



# MORICHES ELEMENTARY RE-OPENING PLAN



*A guide to re-opening our District-  
Health, Well-Being, and Academics,  
Our focus for students and staff.*

7/2020  
Amended 8/6/2020  
Amended 8/28/2020  
Amended 11/9/2020-Stage II  
Amended 2/2/2021  
Amended 3/2/2021  
Amended 4/21/2021



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The William Floyd School District engaged stakeholders and community members when developing the reopening plans. Two committees and several subcommittees met on a regular basis to design the district and school plans. The committees began their work by conducting a district risk assessment for every school and department. The data collected was utilized in formulating the plans in conjunction with guidance from the New York State Education Department (NYSED), the Centers for Disease Control (CDC) and Department of Health.

## WILLIAM FLOYD SCHOOL DISTRICT RE-ENTRY PLANNING COMMITTEE MEMBERS

- Janet Gilmore - Assistant Superintendent for Human Resources & Administration, Committee Chairperson
- Craig Olivo – WF School District Attorney
- Mike Devenney – Teacher (High School English), WF United Teachers Union President
- Jackie O’Donnell – R.N. District Lead Nurse
- Tina Stone – R.N. School Nurse
- Mahendra Shah. – School Physician
- David Beggins – Assistant Superintendent for Business, Facilities Department
- Stacey Scalise, Ed.D. – Assistant Superintendent for Elementary Instruction, Administration & Pupil Personnel Services
- Kathleen Keane – Assistant Superintendent for Secondary Instruction & Administration
- Kevin Coster – Superintendent of Schools
- Susan Hutnick – Teaching Assistant, WF United Paraprofessional & Teaching Assistant Union President
- Estelle Albertina – Human Resources Administrative Aide, District Office Staff Association Union President
- Marie Thompson – Stenographer, Office Staff Unit Union President
- Kevin White – Groundskeeper I, Maintenance/Custodial/Grounds Unit Union President
- Dennis Keenan – Custodial Worker I, Maintenance/Custodial/Grounds Unit Union Vice President
- Phil Scotto – Principal of William Floyd High School
- Michele Gode, Ed.D. – Principal of William Paca Middle School, CAS Union President
- Matt Sanders – Principal of William Floyd Middle School
- Toni Komorowski – Principal of Tangier Smith Elementary School
- Jim Westcott – Principal of John S. Hobart Elementary School
- Heather Murillo, Ed.D. – Principal of Woodhull Elementary School
- Keith Fasciana, Ed.D. – Principal of William Floyd Elementary School
- Deirdre Redding – Principal of Moriches Elementary School
- John DeBenedetto – Principal of Floyd Academy
- Gary Bretton – Principal of William Floyd Learning Center
- Jennifer Schildkraut – Assistant Business Manager & Purchasing Agent
- Mike Stam – Director of Human Resources
- Malasia Walker-Thompson, Ed.D. – Director of Special Education
- Rob LaVigna – Director of Information Management



- James Montalto – Public Relations Director
- Mary Koehler – Director of Grants & Elementary Education
- Sue Gleason – Teacher (Elementary)
- Martin Palermo – Teacher (High School Science) and member of the NYS Reimagining Education Council
- Paul Helbig – Teacher (High School English)
- Paul Desmond – Chief Custodian, Supervisors Unit Union President
- Anthony Capobianco – Chief Custodian, Supervisors Unit Union Vice President
- Mike Cordaro – Teacher, (High School Music Department)
- Al Peterson – Director of Student Information & Secondary Education
- Brian Babst – Teacher, (High School Physical Education)
- Hans Wiederkehr- Interim Director of PE, Athletics and Recreation
- Mike Lamattina – Aramark Food Service Director
- Corey Betancourt – First Student Transportation
- Kyle Manfre – First Student Transportation
- Tom McEnany – First Student Transportation

## SUB COMMITTEES AND CHAIRS

- **Communication-** James Montalto
- **Redesigning Instructional Programs** – Kathleen Keane, Stacey Scalise Ed.D. and Principals
  - Music/Art- Mike Cordaro
  - Athletic-Brian Babst
- **Special Education-** Malasia Walker Ed.D.
- **Technology-** Rob Lavigna, Marty Palermo, Building Administrators
- **Redesigning workspaces (offices)** - Janet Gilmor, Marie Thompson, Estelle Albertina
- **Food services-** Dave Beggins/Jennifer Schildkraut and Mike Lamattina
- **Mental health services-** Al Peterson
- **Employee/student Health Screenings and monitoring-** Jacki O'Donnell, Dr. Shah, Mike Stam/Janet Gilmor
- **Facility Controls** – Paul Desmond/Anthony Capobianco, Kevin White and Dave Beggins
- **Security-** Mike Stam
- **Legal Issues/Regulations/FMLA-** Craig Olivo, Janet Gilmor/Mike Stam
- **Transportation-** Dave Beggins/Jennifer Schildkraut, Kyle Manfre

## PARENT RE-ENTRY COMMITTEE

- Janet Gilmor - Assistant Superintendent for Human Resources & Admin., Committee Chairperson
- Angelo Cassarino – Board of Education Trustee
- Lorraine Mentz – Board of Education Trustee
- Gary Bretton – William Floyd Learning Center Principal
- John DeBenedetto – Floyd Academy Principal



