face with virtual instruction.

- All instructional and support interventions provided to students will be developed collaboratively by each student’s learning team based upon the student’s individualized education plan. Teachers and related service providers will communicate regularly with parents to answer questions and provide guidance for their students. Teachers and related service providers will document all contact with students and families, as well as record student participation and progress and use that information for ongoing planning. Concerns regarding access, participation, or continuity will be shared with the Case Study Team immediately to develop interventions and ensure equity of service delivery.
- Teachers will incorporate safety and awareness instruction within their lesson planning, including hygiene, social distancing, personal protective equipment, and the importance of not sharing personal items in preparation for future in-person instruction.
- Teachers and related services providers will utilize district-approved learning management systems and online instructional tools to address both the academic and social-emotional needs of students. All online learning environments and resources provided to students will be reviewed by administration and determined to be Educational Law 2-d compliant to ensure student data privacy.
- Teachers will establish regular and consistent virtual learning schedules for students in collaboration with parents. In addition, teachers and related service providers will maintain office hours for student and parent/caregiver contact, as well as schedule weekly “check-ins” with each family using the communication method agreed upon.
- Telepractice will be provided to students whose abilities and present levels of performance indicate the potential to benefit from live and interactive therapies delivered via electronic communication (audio and/or video). Related service providers will explain the components of Telepractice to parents and request parent consent prior to initiation of services. Students whose parents decide not to accept Telepractice services will continue to receive support materials and regular contact from related service providers using other distance learning strategies.
- School counseling staff will collaborate with administration, teachers, and other related service providers to assist families as needed. Assistance will include direct contact with families, referrals to community support services, and ongoing counseling services to individual students. Counseling may include additional support and guidance for parents/caregivers as appropriate. All services will be provided using virtual communication methods meeting FERPA, and as appropriate, HIPAA guidelines.
- Cross-disciplinary lessons will be provided whenever appropriate in order to limit the number of instructional staff attempting to connect with students throughout the day.
- Collaborative project-based learning strategies will be used whenever appropriate in order to increase engagement as well as to reinforce student organizational skills such as planning, scheduling and time management.
- As appropriate, lessons will be recorded and made available to students to view at alternative times to encourage equity of access and continuity of learning. In addition to instructing students in the use of technology to ensure a smoother transition in the event of closure,

teachers will prioritize curriculum to ensure students are mastering essential skills, including a review component during the first few weeks of school.

Physical/Equipment

- Administrators will work closely with Rich Hammett, technology coordinator, to facilitate delivery of equipment in order to address student access concerns.

Staff (Professional Development)

- Staff will participate in professional development focused on designing specialized instruction in a virtual environment.
- Staff will participate in professional development focused on engaging students in a virtual learning environment.
- Staff will receive guidance and training on using virtual learning tools, including approved learning management systems, incorporating assessment tools within virtual learning environments, and establishing opportunities for collaborative learning in virtual classrooms.

Hybrid Learning Model

Students will be placed in a cohort by family, attending in person instruction on M/Tu or Th/F and virtual instructions on the opposite days. Students have contact with teachers daily and receive instruction, in person or virtual, daily.

Students

- Administration will work in collaboration with school health officials and parents/caregivers to identify students with potential health issues. Individualized safety plans will be developed for those students identified. Students identified as higher risk due to pre-existing health conditions will be considered for hybrid or virtual models in consultation with parents.
- Students with disabilities that have higher level needs or who are identified to benefit significantly from in-person instruction will be considered for priority when scheduling in-person instruction whenever possible assuming that equity of access can be ensured for all students within the hybrid model.

Instruction

- Teachers will utilize learning management systems consistently within the classroom and with virtual students in a synchronous environment whenever possible in order to ensure continuity of learning and equity of access. This practice will also reduce the potential for expanded instructional duties in order to meet the needs of both in-person and virtual students.
- Support staff (teaching assistants) will be included in all lesson planning activities to facilitate delivery of instruction to multiple student groups and reduce concerns of expanded instructional duties for teachers in meeting the needs of both in-person and virtual students.

Physical/Equipment

- Upon completion of classroom social distancing capacity assessments, administration will work collaboratively with teachers and school district staff to identify student groupings (in-person and virtual) if it is determined that classroom capacity necessitates rotating attendance. Unless students are identified for virtual instruction due to individual health concerns, all students will be scheduled on a rotational basis between in-person and virtual participation.
- If students are rotating between in-person and virtual learning environments, all devices returning with students from home will be cleaned and sanitized using approved procedures by classroom support staff.

Staff (Professional Development)

- Staff will participate in professional development focused on designing specialized instruction in a virtual environment, including the delivery of synchronous instruction in a hybrid environment.
- Staff will participate in professional development focused on engaging students in a virtual learning environment.
- Staff will receive guidance and training on using virtual learning tools, including approved learning management systems, incorporating assessment tools within virtual learning environments, and establishing opportunities for collaborative learning in virtual classrooms.
- Staff will receive training and support in scheduling and planning for hybrid learning environments

Evaluations/Meetings

Referral

Before referring a student for special education, school districts should take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the school district suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and request for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Initial Evaluation/Reevaluation

Special education evaluations (i.e., initial and reevaluations) will be conducted whether in-person or remotely within required timelines. The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs should review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations. The district will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Eligibility Determination/Annual Review Meetings

The CPSEs/CSEs will continue to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

Bilingual Education and World Languages



Bilingual Education and World Languages

The Spring 2020 Covid-19 Crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). Special consideration should be given to ELLs to ensure that their language development does not stall. For ELLs to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects, dialogue with peers and adults on academic topics in their home languages, as well as English is essential. Because language development is an interactive and socially driven process, in-person instruction should be prioritized for ELLs, with a focus on legal requirements and a focus on proactively addressing inequalities. Consider developing parameters and expectations that are communicated with all educators to ensure a learning environment in which all students feel the power to speak and are respected. In addition, devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness. ELL's must be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction.

Schools are strongly encouraged to examine resources available on the [NYSED Office of Bilingual Education and World Languages](#) website.

- Belleville Henderson Central School will complete the ELL identification process for all ELLs who were enrolled during the COVID-19 school closure and summer 2020 within the 30 school day limit. As of July 31, 2020, there were no new bilingual students enrolled during this time frame.
- Belleville Henderson will provide instructional units of student to all ELLs based on their most recent English Language proficiency level.
- Belleville Henderson has a system in place for regular communication of parents/family members of ELLs. This communication is provided in the home language of the student.
- Belleville Henderson will provide professional learning opportunities for its teachers related to ELLs and the use of technology as a teaching and learning tool.
- Coordination among ENL and content area teachers will continue to take place. This communication will happen whether in-person, hybrid, or remote learning is implemented. ENL teachers will be added to the Google Classroom of all content area teachers for which the student is enrolled.
- The school staff will be in regular communication with ELLs and their families to ensure technology and Wi-Fi access, and to assess their social-emotional well-being.
- The school staff will directly work with the 12th grade student who will be working toward earning a NYS Seal of Biliteracy.
- The school staff will provide interpretation and translation of all critical information to ELLs and families.

Bilingual Education and World Languages

The Spring 2020 Covid-19 Crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners (ELLs). Special consideration should be given to ELLs to ensure that their language development does not stall. For ELLs to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects, dialogue with peers and adults on academic topics in their home languages, as well as English is essential. Because language development is an interactive and socially driven process, in-person instruction should be prioritized for ELLs, with a focus on legal requirements and a focus on proactively addressing inequalities. Consider developing parameters and expectations that are communicated with all educators to ensure a learning environment in which all students feel the power to speak and are respected. In addition, devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness. ELL's must be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction.

Schools are strongly encouraged to examine resources available on the [NYSED Office of Bilingual Education and World Languages](#) website.

Strategies to Consider for Continuing English Language Development Services and Ensuring Access to General Education:

1. Immediately focus on building relationships with students and families beyond considerations for instructional content. The school will keep the unique needs of parents of ELLs/MLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model – including interpretation and translation needs to ensure that they have equitable access to critical information about their children's education. All communications for parents/guardians of ELLs will be in their preferred language and mode of communication. The school realizes that all language access obligations remain in effect. Belleville Henderson will, to the greatest extent possible, provide interpretation and translation through a qualified interpreter/translator.
2. Belleville Henderson will provide language support to help students and families to access the resources used for remote instruction.
3. Belleville Henderson teachers will provide office hours to be in contact with individual ELLs when needed and at regular intervals.
4. Belleville Henderson teachers will identify, and address, student and family concerns and questions about re-entry to school.
5. Belleville Henderson teachers will use multiple measures to assess a student's language strengths and needs in addition to the NYS assessments for ELL's.
6. Belleville Henderson teachers will provide small group and individual support focused on linguistic supports, review and recovery based on strengths and needs of individual ELLs.
7. Belleville Henderson will facilitate collaboration and co-planning between content and ELL teachers.

8. Use scaffolding instructional strategies and linguistic supports embedded within curriculum that can be provided in all models of instruction - plan for Tier I instructional decisions and then Tier 2 and Tier 3.
9. Belleville Henderson teachers will focus on developing productive language skills such as speaking and writing - plan to intentionally and explicitly target language development throughout the school day in a meaningful and relevant way.
10. Belleville Henderson teachers will identify skills and strategies that a learner can use with minimal interaction and support from a teacher while working at home. Plan individualized learning experiences utilizing accessible materials and multiple modalities based on student's language proficiency levels.
11. Belleville Henderson teachers will design tasks and materials that support technology as well as technology-free experiences for students to develop language and literacy simultaneously. Belleville Henderson will ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for remote learning.
12. Belleville Henderson teachers will provide lessons on using technology and software focused on developing language and literacy.
13. Belleville Henderson teachers will set reasonable expectations for home literacy and language learning. Teachers will be reasonable in their expectations that an adult may not be consistently available to provide academic support. Students and families will be juggling a new reality and priorities at home, so it is not reasonable to expect that an adult (English speaking or otherwise) is consistently available to provide academic support.
14. Belleville Henderson teachers will provide opportunities for choice while working at home to include families, interests, and native language development.
15. Belleville Henderson teachers will reassure parents that continuing to read, discuss texts, and teach their child in their home language is acceptable and preferred.
16. Belleville Henderson teachers will consider what students can do independently and what requires a teacher or other adult. When possible, teachers will prioritize guidance and activities that children can work on relatively independently while providing parent-friendly guidance for how to best support students diverse learning needs that impact their reading and writing skills.
17. Belleville Henderson teachers will draw on the expertise of colleagues. Teachers will consider how they can partner with families during this time by drawing upon the expertise of other ENL educators, family and community liaisons, translation supports, or other community partners who work closely with these student populations and their communities. Teachers will use these partners to assess families' technology needs and how the district can support.
18. Belleville Henderson teachers will adopt or develop progress monitoring tools to provide data that identifies gaps in student learning toward English language proficiency and towards content area proficiency in both English and students' home languages. With the cancellation of the 2020 NYSESLAT, schools must determine new methods to measure the English language proficiency levels of their ELLs to ensure that these students are receiving the appropriate level of instruction. Districts and schools are encouraged to identify and

adopt additional progress monitoring tools to track language skills progress toward English Language Proficiency.

- i. Local Progress Monitoring Assessment Tool - Checklist for Developing or Selecting an English Language Proficiency Progress Monitoring Assessment
- ii. Multilingual Literacy SIFE Screener MLS - MLS User Manual

Belleville Henderson will work with R-BERN to adopt a progress monitoring tool most suited for its students.

19. Belleville Henderson teachers will resume and create programs to address the specific needs of Students with Interrupted/Inconsistent Formal Education (SIFE), ELLs with IEPs, and other vulnerable populations during the reopening process.
20. Belleville Henderson teachers will Prioritize 12th grade students who were unable to complete requirements in 2019-2020 to continue work towards earning the New York State Seal of Biliteracy in 2020-2021.
21. Belleville Henderson teachers will provide Emergent Multilingual Learners enrolled in Prekindergarten programs with instruction in their home languages during remote and hybrid learning.
22. Belleville Henderson teachers will actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning.

Mandatory Requirements

Qualifying schools that reopen using in-person or hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-2020, as well as all students who enroll during Summer of 2020 and during the first 20 school days of the 2020-2021 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Provisions of required Instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

All ELLs must be provided the required instructional Units of Study in their ENL or Bilingual Education program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.

Districts and schools are encouraged to review the proficiency of students who are entering their

third year as a Former ELL at the Commanding level of proficiency in 2020-21 (students who achieved Commanding on the 2018 administration of the NYSESLAT) and to provide these students with supplemental Former ELLs services as they deem appropriate.

Federal Regulations and Guidance

Assessment:

On March 20, 2020, the Secretary of Education invited requests for waivers of assessment, accountability, and related reporting requirements in the ESEA for the 2019-2020 school year. With respect to assessments specifically, the Secretary invited requests to waive the requirements in Section 1111(b)(2) of ESEA, including the requirement in Section 1111(b)(2)(G) of ESEA to administer an ELP assessment in the school year 2019.

All State educational agencies (SEA) have requested and been granted this waiver for the 2019- 2020 school year. Some SEAs have already administered some of their assessments to some of their students, and an SEA may elect to continue administering some portion of their State assessments.

Under the waiver discussed above, an SEA that was unable to complete assessments for all English Learners (EL) in the school year 2019-2020 does not need to administer ELP assessments to the remaining ELs who were not assessed this year.

If an SEA was unable to complete assessing all ELs in the school year 2019-2020, the SEA has the option to administer the ELP test in the fall of 2020, where possible, consistent with the State's ELP exit procedures

Screening:

- If a Local Education Agencies (LEA) schools are physically closed and it is not providing any educational services to students, there is no obligation to screen new students for EL status. However, if the LEA is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible. Sections 1112(e)(3) and 3113(b)(2) of ESEA require that students be identified for EL status within 30 days of enrollment in a school in a State; for students who enroll after the beginning of the school year, the LEA must send the required parent notice within two weeks of a student being placed in a language instruction educational program (LIEP).
- However, the Department recognizes that, during the COVID-19 national emergency, many facilities are physically closed, including those normally used for registration and screening.
- An LEA that is continuing to enroll new students during the COVID-19 national emergency should attempt to identify ELs remotely to the greatest extent possible. For example, the LEA's online registration process could include a home language survey for parents, and the LEA may be able to conduct a version of its screening assessment online.
- Funds received under the Elementary and Secondary School Emergency Relief Fund (ESSERF) or the Governor's Emergency Education Relief Fund (GEERF) of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), enacted on March 27, 2020, can generally be used for these purposes.
- An LEA may also communicate with parents by telephone, with interpreters as needed, to conduct an oral home language survey in the parent's native language to identify potential ELs and may explain to parents orally the information required by

Section 1112(e)(3) of ESEA to be included in the parent notice in order to start providing EL services remotely to those students.