- Keith Fasciana, Ed.D. – William Floyd Elementary School Principal
- Michele Gode, Ed.D. – William Paca Middle School Principal, CAS Union President
- Susan Hutnick – Teaching Assistant, WF United Paraprofessional & Teaching Assistant Union President
- James Montalto - Public Relations Director
- Stella Boscia - Parent
- Christina Brignoni - Parent
- Angela DeMartino - Parent
- Kelly Furnari - Parent
- Sara Gesualdi – Substitute Monitor, Parent
- Erica Jackson - Parent
- Susan Kennedy - Parent
- Kelly Lotterhos - Parent
- Barbara Mehmel – Teaching Assistant & PTO President at Hobart Elementary School
- Kim Mitchell - Parent
- Michelle Onza – PTO President at Moriches Elementary School
- Darien Phillips - Parent
- April Pressley - Parent
- Christina Tagliavia - Parent
- Hillary Weissbach - Parent



## INTRODUCTION

Pursuant to guidance provided by the New York State Department of Health, the Center for Disease Control, and New York State Education Department, the William Floyd Union Free School District has developed a four (4) stage school re-opening plan in collaboration with the stakeholder groups contained herein. Due to the size of our schools we are unable to maintain the required 6 foot social distance if all students are in attendance. Consequently, we are initially implementing a hybrid model for our regular education students detailed in the teaching and learning section of this document.

Our re-opening plan is divided into four stages based on the school calendar, however, it is subject to change based on executive orders, state & local rules, infection rates and/or other variables related to COVID-19. Among the criteria that the district is considering during plan design and implementation is infection rate metrics, community engagement, safety of students and staff, student nutrition, instruction, transportation and social/emotional concerns. The district also recognizes the need to remain flexible in our analysis during this constantly evolving pandemic and leaves open the possibility of future amendments should the data show an increase in local infection rates, or changes to guidance from CDC.

### **First Criteria to open as per New York State:**

- **Schools Open** if the region is in Phase IV and the daily infection rate remains below 5% or lower using a 14-day average since PAUSE was lifted.
- **Schools Close** if the regional infection rate is greater than 9% using a 7-day average after August 1<sup>st</sup>.

Assuming criteria is met as described above a staggered approach to re-opening, consistent with the NYS Guidance documents (*issued 7/13/20 and 7/16/20*) will be used. This staggered approach divides the school year into four (4) stages. These stages are consistent with the quarterly student schedules.

*11/9/2020 update to the plan:* The Governor has now added the creation of a COVID-19 micro-cluster strategy. Specific guidelines can be found on the NYS website below:

<https://www.governor.ny.gov/news/governor-cuomo-details-covid-19-micro-cluster-metrics>

### **William Floyd School District Stages:**

Learning Models during each phase set forth below are subject to change based on executive orders, state & local rules, infection rates and/or other variables related to COVID-19.

- **Stage 1:** September - November (Learning Model: See Section VI for more details)
- **Stage 2:** November - February (Learning Model: TBD)
- **Stage 3:** February - April (Learning Model: TBD)
- **Stage 4:** April - June (Learning Model: TBD)

*"...subject to change based on executive orders, state & local rules, infection rates and/or other variables related to COVID-19."*



### COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Student, Parent/Guardian Faculty, Staff and Visitor Communication</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Provide communication through a wide array of platforms, including, for example, traditional mail, email, telephone calls, social media, news media, and website postings with translation services offered and ADA accessibility for the vision/hearing impaired.</li> <li>- Provide verbal and written communication on a regular basis (ex: health and safety updates, program modifications, closure, etc.)</li> <li>-Post signage in all schools and offices to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings.</li> <li>-Provide training on hand hygiene, proper face coverings, social distancing, and respiratory hygiene.</li> <li>-Provide written plans and New York State guidance documents on our website.</li> </ul> <p><b>The District COVID Hotline phone number:</b> (631) 874-1200</p> <p><b>The District COVID email:</b> <a href="mailto:coronavirus@wfsd.k12.ny.us">coronavirus@wfsd.k12.ny.us</a></p> <p><b>District COVID Coordinator:</b> Janet Gilmor, Assistant Superintendent for Human Resources (631) 874-1549</p> <p><b>School COVID Contacts:</b></p> <ul style="list-style-type: none"> <li>• William Floyd High School: Phil Scotto, Principal (631) 874-1120</li> <li>• William Floyd Academy: John DeBenedetto, Principal (631) 874-1795</li> <li>• William Paca Middle School: Michele Gode, Principal (631) 874-1414</li> <li>• William Floyd Middle School: Matthew Sanders, Principal (631) 874-5505</li> <li>• Tangier Smith Elementary School: Toni Komorowski, Principal (631) 874-1342</li> <li>• William Floyd Elementary School: Keith Fasciana, Principal (631) 874-1257</li> <li>• John S. Hobart Elementary School: James Westcott, Principal (631) 874-1296</li> <li>• Moriches Elementary School: Deirdre Redding, Principal (631) 874-1398</li> <li>• Woodhull Elementary School: Heather Murillo, Principal (631) 874-1302</li> <li>• William Floyd Learning Center: Gary Bretton, Principal (631) 874-1718</li> </ul>	✓	✓	✓



### HEALTH AND SAFETY

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Health Checks</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-<b>Require All employees</b> to take a health survey daily, which includes a confirmation that they completed a temperature check and they do not have a fever over 100°F. This will be coordinated through the Human Resources Office using a phone app in coordination with our third party health insurance carrier.</li> <li>-<b>All students</b> who attend in-person will have his/her temperature taken by a staff member prior to entering the building. Staff will meet students as they disembark the bus, or as they approach the varying entry-ways, and will take each student’s temperature. Any student who registers with a temperature at or above 100 degrees, will have his/her temperature re-assessed by the school nurse. Families will be required to take periodic screening questionnaires.</li> <li>- <b>Require All Visitors</b> to take a health survey when on school property and wear a mask. Anyone answering yes to any of the questions will not be permitted to enter a building. <b>It is important to note that during stage 1 the District is not permitting visitors into the schools.</b></li> <li>-Disseminate material regarding common COVID symptoms in the welcome packets sent home to families, in the schools and on all social media platforms.</li> </ul>	 <i>Currently using an online questionnaire</i>	 <i>Currently using an online questionnaire</i>	 <i>Currently using an online questionnaire</i>
<b>Healthy Hygiene Practices</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Ensure healthy hygiene practices are taught and re-taught in classes for both students and staff through announcements and social media. Information will be made available for parents/guardians.</li> <li>-Require faculty and staff to complete online COVID-19 training, (<i>GCN training module approved by NYS</i>).</li> </ul>			






	<p>-Display signage throughout the schools in highly visible locations and offices to remind individuals to practice healthy hygiene.</p> <p>-Ensure hand sanitizers will be located in every classroom, office and in high traffic areas. Hand washing will be encouraged and explicitly taught in elementary schools</p> <p>-Require faculty, staff and students to stay home if they feel sick. Protocols will be disseminated to faculty and staff identifying procedures if a student/staff member comes to school and gets sick.</p>			
<p><b>Social Distancing</b></p>	<p><b>The district will:</b></p> <p>-Adhere to social distancing recommendations also called “physical distancing” which means keeping a six-foot space between yourself and others. All schools will implement, and enforce social distancing in all facilities and on school grounds. All individuals in school facilities and on school grounds should be prepared to wear a face masks if they are unable to properly socially distance.</p> <p>-Exceptions:</p> <ul style="list-style-type: none"> <li>• See pg. 13 for Transportation Requirements; and</li> <li>• See pg. 26 for Music and Physical Education</li> </ul>	<p></p> <p><i>When practicable we will adhere to social distancing, however during stage 2 not all classrooms will maintain 6 feet between desks. All classrooms will be equipped with desk shields on every desk and require wearing facemasks.</i></p>	<p></p> <p><i>When practicable we will adhere to social distancing, however during stage 3 not all classrooms will maintain 6 feet between desks. All classrooms will be equipped with desk shields on every desk and require wearing facemasks</i></p>	<p></p> <p><i>3 feet- Elementary, middle and high school students in classrooms.</i></p> <p><i>6 feet- between adults (teachers, staff, visitors and between students and adults).</i></p> <p><i>6 feet-eating meals or snacks.</i></p> <p><i>6 feet- when participating in activities projecting your voice or playing wind instruments, and between performers and the audience.</i></p>















				6 feet- when in common areas and outside classrooms (lobbies, auditoriums, gymnasiums, cafeterias and hallways) where possible
<b>Personal Protective Equipment (PPE) and Cloth Face Coverings</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Require all students and staff members to wear cloth face coverings, unless they are not medically able to tolerate doing so, as per documentation from a health care provider: <ul style="list-style-type: none"> <li>• Whenever they are within 6 feet of someone;</li> <li>• In hallways;</li> <li>• In restrooms; and</li> <li>• In other congregate settings, including buses.</li> <li>• While students and staff can take a break from wearing masks when 6 ft. apart in the classroom, masks need to be on in the “ready position” for all, if student or staff are closer.</li> </ul> </li> <li>-All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance.</li> <li>- Provide acceptable face covering to employees (and students if they forget their own) and have an adequate supply in case of need for replacement.</li> <li>-Provide specialized PPE equipment when necessary.</li> </ul>			 Face masks are required at all times, except at meals.
<b>Managing Sick Persons</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Require students and staff with symptoms of illness to be sent to the health office. The nurse will assess individuals as chronic conditions such as asthma and</li> </ul>		 The District will continue to evaluate all Employee and student	 The District will continue to follow all Employee and student

	<p>allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19, but are neither contagious nor pose a public health threat.</p> <p>-Require any student or staff member who has a fever of 100°F or more or other symptoms of COVID-19 that are not explained by a chronic health condition to be isolated and sent home for follow up with a health care provider.</p> <p>-Train school staff on symptoms of multisystem inflammatory syndrome associated with COVID 19.</p> <p>-Require all employees to immediately report any illness of students or staff to the school nurse or other designated school staff in each school. A communication protocol will be disseminated to all employees.</p>		<p><i>protocols based on updated guidance from the State and CDC</i></p>	<p><i>protocols based on updated guidance from the State and CDC</i></p>
<p><b><i>Return to School after Sickness</i></b></p>	<p><b>The district will:</b></p> <p>-Follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.</p> <p><b>If a person is not diagnosed</b> by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:</p> <ul style="list-style-type: none"> <li>• Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;</li> <li>• If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.</li> </ul> <p><b>If a person is diagnosed</b> with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they will not be allowed at school and must stay at home until:</p> <ul style="list-style-type: none"> <li>• It has been at least ten days since the individual first had symptoms and the District will work with the Department of Health to determine when it is safe for the individual to return.</li> </ul>		<p><i>The District will continue to evaluate all Employee and student protocols based on updated guidance from the State and CDC</i></p>	<p><i>The District will continue to follow guidance from the State and County regarding protocols for positive cases and close contacts.</i></p>