- When the school physically reopens, the LEA would complete the full identification procedures to promptly ensure proper identification and placement for new ELs.

Initial Identification of Potential ELLS

NYSED has approved temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year.

- Qualifying schools that reopen using in-person instruction or blended/hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year. After this 20- day flexibility period, all schools that reopen using in-person or hybrid instruction will be expected to complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner’s Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process should be followed in person for new entrants following the district’s safety protocols to ensure compliance with the Governor’s Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening.
- Any new entrant enrolling in a school district, to the extent feasible, must be provisionally placed in a Bilingual Education program while awaiting NYSITELL results, as this is the program of default for districts which meet the enrollment threshold set forth under Section 154-2.3(d).

Students with Interrupted/Inconsistent Formal Education (SIFE)

SIFE15 are among the most vulnerable ELL subgroups, having already endured interruptions in their education prior to their arrival in NYS. Many SIFE are refugees and others may have left family and friends behind when they immigrated to the US.

While school closures have been difficult on all students, SIFE have been among those having the hardest time adjusting, and many were not able to remain engaged with their learning. In response, NYSED has approved a temporary emergency regulatory change that time out of school due to COVID closures do not count toward the 12 months that SIFE may be enrolled in US schools prior to initial identification as a SIFE pursuant to Part 154-2.2(y), regardless of whether they were engaged in remote schooling during that time. NYSED recognizes the complex additional educational needs of SIFE and has created and provided numerous resources to guide and support educators in addressing the unique needs of these students. Tools, resources, and strategies for supporting and scaffolding instruction for SIFE identified in previous guidance for districts to utilize during COVID-19 closures remain relevant and useful to support SIFE instructional needs during and after the transition to reopen schools in 2020-21.

Professional Development for ELL Educators - *In order to ensure that all NYS educators are aware of and able to address ELL needs all teachers and administrators must receive Professional Learning related to serving ELLs as required by Commissioner's Regulations Part 154-2.3 unless the NYSED waiver has been approved by the district. Professional Learning should meet the guidelines outlined in the Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning document.*

1. Belleville Henderson will plan and offer ongoing, personalized and differentiated professional learning for teachers and staff. In many cases, this professional development is offered by Jefferson-Lewis BOCES and R-BERN.
2. Belleville Henderson will provide school staff with training on remote learning protocols and systems including how:
 - a. to utilize collaborative models of instruction, co-planning, and shared best practices
 - b. to record attendance and absences
 - c. to utilize a learning management system and other digital tools
 - d. to promote student independent, engagement, and critical thinking
 - e. to provide effective and meaningful feedback
 - f. to promote peer to peer interaction
 - g. to provide collaborative and cooperative learning with peers who have mastery in English or are non-ELL
3. Belleville Henderson teachers will have opportunities to plan collaboratively and participate in professional development as they prepare to deliver instruction in new ways to:
 - a. meet across and within grade levels to plan for instruction and develop strategies for adjusting existing curriculum to support continuous learning
 - b. develop plans to assess student learning progress and gaps at the beginning of and throughout the school year
 - c. develop instructional support plans to fill potential gaps in student learning
4. Belleville Henderson will provide professional development to design equitable instruction for both remote and in-person instruction while focusing on building positive relationships and rapport with teachers, students, and parents/guardians.
5. Belleville Henderson teaching staff will receive training on:
 - a. scaffolding and differentiating instruction with an emphasis on academic language proficiency
 - b. building vocabulary in the four domains of listening, speaking, reading, and writing
 - c. research-based practices to increase ELL achievement
 - d. implementing the practices described in the Culturally Responsive-Sustaining Education Framework during hybrid or remote learning

6. OBEWL has created a [Resource Collection for ELLs and World Language Students](#) to support educators in adapting and developing lessons and units of study to meet the needs of ELLs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom. In addition, the Regional Bilingual Education Resource Networks (RBERNs) have created a repository of professional learning videos, known as RBERN on Demand, which includes a section on technology integration for ELLs. Our ENL and regular education teachers will utilize these resources.

Emergent Multilingual Learners in Prekindergarten

As more children in New York State begin their education in prekindergarten, there is an increasing need to support children from families who speak a language other than English at home in order to ensure that they have equitable access to these programs' advantages. As discussed in previous guidance, the Emergent Multilingual Learners (EMLLs), profile process allows prekindergarten programs to assess the home language exposure of children in Prekindergarten. EMLLs are identified by the Profile as having exposure to a language other than English but are not assessed for English proficiency (which occurs in kindergarten when the ELL identification process is conducted). Prekindergarten programs are expected to continue to implement best practices to leverage the home language in instruction, as well as to implement culturally responsive-sustaining education, in accordance with NYSED's Culturally Responsive-Sustaining Education Framework. This practice will help set the foundation for positive self-identity and acceptance.

Family Partnerships and Communication

Stakeholders who participated in the Reopening Schools Taskforce consistently stressed the need to provide information to families of ELLs in a language they understand in order to ensure that they can actively participate in their children's education. Also, as described above, the obligation of districts to provide language access remains in effect throughout COVID-19 closures and during the school reopening process. Educators, administrators, and parents/guardians must continue to work together to meet the needs of all ELLs/MLLs as seamlessly as possible as schools reopen in the fall. Collaboration and communication with parents/guardians and other family members must continue to be maintained and provided in their language of preference, in accordance with federal and state language access obligations.

Schools are advised to continue to create and disseminate parent/guardian resources in the language(s) most frequently spoken by a school's ELL/MLL population on how to access technology used in on-line education. Such resources should be posted on districts' websites, and/ or via social media platforms.

New York State English Language Learner Parent Hotline: Parents and students can contact the NYS ELL/MLL Parent Hotline if they have questions or concerns related to language access or other aspects of parents and students' educational rights. This resource is operated by the New York State Language RBERN and it serves as a way for parents of ELLs/MLLs and persons in parental relation to inquire about their rights and the delivery of services for their children based on state regulations. It is intended to allow parents/guardians and students to inquire and receive responses in the top ten ELL/MLL home languages in NYS. The Parent Hotline can be reached via phone at (800) 469-8224 or via email at nysparenthotline@nyu.edu.

Culturally Responsive-Sustaining Education Framework

NYSED has created the Culturally Responsive-Sustaining (CR-S) Education Framework to help educators create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. The Framework provides guidelines that address contributions to be made by multiple stakeholders — including teachers, administrators, students, and community partners — in developing a strong CR-S education. Districts are encouraged, to the greatest extent possible, to continue to apply the principles of the CR-S Framework in planning for the reopening of schools in 2020-21.

Documents and Resources

OBEWL and RBERNs resources are available to support ELLs/MLLs and World Language students and their parents/guardians as schools transition from COVID-19 closures to the reopening of schools in an in-person, remote, or hybrid model.