<b>School Closures</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Collaborate with our local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.</li> </ul>	 <i>We will adhere to new micro cluster zone requirements</i>		 <i>We will continue to work with the local health department, and follow their direction, regarding levels of indicators and thresholds for community transmission.</i>
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**CHILD NUTRITION** \*(Refer to the Aramark Reopening Plan for more details)

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Distribution of Meals</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Provide all Students enrolled with school meals each school day.</li> <li>-Ensure students in attendance at school will receive meals either in their classrooms or in the cafeteria (depending on social distancing).</li> <li>-Students working remotely will be able to pick up their meals at the schools in a separate location. We are exploring other meal distribution options.</li> </ul>			
<b>Health and Safety guidelines</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Ensure Aramark staff will adhere to all health and safety guidelines as outlined in their reopening plan.</li> </ul>			
<b>Food Allergies</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Continue to maintain separate areas for students with food allergies in all spaces where meals are served.</li> </ul>			
<b>Hand Hygiene</b>	<p><b>The district will:</b></p>			



	-Provide protocols and procedures in each school for how students will practice hand hygiene before and after meals. In addition, hand sanitizers will be located in the classrooms and outside the cafeteria and other high traffic areas.			
<b>Cleaning</b>	<b>The district will:</b> -Ensure that cleaning occurs prior to next group arriving in cafeterias and in classrooms after meals.	✓	✓	✓
<b>Child Nutrition Requirements</b>	<b>The district will:</b> -Ensure that all meals are in compliance with Child Nutrition Program requirements. -Meal selections will be limited during stage 1.	✓	✓	✓
<b>Communication</b>	<b>The district will:</b> -Communicate with families on a regular basis about the meal program through multiple means. Menus and food distribution locations will be posted on a regular basis and updated as necessary.	✓	✓	✓
<b>Shared Food Tables</b>	✗ <b>The district will:</b> -Eliminate all shared food tables in Stage 1	✗	✗	✗
<b>Celebratory Events</b>	✗ <b>The district will</b> -Eliminate all food celebratory events in Stage 1	✗	✗	✗

**TRANSPORTATION** \*(Refer to the Reopening Plans for First Student and Durham for more details)

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Social Distancing</b>	<b>The district will:</b> -Since it is impossible to maintain social distancing on the bus we are encouraging families to drop off /pick up students rather than take the bus to assist in maintaining social distancing.	✓	✓	✓

	<p>-Require all students to wear a mask on a school bus if they are physically able. Students who do not have a mask will NOT be denied transportation and will be provided one by the district. Siblings or children who reside in the same household will be encouraged to sit together.</p> <p>-Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering, with appropriate medical documentation. In such a situation the seating will be rearranged so the student without a mask is socially distanced from other students.</p> <p>-Enforce protocols when students embark and disembark the bus that follow social distancing. Students are required to wear a mask when embarking and disembarking the bus.</p>			
<b>Cleaning Buses</b>	<p><b>The district will:</b> -Ensure that the transportation providers will clean the buses after the completion of the morning and afternoon bus routes. When weather conditions permit, drivers will be encouraged to open windows.</p>			
<b>Hand Sanitizer on buses</b>	<p> <b>The district will:</b> -Ensure the transportation provider <b>will not</b> install or provide hand sanitizer on the bus due to its combustible composition.</p>			
<b>Health Screening</b>	<p><b>The district will:</b> -Ensure that the transportation provider administers a self-health assessment for symptoms of COVID 19 before arriving to work for all of their employees.</p>			
<b>PPE Equipment</b>	<p><b>The district will:</b> -Ensure that school bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.</p> <p>-Ensure that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.</p>			



	-Ensure that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.			
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**SOCIAL EMOTIONAL WELL-BEING** \*(Refer to the district webpage under Mental Health Support for more details)

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Mental Health Advisory Council</b>	<p><b>The district:</b> -Created an advisory council made up of district mental health staff, as a subcommittee of the district’s larger re-entry planning committee. They have been meeting on a regular basis to develop protocols and training materials. The advisory council will continue to meet throughout the school year to modify plans as necessary.</p>			<p> <i>The district is creating 9 social work positions (utilizing stimulus funds) to address the social emotional needs of our students as a results of COVID as well as implementing a comprehensive plan (which includes employee training)</i></p>
<b>Counseling Program</b>	<p><b>The district will:</b> -Refer to the district-wide comprehensive developmental school counseling program plan, developed under the direction of a certified Social Worker/Administrator. The comprehensive guidance plan is reviewed by all school counselors K-12 throughout the year. The plan is being updated in August with additional COVID related resources.</p>			<p> <i>The district is creating 9 social work positions (utilizing federal stimulus funds) to address the social emotional needs of our students as a results of</i></p>



				COVID as well as implementing a comprehensive plan (which includes employee training)
<b>Surveys</b>	<p><b>The district:</b></p> <ul style="list-style-type: none"> <li>-Mental health advisory council conducted a survey with faculty to address training needs as well as the needs of students/families.</li> <li>- Will complete a community survey.</li> </ul>			We will assess needs through our mental health staff.
<b>Resources and Referrals</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Provide a variety of resources for families, staff and students to address their mental health, behavioral, and emotional support. This includes:             <ul style="list-style-type: none"> <li>• Individual and group counseling for students.</li> <li>• Access to the District’s Family Center (through a partnership with Family Service League) for counseling and services for families.</li> <li>• Coordination with Human Resources for services available to faculty and staff.</li> </ul> </li> </ul>			 The district is creating 9 social work positions (utilizing federal stimulus funds) to address the social emotional needs of our students as a results of COVID as well as implementing a comprehensive plan (which includes employee training)
<b>Professional Development</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Provide information and training materials to assist faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff</li> </ul>			 The district is creating 9 social work positions (utilizing federal stimulus