- OBEWL Home Page
- OBEWL ELL Resource Collection
- RBERN Contact Information
- The Blueprint For ELL/MLL Success
- Provision of Services to English Language Learners and World Languages Students During Statewide School Closures Due to the Novel Coronavirus (COVID-19) Outbreak in New York State
- Bridges SIFE Resources
- Interpretation and Translation Supports
- NYSESLAT Cancellation Parent Notification Letter

Staffing



Staffing/Human Resources

STAFFING CONSIDERATIONS

Belleville Henderson will use the following staffing considerations to manage employee conditions.

Belleville Henderson CSD will:

- Create a plan to ensure there is sufficient staff to carry out school operations. Is additional staff required?
- Review and update attendance policy for staff members. Communicate expectations among leadership and staff.
- Ensure that mental health resources are easily accessible and available. Are you offering additional support? If yes, make sure you communicate this information.
- Develop a plan to protect the safety and well-being of all staff, including those who are considered vulnerable. Will these staff members be able to conduct their job responsibilities from home?
- Prepare communication messaging and materials for staff.
- Ensure staff receive necessary training on updated protocols, policies and guidelines.
- Ensure staff have access to PPE and have received training on expectations of use and proper disposal.
- Develop and review a return-to-work protocol after quarantine. Share protocol with staff. Adjust as necessary in accordance with federal, state and local guidance.
- Engage and communicate expectations to the union groups regarding isolation and return-to-work protocols.
- Encourage employees to perform daily self-screening before arriving to work.
- Develop and provide employees with a self-checklist for at home self-screening.
- Provide guidance and resources to the HR team to ensure preparedness for inquiries or reports of symptomatic employees prior to shift.
- Monitor absenteeism and have a roster of trained backup staff.
- Designate a staff person to be responsible for responding to COVID-19 concerns and ensure that all employees know who this person is/how to contact them (recommended staff person is familiar with FMLA, FFCRA, etc.).
- Assess whether faculty/staff has adequate technology/broadband at home for remote working/teaching.
- Review instructional certifications for validity and possibility of incidental teaching, if necessary. .
 - Assist teachers and applicants with obtaining certification under Emergency COVID 19 Guidelines per <http://www.highered.nysed.gov/tcert/>
- Recruit and hire additional substitutes to cover absences due to COVID 19
 - Communicate to substitutes regarding new protocols and procedures.

- Fully implement its currently approved APPR plans each school year pursuant to Education Law 3012-d

SOCIAL DISTANCING IN THE WORKPLACE PROTOCOL

- Develop and distribute protocol to all employees.
- Things to consider in the protocol:
 - Workstations/cubicles, desk placements
 - Staggered start and end times
 - Staggered lunch and break times
 - Refrigerator lunch storage
 - Evaluate restrooms for spacing and possibly increase daily cleaning.
 - Signage.
 - Installation of barriers in cafeterias or public-facing offices.

ISOLATION PROTOCOL

- Develop an isolation protocol for employees who become ill at work or demonstrate symptoms at work.
- Things to consider in the protocol:
 - Identify a responsible person “Isolation Coordinator” for each location.
 - Provide training on the protocol to Isolation Coordinator.
 - Establish procedures for safely transporting anyone sick home or to a healthcare facility.
 - Advise sick staff members not to return to work until they have met CDC criteria to discontinue home isolation.

COVID-19 FEDERAL AND STATE LEAVE LAWS FOR SCHOOL DISTRICTS

- Review protocol and FMLA forms developed to comply with FFCRA.
- Ensure federal and state laws and leave notification expectations are properly communicated to staff members.
- Refer to the attached chart for various applicable COVID-19 specific leave possibilities.

	Qualifier for Leave	Federal Paid Sick Leave Two weeks leave, a max of 80 hours	Expanded FMLA Up to 12 Weeks	NY Emergency Paid Sick Leave 14 Days or Duration of Order
1	Employee is subject to quarantine or isolation order.	Regular rate of pay up to a max rate of pay not to exceed \$511 per day, max during full leave period of \$5,110. Pro-rated for part-time employees.	No Benefit	Available after federal leave has been exhausted or the State's benefit exceeds the Federal. Example, if an employee is still subject to an order of quarantine on the 15 th day, the employee would still be entitled to their regular rate of pay under NY leave.
2	Employee has been advised to self-quarantine by a health care provider.	Employee receives regular rate of pay up to a max rate of pay not to exceed \$511 per day, max during full leave period of \$5,110. Pro-rated for part-time employees.	No Benefit	No Benefit
3	Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis.	Employee receives regular rate of pay up to a max rate of pay not to exceed \$511 per day, max during full leave period of \$5,110. Pro-rated for part-time employees.	No Benefit	No Benefit
4	Employee is caring for an individual who is subject to quarantine or isolation order or the individual has been advised to self-quarantine by a health care provider.	Employee receives 2/3 regular rate of pay up to a max rate of pay not to exceed \$200 per day, max during full leave period of \$2,000. Pro-rated for part-time employees.	No Benefit	No Benefit

5	Employee is caring for their son or daughter whose child care provider or school is closed.	Employee receives 2/3 regular rate of pay up to a max rate of pay not to exceed \$200 per day, max during full leave period of \$2,000. Pro-rated for part-time employees.	Benefit reduced if employee has taken FMLA in the past 12 months. First 2 weeks are unpaid, however, the employee can apply for the Federal Sick Leave and receive the first 2 weeks under paid sick leave.	No Benefit
6	Employee is experiencing substantially similar conditions to COVID-19.	Employee receives 2/3 regular rate of pay up to a max rate of pay not to exceed \$200 per day, max during full leave period of \$2,000. Pro-rated for part-time employees.	No Benefit	No Benefit

MEDICAL ACCOMMODATIONS UNDER ADA AND COVID-19

- Employers may request information from the employee during the “interactive process” to determine if the employee’s medical condition/diagnosis is a disability under the American with Disabilities Act (ADA).
- Types of questions to consider asking during the interactive process:
 - How does the disability create a limitation?
 - How will the requested accommodation address the limitation?
 - Whether there is another form of accommodation that could effectively address the request.
 - How will the proposed accommodation enable the employee to continue performing the essential function of their job?
 - Is the requested accommodation reasonable or will it create an undue hardship?
 - If the accommodation is made, can the employee continue to perform the core functions of their duties?

During the accommodation process, if the employer takes an employment action using guidance from CDC, DOH or any other state or federal agency, you should document the guidance that you followed in your decision making. This will be useful if you are required to defend the reasoning behind the employment decision.

When an employer has information that a disability may interfere with an employee's ability to perform their job, the following steps may be taken:

Engage in in the interactive process. If the employee discloses the need for assistance due to a disability, continue with the following steps:

1. Determine whether there is medical documentation or other reliable, objective information to conclude that the employee has a physical or mental impairment that substantially limits a major life activity.
2. Review the employee's job description and determine the essential functions of the job. Identify nonessential job tasks that may be reassigned to other employees.

When an employer has information that a disability may interfere with an employee's ability to perform their job, the following steps may be taken:

Engage in the interactive process. If the employee discloses the need for assistance due to a disability, continue with the following steps.

- Determine whether there is medical documentation or other reliable, objective information to conclude that the employee has a physical or mental impairment that substantially limits a major life activity.
- Review the employee's job description and determine the essential functions of the job. Identify nonessential job tasks that may be reassigned to other employees for purposes of accommodation.
- Discuss possible accommodations with the employee, his or her health care providers, and supervisors who have knowledge of the worksite and the job. Engage other professionals, such as the employee assistance program (EAP) counselors or a vocational or rehabilitation counselor, as appropriate.
- Determine whether the employee's request for a reasonable accommodation creates an undue hardship for the employer. If so, suggest and discuss alternative reasonable accommodations.

Obtain medical information (if necessary). When the disability and/or the need for accommodation is not obvious, the employer may ask the individual for reasonable documentation about his or her disability and functional limitations.

- If documentation from a health care provider is necessary, have the employee sign a medical release form.
- Provide the employee with an ADA medical accommodation certification form or appropriate FMLA paperwork to be completed by his or her health care provider.

- Provide a copy of the job description to the health care provider and have the provider indicate what major life activity or activities are limited.

Identify the existence of a direct threat. Direct threat under the ADA is “a significant risk of substantial harm.” An assessment of direct threat should be based on valid medical analyses and/or other objective evidence, not on speculation. This is a very narrow exception that may warrant denial of an accommodation and/or termination of employment.

- Determine whether the employee is a direct threat to himself or herself or to others in the performance of the job tasks.
- Document the direct threat by identifying the risk caused by the limitation, the potential harm that could result, and the medical or observable facts on which the risk is based.

Retain documentation.

- Identify and document the reasonable accommodation given, the reason no accommodation was needed or why the accommodation request was denied.
- Keep all medical information in a file that is separate from the employee’s personnel file

PERSONAL PROTECTIVE EQUIPMENT (PPE)

Masks/Face shields

Recommendations about masks/face shields and other PPE may change due to executive order or improved availability.

- As N95 respirators become available, prioritize this equipment for nurses, those in other high-risk positions.
- Adapt and implement Centers for Disease Control and Prevention (CDC) strategies for healthcare to optimize the supply of PPE and equipment, and best practices to sustain PPE supplies.
- Implement decontamination and reuse strategies of filtering facepiece respirators as contingency and crisis capacity measures.
- Employers will provide masks upon request.
- The district is purchasing cloth masks, field shields, and disposal masks.
- The district will provide masks to students upon request.

TRAINING TOPICS FOR STAFF MAY INCLUDE THE FOLLOWING:

- COVID-19 disease symptoms
- COVID-19 transmission
- Maintaining strong immune systems
- Basic safety practices, hand hygiene, respiratory etiquette, social distancing
- Self-monitoring, employee health checks
- Employer responsibilities
- Employee responsibilities
- Transfer of hand sanitizer to smaller containers

- Use of face masks (donning/doffing) (cloth masks vs. disposable masks vs. N95 respirators)

PPE MAY INCLUDE THE FOLLOWING:

- Employer/employee OSHA requirements
- Reuse (sanitizing, cleaning)
- Respirator protection
- Cleaning and disinfection
- Signage and labeling
- Altered work practices during COVID-19 pandemic
- Pre-return to work trainings
- Review of all protocols with contract salaried employees
- Training for temperature screeners and isolation coordinators

MENTAL HEALTH

Upon arrival back to school, both students and staff may require mental health services.

Belleville Henderson will provide:

- Visible leadership
- Frequent communication with employees
- Timely response to questions with the information currently available, even if the answer is we don't know right now to dispel myths and rumors
- Employees are reminded of any existing employee assistance program (eap)
- Employees are provided additional alternative resources to help manage stress & anxiety (i.e. additional PD topics available in Safe Schools or BOCES PPD online)
- Training of key Administration on protected concerted activity in a union and non-union setting
- Health and safety concerns brought by staff are addressed promptly
- Review non-discrimination policies and recirculate as needed
- Training Administrators on how to respond to offensive or discriminatory comments regarding the coronavirus and/or certain groups of individuals.

POLICY UPDATES:

HIRING Practices & Policies:

- Have staffing needs changed?
- Have you received a demand for impact bargaining?
 - Review procedures and requirements of impact bargaining with Employee/Employer Relations Office
- Use remote interviewing techniques as much as possible.
- Update onboarding practices.
- Train Administrators regarding do's and don'ts of pre-employment inquiries concerning medical conditions.

COMMUNICATIONS:

Establishing a clear communication plan will allow employees and substitutes to understand how the organization plans to reopen or re-establish business processes.

Topics to cover may include:

- How staying home if sick and physical distancing policies are being used to protect staff and students.
- Detail what training on new workplace safety and disinfection protocols have been implemented.
- Have exposure-response communications ready to go to any affected staff and students.
- Post in a conspicuous place such as where your current labor law posters are located: the CDC Symptoms Guidelines, the Federal COVID-19 Leave Poster and a reminder of Employee Assistance Programs that are available to employees.
- Have media communications ready to release on topics such as return-to-work timetables, safety protections in place, and how else the district is supporting staff and students. Prepare to respond to the media for workplace exposures.

TRAVEL ADVISORY:

Governor Cuomo recently implemented travel restrictions to and from certain states. If you are planning travel, we strongly recommend reviewing the guidance contained in the website below before going on your trip. Pursuant to the Governor's Executive Order 202.45, there is a possibility that any required period of quarantine may not result in paid leave time.

<https://coronavirus.health.ny.gov/covid-19-travel-advisory>

The details of the Governor's travel advisory are being updated regularly so please review the Restricted States and implications prior to leaving for your destination. If you have any questions, please contact Human Resources for additional information.

Teacher and Principal Evaluation System



Teacher & Principal Evaluation System

Consistent with research and best practices, NYSED believes that well-designed and implemented teacher and principal evaluations (“Annual Professional Performance Review”; “APPR”) are an important tool to help support educator growth and development. With this goal in mind, the measures that are used as part of an annual evaluation should provide useful information to district administrators and the educators who are being evaluated that helps support educators and leverage their expertise. In turn, this helps ensure equitable access to effective educators for all students so that students are given the skills to succeed.

In this unprecedented time of school closures, LEAs are facing new challenges in evaluating and supporting their professional staff. Although LEAs should not penalize their educators as a result of the challenges to learning presented by the COVID-19 crisis, they must still make sure students are being taught as effectively as is practical to expect. Therefore, providing support that teachers and school leaders require is critical at this time.

Providing feedback and support to educators through the evaluation process can both equip them as they adjust their practice to distance learning, as well as guide focus areas for future growth once students and teachers return to their physical classrooms.

The following section includes information about the mandatory requirements and recommended practices for LEAs as they prepare for the 2020-2021 school year.

Reopening Plan Mandatory Requirements

- Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.

Considerations for Reopening Plans

- Each educator’s evaluation must include at least one required student performance measure (SLOs for teachers; SLOs or an input model for principals). The Commissioner’s regulations for student performance measures are inherently flexible and are designed to encourage educators to be systematic and strategic in their instructional decisions. These measures are intended to increase the quality of discussions taking place in LEAs, schools, and classrooms that focus on student growth and learning, provide clearer indications of when and how to adjust instruction to meet students’ needs, and support more targeted professional learning opportunities.
- LEAs should review their current systems for developing and implementing student performance measures in light of their plans for teaching and learning. Doing so can help to streamline the evaluation process by reducing unnecessary paperwork or time taken away from instructional preparation.
- LEAs should also review the assessment(s) that were chosen as the evidence of student growth in the approved APPR plan to ensure that these assessment(s) are aligned with their instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning. Similarly, LEAs should review their processes for setting growth targets and measuring student growth to ensure strong

alignment to instructional priorities. Understanding that learning and demonstrating understanding during the COVID-19 crisis has taken on new complexities, what is locally determined to be a year's worth of growth may look different from previous years.