	<p>-Ensure mental health staff will present at faculty meetings before school begins (Modules have already been developed).</p> <p>-Provide training resources for staff and families to assist students in decreasing their anxiety as they return, available on all social media platforms. In addition, videos will be available for classroom presentations.</p>			<p><i>funds) to address the social emotional needs of our students as a results of COVID as well as implementing a comprehensive plan (which includes employee training)</i></p>
<p><b>Mental Health and Trauma-Responsive Practices</b></p>	<p><b>The district:</b></p> <p>-Created a COVID screening tool to use by the mental health staff.</p> <p>-Counseling will be provided and the trauma protocol with be implemented when necessary.</p> <p>-Will create a re-entry video to reduce anxiety for parents, students and staff demonstrating the building set-up and what to expect.</p> <p>-In some instances larger pictures of faculty and staff will be posted in areas to relieve student anxiety about masks and not seeing the faces of staff.</p>			<p></p> <p><i>The district is creating 9 social work positions (utilizing federal stimulus funds) to address the social emotional needs of our students as a results of COVID as well as implementing a comprehensive plan (which includes employee training)</i></p>
<p><b>Multi-Tiered Systems of Support (MTSS)</b></p>	<p><b>The district will:</b></p> <p>-Continue to use a multi-tiered system of support currently in place:</p> <ul style="list-style-type: none"> <li>• Tier 1 screening: (The new COVID screening tool will be incorporated and best social, emotional practices embedded in school/classrooms)</li> <li>• Tier 2 intervention (building level intervention)</li> </ul>			<p></p> <p><i>The district is creating 9 social work positions (utilizing federal stimulus</i></p>









	<ul style="list-style-type: none"> <li>Tier 3 mandated direct counseling and intensive intervention (group/individual in consultation with staff).</li> </ul>			<p>funds) to address the social emotional needs of our students as a results of COVID as well as implementing a comprehensive plan (which includes employee training)</p>
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### SCHOOL SCHEDULES

	Stage 1	Stage 2	Stage 3	Stage 4
<b>School Schedules</b>	<p><b>Option 1: The district will implement a Hybrid instructional Model which will include both in-person and virtual distance learning - <u>A/B Days for regular education students in the following schools:</u></b></p> <ul style="list-style-type: none"> <li>William Floyd High School</li> <li>William Floyd Academy</li> <li>William Floyd Middle School</li> <li>William Paca Middle School</li> <li>All Elementary Schools</li> </ul> <p>-Students will be sorted alphabetically and by households across all schools.</p> <p>-Students assigned to Group A – will be in school Mon/Tues and virtual Wed/Thurs./Fri</p> <p>-Students assigned to Group B – will be in school Thurs/Fri and virtual Mon/Tues/Wed</p>	<p>✓</p> <p>Three Options are now available: K-8 and HS Seniors:</p> <ol style="list-style-type: none"> <li>Modified Hybrid Model: Attend in person 4 days per week (M/Tue/Thurs./Fri, Wed remote only)</li> <li>Remote only 5 days per week</li> <li>Home school</li> </ol> <p>HS freshman, sophomores, and juniors: will continue to follow the stage 1 Hybrid model and will be</p>	<p>✓</p> <p>We will continue to evaluate options. To begin stage 3 we will remain with the current instructional schedule.</p>	<p>✓</p> <p>All hybrid students will return to 5 days per week in-person instruction, utilizing grade level cohorts. Full virtual students will continue remote learning.</p>



	<p><b>Option 2: The district will implement an all virtual instructional model K-12.</b></p> <p>-Teachers are in every day.</p> <p>-Having all students virtual on Wednesday allows for cleaning between A/B student groups.</p> <p>-For distance learning days, teachers may employ a combination of synchronous and asynchronous instruction, and students will have opportunities to connect with an appropriately certified content area teacher during assigned office hours/extra help.</p>	<p><i>phased in to four days over time.</i></p>		
<p><i>School Schedules for Special Education Students</i></p>	<p><b>The district will:</b></p> <p><b>-Implement in-person Instruction every day for the following classes in all schools:</b></p> <p>6:1:1 classes        8:1:1 classes        12:1:1 classes        15:1:1 classes        15:1 classes</p> <p>These students will be in school every day.</p>			
<p><i>Vulnerable Student Population</i></p>	<p><b>The district will:</b></p> <p>-Provide instruction to vulnerable/high risk students who cannot attend school because of a qualifying health reasons or because of a family member with a qualifying health reason in accordance with the State Education’s guidance. These plans will be individually</p>			



	designed according to the student’s needs. They could include virtual tutoring, distance learning modules, or a combination of the two.			
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### ATTENDANCE AND CHRONIC ABSENTEEISM