- The Observations/School Visits subcomponent for educators can also be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model.
- Elements of the teacher and principal practice rubrics locally selected by the LEA should be reviewed to determine the priority areas depending on the given instructional model. As a reminder, LEAs must designate the subcomponents of a rubric that they deem to be observable. This may be all subcomponents in the rubric, or a limited number of observable rubric subcomponents for focus.
- LEAs should review the practice rubrics in collaboration with their educators to determine the types of evidence that could be collected and used for evaluation in each instructional model with the priority on collecting authentic evidence of practice that can be used to provide feedback and support to educators.
- For those LEAs who desire greater flexibility when designing an evaluation system that is responsive to local context, the most recent APPR regulations adopted by the Board of Regents include an option for LEAs to submit an APPR Variance to develop and implement a new and innovative evaluation plan.
- While some aspects of New York State's evaluation system are prescribed by the law, several key decisions are described in regulations. The variance process allows an LEA to implement a system which varies from what is outlined in the Commissioner's regulations and through the Department's guidance documents, so long as it is still consistent with the minimum statutory requirements. This additional flexibility may be especially important to LEAs as they work to re-open schools.
- LEAs may apply for an APPR variance through the NYSED Business Portal for one or more of the requirements of APPR (e.g., student performance category, observations) that meets the specific needs of the applicant.

Resources

Please visit the Office of Educator Quality and Professional Development's website for further information related to Teacher and Principal Evaluation, including:

- [APPR Guidance](#)
- [SLO Guidance, Tools, and Resources](#)
- [Memos to the Field](#)

Certification, Incidental Teaching and Substitute Teaching

Emergency COVID-19 Certificates

Candidates who are seeking certain certificates and extensions may be eligible for the Emergency COVID-19 certificate, allowing them to work in New York State public schools or districts for one year while taking and passing the required exam(s) for the certificate or extension sought.

- Certificates. The Emergency COVID-19 certificate is available for candidates who are seeking one of the following certificates that require exam(s): Initial or Professional certificate in the classroom teaching service*, Initial or Professional certificate in the educational leadership service (School Building Leader, School District Leader, School District Business Leader), Initial Reissuance, Teaching Assistant certificate, School Administrator and Supervisor (SAS) Provisional Renewal, Supplementary certificate, Transitional A certificate through the Option B pathway, Transitional B certificate, Transitional C certificate, or Transitional D certificate.
- Extensions. The Emergency COVID-19 extension is available for candidates who are seeking the following extensions.
 - Extensions that require an exam: Bilingual Education extension, Gifted Education extension, Subject in Grades 7-9 extension, or Subject in Grades 5-9 or 7-12 for Students with Disabilities extension.
 - Extensions or annotations that do not require an exam, if candidates hold an appropriate valid Emergency COVID-19 base certificate (please see above bullet): American Sign Language extension, Coordinator of Work-Based Learning Programs for Career Awareness extension, Coordinator of Work-Based Learning Programs for Career Development extension, General Science in Grades 5-9 and 7-12, Grade Level Extensions to Teach Students with Disabilities, Language Other Than English – Early Childhood Education and Childhood Education Extension, Severe or Multiple Disabilities annotation, Specific Subject in a Special Class in Grades 7-12 Limited Extension, Subject in Grades 5-6 Extension, or Supplementary Bilingual Education extension.
- Deadline for Applications. Candidates must apply for the non-emergency certificate or extension sought on or before September 1, 2020 (e.g., Initial Childhood Education certificate). They must also apply for the Emergency COVID-19 certificate or extension, in the same title as the non-emergency certificate or extension (e.g., Childhood Education), on or before September 1, 2020. If candidates only have a disapproved or withdrawn application for the non-emergency certificate or extension on file (e.g., Initial Childhood Education certificate), they must submit a new application and fee for the non-emergency certificate or extension as one of the requirements for the Emergency COVID-19 certificate.
- Application Fees. There is no fee to apply for the Emergency COVID-19 certificate. Candidates must pay the application fee for the non-emergency certificate or extension sought.
- Application Process. To apply for the Emergency COVID-19 certificate or extension, select “Emergency COVID-19” as the certificate type during the application process in [TEACH](#).
- Validity Period. The Emergency COVID-19 certificate and extension are valid for one year.
- Certificate Requirements. The requirements for the Emergency COVID-19 certificate and extension are described through the following links. They are also available on the [Search Certification Requirements webpage](#).
 - [Emergency COVID-19 certificate](#)
 - [Emergency COVID-19 extension](#)
- Renewal. If candidates have not earned passing score(s) on the required certification exam(s) prior to the expiration date of the Emergency COVID-19 certificate, they can apply for a one-time, one-year extension of the certificate that extends the first Emergency COVID-19 certificate expiration date by one year. For renewal, candidates must receive a recommendation for the renewal from a principal and the superintendent in the New York State school district in which the candidate is employed, or a recommendation for the

renewal from the BOCES District Superintendent in the BOCES in which the candidate is employed.

- Certificate or Extension Issuance. When candidates take and pass exams, the passing scores are posted in TEACH and the exam requirements are automatically marked as “Met” on the application of the certificate or extension sought. For candidates who hold an Emergency COVID-19 certificate in the same certificate title, the certificate or extension sought will automatically issue in TEACH when all exam requirement(s) are met.
- Eligible Candidates. Examples of candidates who may be eligible for the Emergency COVID-19 certificate include, but are not limited to, those who:
 - Complete or completed a New York State registered teacher or educational leadership preparation program leading to Initial or Professional certification, or a registered extension program, prior to the Fall 2020 term, including traditional programs and Transitional B, C, and D programs;
 - Graduate or graduated from an acceptable out-of-state teacher or educational leadership preparation program and have less than three years of acceptable experience in another state prior to the Fall 2020 term (e.g., not eligible for the [“Endorsement of a Certificate” pathway](#));
 - Are seeking Initial or Professional teacher certification through the "Individual Evaluation" pathway;
 - Are seeking a Teaching Assistant certificate and have not passed the Assessment of Teaching Assistant Skills (ATAS);
 - Are seeking a Transitional A certificate through the Option B pathway, or a Transitional B, C, or D certificate;
 - Held an Initial teacher or school building leader certificate, have less than three years of experience, and are seeking an Initial Reissuance;
 - Hold or held a Transitional G certificate, or have acceptable postsecondary teaching experience, and are seeking an Initial or Professional teacher certificate; and
 - Hold a valid New York State teacher certificate and are seeking an additional Initial or Professional teacher certificate, Supplementary certificate, or certain extensions.

*** The Emergency COVID-19 certificate is not available for candidates who are seeking the following career and technical education (CTE) certificates because these certificates do not require a [NYSTCE](#) exam: Initial CTE certificates, Professional CTE Certificate through the "CTE Certificate Progression - Initial/Transitional A Issued Prior to 5/9/2017" pathway, and Professional CTE certificate through the "CTE Program Certificate Progression - Initial/Transitional A Issued Prior to 5/9/2017" pathway.**

Extension of Certain Certificates Expiring On August 31, 2020

COVID-19 Update: Extension of Certain Certificates Expiring on August 31, 2020

May 4, 2020. The Initial certificate, Initial Reissuance, Conditional Initial certificate, Provisional certificate, and Provisional Renewal are valid for a limited period of time. These time-limited certificates have an expiration date of either August 31 or January 31, depending on the effective date of the certificate.

In response to the COVID-19 crisis, educators who hold an Initial certificate, Initial Reissuance, Provisional certificate, or Provisional Renewal with an expiration date of August 31, 2020 will have the expiration date extended to January 31, 2021 in order to provide them with the time needed to

complete the requirements for the next level certificate. These certificates have been automatically extended to January 31, 2021 in the TEACH online system.

In addition, educators who hold a Conditional Initial certificate with an expiration date of August 31, 2020 will have the expiration date extended to August 31, 2021 in order to provide them with the time needed to complete the edTPA requirement for the Initial certificate. This certificate has been automatically extended to August 31, 2021 in the TEACH online system.

COVID-19 Update: Expiring Teaching Assistant Certificates and Experience Under the Emergency COVID-19 Teaching Assistant Certificate

June 9, 2020. In response to the COVID-19 crisis, individuals who hold a Teaching Assistant Level I certificate, Level I Renewal, Level II certificate, Pre-Professional certificate, and Pre-Professional Renewal with an expiration date of August 31, 2020 will have the expiration date extended to January 31, 2021 in order to provide them with the time needed to work in schools and complete the requirements for the next level Teaching Assistant certificate. These Teaching Assistant certificates have been automatically extended to January 31, 2021 in the TEACH online system.

In addition, teaching assistant experience that is gained while an individual holds the Emergency COVID-19 Teaching Assistant certificate can satisfy the experience requirement for the Teaching Assistant Level II, Level III, and Pre-Professional certificates. Information about the emergency certificate is available on the [Emergency COVID-19 Certificate webpage](#).

COVID-19 Update: Extension of Initial and Provisional Certificate Extensions Expiring on August 31, 2020

July 14, 2020. In response to the COVID-19 crisis, individuals who hold an extension of an Initial or Provisional certificate (e.g., Bilingual Education extension) with an expiration date of August 31, 2020 will have the expiration date extended to January 31, 2021 to correspond with the expiration date of their base Initial and Provisional certificate that was already extended from August 31, 2020 to January 31, 2021. The expiration date of the extensions will automatically be changed to January 31, 2021 in the [TEACH online system](#).

COVID-19 Update: Extension of the Subject Area Certification Requirement and SOCE Application Deadline for Special Education Teachers Who Teach a Special Class in Grades 7-12

April 6, 2020. The following subject area certification requirement for certain special education teachers was described in a [December 2019 memo](#).

Effective July 1, 2020, all certified special education teachers who teach one or more subject areas in a special class in grades 7-12, with some or no students under alternate assessment, must either:

- be certified in each subject area that they teach, or
- meet the teaching experience requirement for the statement of continued eligibility (SOCE) and have an active SOCE application in the TEACH online system in each subject area that they teach.

The Department recognizes the unprecedented challenges that district administrators, teachers, and staff are facing during the COVID-19 outbreak and the need to focus all efforts on supporting the students and families they serve. For this reason, the Department is making the following changes related to the subject area certification requirement, SOCE, and limited extension to allow for additional time to complete these requirements. These changes are described in a [memo to the field](#).

- Subject Area Certification Requirement. The effective date for the above subject area certification requirement for special education teachers who teach one or more subject areas in a special class in grades 7-12 is extended from July 1, 2020 to July 1, 2021. The requirement otherwise remains the same.
- SOCE Application Deadline. The SOCE application deadline is extended from June 30, 2020 to June 30, 2021.
- Teaching Experience. The date by which special education teachers must complete the teaching experience for the SOCE, or the teaching experience for one of the six pathways in the limited extension, is extended from June 30, 2020 to June 30, 2021. This full-time special education teaching experience must be in a special class in grades 7-12 in the subject area of the SOCE or limited extension sought, during which time they would have been considered Highly Qualified through passing a HOUSSE rubric in the subject area of the SOCE or limited extension sought. The [SOCE](#) and [limited extension](#) webpages provide additional details about the teaching experience requirement.

By extending the SOCE application deadline, districts gain the time needed to identify staff who are eligible for the SOCE, inform them about the application process and any supports provided, and submit the materials needed for the applications. In addition, extending the teaching experience date gives special education teachers the opportunity to gain more full-time, acceptable teaching experience for the SOCE or limited extension.

Incidental Teaching Flexibility

COVID-19 Update: Incidental Teaching Flexibility

July 14, 2020. A superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed five classroom hours per week, when no certified or qualified teacher is available.

However, in response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment.

Substitute Teaching Flexibility

COVID-19 Update: Substitute Teaching Flexibility

July 14, 2020. During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and determined that there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district or BOCES may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

Student Teaching



Student Teaching

Commissioner's Regulations Section 52.21(b)(1) (xvi) defines student teaching as follows:

Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

Considerations for Reopening Plans

- The Board of Regents and State Education Department strongly encourage school districts to continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year.
- Student teachers can play important roles in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times.
- School districts should work with the College/University Educator Preparation Programs to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.
 - It is important to remember that a student teacher may not serve as the teacher of record in a classroom and must be under the direct supervision of a certified teacher who is the teacher of record.

Please visit the Office of College and University Evaluation's website <http://www.nysed.gov/college-university-evaluation> for further information.

When providing student teachers an educational placement, Belleville Henderson will use student teachers in the following roles:

- a. Roles for Student Teachers
- b. Lead small group instruction (in-person to help with social distancing).
- c. Co-teach with cooperating teachers while maintaining social distancing.
- d. Manage online classrooms for asynchronous hybrid sessions under the direction of the cooperating teacher while s/he instructs students face-to-face.
- e. Provide small group tutoring on specific subjects.
- f. Implement modifications or accommodations for students with special needs.
- g. Provide 1:1 tutoring based on student need.
- h. Provide remote small group instruction synchronously while the cooperating teacher instructs students face-to-face.
- i. Provide technical assistance and guidance to students and parents.
- j. Develop online material or assignments.
- k. Pre-record direct-instruction videos.
- l. Design virtual mini-lessons.
- m. Participate in classroom specific research and/or projects.

Glossary of Terms

By Topic



Glossary of Terms by Topic

Agencies

Centers for Disease Control and Prevention (CDC): The Centers for Disease Control and Prevention is a national public health institute in the United States. It is a United States federal agency, under the Department of Health and Human Services.

Madison Oneida Regional Information Center (MORIC): One of 12 statewide Regional Information Centers, provides participating districts with access to state-of-the-art technology services, training, and support for teachers, students, and administrators.

New York State Department of Health (NYSDOH): The New York State Department of Health is the department of the New York state government responsible for public health. It is headed by Health Commissioner Howard A. Zucker, M.D., J.D.

New York State Education Department (NYSED): The New York State Education Department is part of the [University of the State of New York \(USNY\)](#), one of the most complete, interconnected systems of educational services in the United States

New York State Public High School Athletic Association (NYSPHSAA): The New York State Public High School Athletic Association is the governing body of interscholastic sports for most public schools in New York outside New York City.