	Stage 1	Stage 2	Stage 3	Stage 4
<i>Daily Attendance for students and staff</i>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-For both in-person attendance and distance instruction, teachers will record attendance and enter it into the student management system for each day. ENL and special education teachers will monitor course attendance to ensure each student meets the minimum amount of time required based on Part 154 and Part 200 regulations, respectively.</li> <li>-Faculty and staff will continue to sign in on a daily basis using Timepiece (Automated System). However, they will no longer use their finger to scan, but instead will use a badge.</li> </ul>	✓	✓	✓
<i>Attendance of students attending out of district placements</i>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>- Record attendance for all district students who attend public and private schools, including Charter and BOCES schools. This includes CSE placements, and parentally placed students.</li> </ul>	✓	✓	✓
<i>Attendance must be reported by any reporting entity that is required</i>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>- Record attendance for all district students who attend public and private schools, including Charter and BOCES schools. This includes CSE placements, and parentally placed students.</li> </ul>	✓	✓	✓



<i>to take attendance.</i>				
<b>Reporting attendance for compulsory age non-attendees</b>	<b>The district will:</b> -Record attendance for all district students who attend public and private schools, including Charter and BOCES schools. This includes CSE placements, and parentally placed students.	✓	✓	✓
<b>Students who drop out</b>	<b>The district:</b> -Students who drop out while still of compulsory school age will be kept on the school attendance register until they exceed compulsory school age or move out of the district.	✓	✓	✓
<b>Chronic Absenteeism</b>	<b>The district:</b> -Has procedures and prescribed interventions for students who do not attend in-person nor participate in virtual instruction.	✓	✓	✓
<b>Educational Neglect</b>	<b>The district will:</b> -Only after district has thoroughly investigated and has exhausted all prescribed interventions will referrals to CPS and PINS be made.	✓	✓	✓
<b>Persons in Need of Supervision (PINS)</b>	<b>The district will:</b> -Only after district has thorough investigated and has exhausted all prescribed interventions will referrals to CPS and PINS be made.	✓	✓	✓

### TECHNOLOGY AND CONNECTIVITY

	Stage 1	Stage 2	Stage 3	Stage 4
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<p><b>Determine community level of access to devices and high-speed broadband</b></p>	<p><b>The district will :</b></p> <ul style="list-style-type: none"> <li>-Do a full analysis of devices deployed in the Spring of 2020 to assess community device needs for the 2020-21 school year.</li> <li>-Survey families and teachers on their need of devices and high-speed broadband.</li> </ul>	✓	✓	✓
<p><b>Support access to devices and high-speed broadband Internet</b></p>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Purchase additional Chromebooks that will be made available to students and staff for remote learning purposes.</li> <li>-Provide students and families with locations of neighborhood hotspots, such as the public library and community centers.</li> <li>-Consider expansion of our school WiFi access to parking lots surrounding our buildings.</li> <li>-Ensure that students without sufficient access to devices or high-speed Internet will be given alternative ways to access learning through hybrid in-person classes, textbooks, customized learning materials, and telephone contact.</li> </ul> <p><i>Budget constraints makes it financial challenging for the district to provide one-to-one student devices for 9,000 + students or high-speed Internet access to families.</i></p>	✓	✓	✓
<p><b>Professional development and technical support for teachers, students, and families</b></p>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Provide on-going professional development for our teachers and teaching assistants on the best practices of distance learning at Superintendent’s Conference Day, faculty meetings, virtual department and grade level meetings, and pre-recorded sessions.</li> <li>-Develop additional supports for students and families around digital fluency during in-person school days and through pre-recorded tutorials.</li> </ul>	✓	✓	✓



	<ul style="list-style-type: none"> <li>-Provide a technical support help desk for students and families.</li> <li>-Create a library of technology resources of “How-to” videos and easy to follow handouts for staff, students, and families.</li> <li>-Utilize all of our Model School PD days through ESBOCES to support our teachers in the best practices of distance learning.</li> <li>-Utilize our technology committee members, lead teachers, and other tech-savvy teachers to support best practices of distance learning.</li> <li>-Ensure that student data privacy will be maintained and in compliance with all best practices and NY Education Law 2-d and Part 121 of the Commissioner’s Regulations.</li> <li>-Implement a single sign-on for students and staff to ensure that all tools meet our student data privacy standards and provide ease of use for all end users.</li> <li>-Ensure that all tools are streamlined and only the most effective resources are being utilized.</li> <li>-Provide support and flexibility to students that are learning remotely to decrease stress and increase engagement. We will employ best practices such as; consistent communication using Canvas (LMS), Google Classroom, Remind App Messaging, teacher and support staff phone calls, recorded videos, and flexible deadlines for assignments.</li> </ul>			
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### TEACHING AND LEARNING

	Stage	Stage	Stage	Stage
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	1	2	3	4
<b>Continuity of learning plan for the 2020-2021 school year</b>	<b>The district :</b> -Has engaged multiple stakeholders and reviewed all Department of Health, CDC and NYSED resources. The district is prepared for in-person, remote, and hybrid models of instruction as described within this document.			
<b>New York State Learning Standards</b>	<b>The district:</b> -Will provide instruction that is aligned with NYS Learning Standards and has been prioritized for the start of instruction in September. (*Mental Health and student wellness initiatives listed in Social-Emotional section will allow for the district’s transition to the NYS Standards.)			
<b>Equity of Instruction</b>	<b>The district will:</b> -Provide Instruction aligned with NYS Learning Standards and has been prioritized for the start of instruction in September. (*Mental Health and student wellness initiatives listed in Social-Emotional section will allow for the district’s transition to the NYS Standards.) Teachers have been engaged in professional learning around best practices in distance learning, including hybrid models. The district has taken into consideration and planned for those without devices and internet access, and will provide devices/access when necessary. (*Equity also developed in the ENL/Students with Disabilities section).  - Equity will be at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities will be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.			
<b>Substantive Interaction</b>	<b>The district will:</b> - Provide instruction that is aligned to the academic program and include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).			