Bilingual Education and World Languages

Bilingual Education Program (BE): A research-based educational program comprised of the following instructional components: 1) Language Arts, which includes Home and English Language Arts; 2) English as a New Language; and 3) Bilingual content areas.

Emergent Multilingual Learner (EMLL): Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.

English As a New Language (ENL) Program: A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York

State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Former ELL: Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a ½ unit of Integrated ENL or other services as approved by the Commissioner.

Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

Multilingual Literacy SIFE Screener (MLS): A state-wide diagnostic tool that was created to determine SIFEs’.

New York State English As a Second Language Achievement Test (NYSESLAT): The New York State English As a Second Language Achievement Test is an assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12th grade.

New York State English As a Second Language Identification Test for English Language Learners (NYSITELL): An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student’s enrollment in the NYS public school system.

Students with Inconsistent or Interrupted Formal Education (SIFE): ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).

World Languages: Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with

classical languages, which no longer have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history

Career and Technical Education

Career and Technical Education (CTE): A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards of career development and occupational studies as a framework. It includes the specific disciplines of agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education.

Career and Technical Student Organization: An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career Exploration Internship Program (CEIP): A registered work-based learning program that offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn $\frac{1}{4}$, $\frac{1}{2}$, or 1 unit of elective or CTE sequence credit.

CDOS Credential: An exit credential that meets the definition under section 100.6(b) of Commissioner's Regulations

CDOS 4+1 Graduation Pathway: A Regents Diploma graduation pathway which allows a student to graduate with a high school diploma if the student meets the graduation course and credit requirements; passes four required Regents Exams or Department approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the NYS CDOS Commencement Credential.

Cooperative Career and Technical Education Work Experience (CO-OP): A registered work-based learning program that provides an important link between the classroom and the workplace for students age 16 and older. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

General Education Work Experience Program (GEWEP): A registered work-based learning program open to any student 16-21 years of age who is enrolled in school. These work experiences can be a paid or unpaid and must be registered with the NYSED Career and Technical Education Team and be re-registered every five years.

NYSED-Approved CTE Program: An approved program of study that meets both the requirements under Perkins V for a program of study as well as Section 100.5(d)(6) of Commissioner’s Regulations. Approved programs may be utilized to meet the 4+1 CTE graduation pathway.

Perkins Act: The primary Federal source of CTE funding to support CTE instruction and field support. The act was reauthorized for the fifth time in 2018 as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

School-Based Enterprise: A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course.

Supervised Clinical Experience: Supervised clinical experience involves students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification in the health care discipline for which the students are being prepared.

Training Plan: A document developed by the work-based learning coordinator in conjunction with the student and other appropriate school personnel that outlines the tasks, goals, and objectives to be accomplished during a student’s work-based learning experiences.

Work-Based Learning: Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

Work Experience Career Exploration Program (WECEP): A registered work-based learning program open to students 14-15 years of age who are considered “at risk”. These work experiences must be paid and must be registered with the NYSED Office of Career and Technical Education and be re-registered every two years.

Early Learning (Prekindergarten)

Diagnostic Screening: A preliminary method of distinguishing from the general population those students who may possibly be gifted, those students who may be suspected of having a disability and/or those students who possibly are limited English proficient; as defined in 8 NYCRR 117.2(f).

Eligible Agencies: An eligible agency, as defined in 8 NYCRR 151-1.2(b), are providers of child care and early education, a day care provider, early childhood program or center or community-based organization including, but not limited to, approved preschool special education program, Head Start, nursery schools, libraries and museums which meet the minimum standards and requirements.

Statewide Universal Full-Day Prekindergarten: Programs for three- and four-year-old students that incentivize and fund state-of-the-art innovative prekindergarten programs to encourage program creativity.

Universal Prekindergarten: Programs that provide three- and four-year-old children with universal opportunity to access Prekindergarten programs as set forth in 8 NYCRR 151-1. Voluntary

Registered of Nonpublic Nursery Schools and Kindergartens: Programs for preschool children between the ages of three and five years as outlined in 8 NYCRR Part 125.

Health and Safety

Aerosol Generating Procedures: Procedures performed on patients which are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.

Cleaning: The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Cloth Face Covering: Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.

Disinfection: A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Fit Testing: A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-facepiece seal with a chemical agent.

Hand Hygiene: Hand washing with soap and water or alcohol-based hand sanitizer

Metered Dose Inhaler (MDI): A device that sprays a pre-set amount of aerosolized medicine through the mouth to the airways.

***N95 mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles.

Nebulizer: An air compressor machine when used with a nebulizer cup, tubing, and mouthpiece or face mask delivers aerosolized medicine to the airways in a fine, steady mist.

Peak Flow Meter: An asthma management device used to measure a person's ability to push air out of the lungs.

Personal Protective Equipment (PPE): Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eye wear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).

Respiratory Hygiene: Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.

Spacer: A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.

Standard Precautions: A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Surgical Mask: Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer's nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

Transmission Precautions: When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.

Valved Holding Chamber: A type of spacer that has a one-way valve at the mouthpiece. A VHC also traps and holds the medicine giving more time for the student to take a slow, deep breath reducing the amount that settles in the mouth and throat.

*Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn't prevent the wearer from spreading the virus.

Social Emotional Learning

Adverse Childhood Experiences (ACEs): Potentially traumatic events that occur in childhood (0-17 years).¹⁸

Multi-Tiered Systems of Support (MTSS): An evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions).

Pupil Personnel Services (PPS): Staff which includes school counselors, school social workers, school psychologists, mental health counselors and school nurses.

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Social Emotional Learning (SEL): The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”¹⁹

18 Centers for Disease Control, (2020) Preventing Adverse Childhood Experiences

19 Collaborative for Academic, Social, and Emotional Learning. (2020) What is SEL?

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Trauma-Responsive Practices: Practices that help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

Special Education

Annual Review: An evaluation, conducted at least annually by the committee on preschool special education (CPSE)/committee on special education (CSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of

recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

Assistive Technology Devices: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device.

Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

Child Find: A process which requires all school districts to identify, locate and evaluate all students with disabilities, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of special education and related services.

Committee on Preschool Education (CPSE)/Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of Education Law that determines a student's special education needs and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21.

Compensatory Services: Services provided to students with disabilities to remedy the school district's failure to provide a student with a disability with "appropriate services" during the time the student was entitled to FAPE and was denied appropriate services.

Free Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an individualized education program.

Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational needs of a student with a disability.

Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides students with disabilities the right to receive a free appropriate public education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.

Initial Evaluation: Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to

determine whether a student has a disability and the extent of his/her special education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

Least Restrictive Environment (LRE): Placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Reevaluation: The evaluation procedures that are conducted at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

Special class: A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

Supplementary Aids and Services and/or Program Modifications: Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

Telepractice: Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

Teaching and Learning

Academic Intervention Services: Additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

Cohort – a group of students

Belleville Henderson students will have half their students in Cohort A (Monday and Tuesday) and another half in Cohort B (Thursday and Friday).

Device: A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini-tablets are not sufficient devices for learning purposes.

Equivalent: At least 180 minutes of instructional time for instruction delivered in a traditional face to face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

Hybrid (blended) model: A combination of in person and remote learning.

In-person instruction: Instruction that takes place with students in attendance at the school building.

Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.

Unit of Credit: The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

Unit of Study: means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

All the Time access: is a reference to the National Educational Technology Plan, which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Sufficient access: to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.