	<p>-For distance learning days, teachers may employ a combination of synchronous and asynchronous instruction, and students will have opportunities to connect with an appropriately certified content area teacher during assigned office hours/extra help.</p>			
<p><b>Communication plan for contacting teachers</b></p>	<p><b>The district:</b></p> <p>-The technology helpdesk phone/email will be posted on the district and building websites, on teacher sites and on the parent portal.</p> <p>-Building administration and teacher contact information is available through multiple means (district website, parent portal, written communication, learning platform, REMIND App and other social media)</p> <p>-School Messengers and written correspondence are sent home in English and in Spanish, and the website can be translated in all spoken languages of district residents.</p>			
<p><b>Professional Development</b></p>	<p><b>The district will:</b></p> <p>-Design professional development opportunities. At the time this plan is being developed, the district is planning for the many professional development needs of all staff. These needs include:</p> <ul style="list-style-type: none"> <li>- Safety</li> <li>- Social Emotional Learning &amp; Trauma</li> <li>- Culturally responsive education</li> <li>- Prioritizing standards</li> <li>- Best practices for distance learning</li> </ul>			
<p><b>Grades K-6</b></p>	<p><b>The district will:</b></p> <p>-Per Commissioner’s regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Students will receive high quality rigorous, standards-based instruction that will meet their</p>			



	academic needs and allow them to attain the learning standards in all curricular areas.			
<b>Grades 7–12</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Design instruction that is in full compliance with the Commissioner’s regulations Part 100.4 and 100.5 around the required units of study. We will ensure that all students have access to instruction to enable them to achieve the State’s learning standards.</li> </ul> <p>Ensure that all teachers utilize our learning management system Canvas to allow for seamless transition between in-person instruction and distance learning as needed for the 2020-21 school year.</p>			
<b>Fine Arts</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Continue our commitment to high quality arts instruction and we fully understand the unique challenges of distance learning and the Arts.</li> <li>-Make curricular adjustments to all Fine Arts courses to ensure student engagement whether in person or distance learning.</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>-Ensure limited shared supplies and cleaning protocols while in person and design projects with household items for distance learning projects.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>-<b>At the secondary level</b> - Ensure that all chorus and band classes can maintain 12 feet social distance. If that cannot be attained due to space constraints, curricular changes will be made; for example, we will focus on music theory and appreciation while in person and then have distance learning focus on practice, recording, and videos of musical performances.</li> </ul>			
			<i>Chorus, band, and orchestra are meeting in large instructional spaces such</i>	<i>Consistent with NYS guidance groups must be 6 feet apart</i>



	<p><b>-At the Elementary level-</b> Chorus, band and orchestra will not commence during the Stage 1. Instruments will not be introduced to 4<sup>th</sup> graders during the 2020-2021 school year.</p>	 Chorus, band and orchestra will not commence during stage 2. We are considering virtual 5 <sup>th</sup> grade instrumental lessons.	 as cafeterias, auditoriums and outdoors weather permitting with additional PPE. Chorus, band and orchestra will not commence during stage 3 due to social distancing requirements and limited large group instruction availability.. 5 <sup>th</sup> grade in-person and virtual instrumental lessons will take place.	 Chorus, band and orchestra will not commence during stage 4 due to social distancing requirements and limited large group instruction availability.. 5 <sup>th</sup> grade in-person and virtual instrumental lessons will take place.
<b>Physical Education</b>	<p><b>The district will:</b></p> <ul style="list-style-type: none"> <li>-Ensure that all physical education classes maintain 12 feet distance in all directions when participating in activities that result in heavy breathing.</li> <li>-Utilize outdoor spaces a much as possible for physical education classes.</li> <li>-Make curricular changes that focus on individual pursuits and skills as well as the use of games and activities that require nonphysical contact. Utilize our learning management systems to provide video demonstrations and modeling of activities.</li> </ul>			 Consistent with State and County guidance, classes will be 6 feet apart



	-Remove requirement to change for physical education. Locker rooms will not be utilized.			
<p><b>Career and Technical Education (CTE)</b></p> <p><b>William Floyd School District CTE Programs for 20-21</b></p> <ul style="list-style-type: none"> <li>- Automotive</li> <li>- Business</li> <li>- Carpentry</li> <li>- Cosmetology</li> <li>- Culinary</li> <li>- Medical Assisting</li> </ul> <p><b>Cancelled for 2020-21</b></p> <ul style="list-style-type: none"> <li>- Small Engines</li> <li>- Barbering</li> </ul>	<p><b>The district will:</b></p> <p>Ensure that all CTE programs have in person instruction 2 days a week following the high school hybrid schedule AA/virtual/BB.</p> <p>Make curriculum adjustments to ensure that hands-on and practical experiences are held during the in-person sessions and videos are provided for students who cannot attend in-person.</p> <p>Utilize simulation software for modeling, pre-recorded video lessons, and video demonstrations to support distance learning. All programs have their courses on Canvas (LMS) to support students in and out of the classroom. In addition,</p> <ul style="list-style-type: none"> <li>• <i>Automotive</i> uses the e-learning software Electude for online simulations and learning modules.</li> <li>• <i>Cosmetology</i> utilizes Career Safe Online and potentially Barbicide for learning modules and certifications. Students will be able to take home their mannequins and kits when not in-person.</li> <li>• <i>Carpentry</i> will continue to provide video demonstrations and simulations through Canvas.</li> <li>• <i>Culinary</i> will continue to provide video demonstrations and videos of techniques from master chefs through Canvas.</li> <li>• <i>Medical Assisting</i> utilizes Nearpod, Edpuzzle, and video demonstrations through Canvas.</li> </ul> <p><b>✗</b> <i>Small Engines</i> – will not be running in 2020-21 due to budget constraints. We have exceeded our teacher.</p> <p><b>✗</b> <i>Barbering</i> – will not be running in 2020-21 due to budget constraints. We did not hire a replacement teacher.</p>	<p>✓</p> <p><i>Juniors and Seniors who select the modified hybrid will now be in class four (4) days per week.</i></p> <p>✗</p> <p>✗</p>	<p>✓</p> <p><i>Students will be encouraged to return to in-person learning for Q3 and Q4 to achieve full CTE endorsement and practical certifications</i></p> <ul style="list-style-type: none"> <li>· <i>Students should contact their school counselor for specific program information.</i></li> </ul> <p>✗</p> <p>✗</p>	<p>✓</p> <p><i>Students will be encouraged to return to in-person learning for Q3 and Q4 to achieve full CTE endorsement and practical certifications</i></p> <ul style="list-style-type: none"> <li>· <i>Students should contact their school counselor for specific program information.</i></li> </ul> <p>✗</p> <p>✗</p>



	The district will follow all industry standards for cleaning and disinfecting protocols for classrooms and equipment.			
<b>Work-based Learning</b>	Work place learning will focus on skills that can be taught in the classroom and building. The transition coordinator will maximize virtual/distance opportunities. Transferability and outside of district work-based experiences will be considered for Stage 2.		Work based learning opportunities will be explored and evaluated based on student safety	Work based learning opportunities will be explored and evaluated based on student safety
<b>Prekindergarten plans</b>	<b>The district:</b> -Contracts with 4 preschool providers. The district has a procedure to ensure the sufficiency of each provider’s Continuity of Learning Plan and attests to following health and safety guidelines outlined in the Reopening Guidance Document, as well as Center for Disease Control and Department of Health guidelines.			

### ATHLETICS AND EXTRACURRICULAR ACTIVITIES

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Interscholastic sports</b>	Per the <u>NYDOH Guidance</u> <b>Interscholastic sports</b> are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming, 9/21/20.	 We will continue to follow the guidelines set forth by section 11 and NYS regarding which teams are allowed to practice/play.	 We will continue to follow the guidelines set forth by section 11 and NYS regarding which teams are allowed to practice/play .	 We will continue to follow the guidelines set forth by section 11 and NYS regarding which teams are allowed to practice/play and testing .



<b>Clubs</b>	-Most clubs will have a delayed start. We are considering virtual clubs on a case by case basis.		 <i>We will continue to limit clubs for the 2020-21 school year. All middle school clubs will be held virtually. Most high school clubs will be virtual, a few exceptions will be made based on nature of the club requirements for in-person interaction.</i>	 <i>We will continue to limit clubs for the 2020-21 school year. All middle school clubs will be held virtually. Most high school clubs will be virtual, a few exceptions will be made based on nature of the club requirements for in-person interaction.</i>
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### SPECIAL EDUCATION

	Stage 1	Stage 2	Stage 3	Stage 4
<i>The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.</i>	<p><b><u>Program models</u></b></p> <p><u>In-person</u></p> <ul style="list-style-type: none"> <li>• Students who are in our 6, 8, 12, 15:1 and 15:1:1 programs will attend school daily.</li> <li>• ICT students will attend in-person school two days a week. They will receive virtual instruction three days a week.</li> <li>• Resource Room will take place two days in-person and three days virtual for a total of 180 minutes per week.</li> <li>• Students who receive related services only will attend twice a week in-person, however, they will receive all related services as indicated on the IEP either in person or virtually.</li> </ul>	 <i>ICT students will attend in-person 4 days a week and will receive virtual instruction 1 day per week.</i>  <i>Resource room will be delivered 180 minutes per week and may be provided in-person, virtually,</i>		



	<p><u>Remote Learning</u> - If it is determined that a student with a disability cannot receive FAPE through in person instruction, virtual and remote learning opportunities will be provided in accordance with the student’s learning needs as outlined on the IEP.</p> <p><u>Medical Home Instruction</u>-Students who are entitled to medical home instruction will receive instruction as determined by the CSE/CPSE and the medical professional.</p> <p><u>Emergency Shut Down</u>-In the event of an emergency school closure, all teachers will be prepared to teach all students through a virtual platform.</p> <p>All students will be entitled to FAPE and all instruction will be delivered/created by certified teachers.</p>	or any combination.		
<p><b><i>The school reopening plan must address meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.</i></b></p>	<p>-The Special Education Department and the students’ home school will work together to advise the parents/guardians via telephone and mail, of the initial plan to educate their child. The Department will also hold weekly virtual Town Hall Meetings for our families beginning in August 2020 to support them as they navigate the details of how the IEP will be met and how services will be provided.</p>	✓	✓	✓
<p><b><i>The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and</i></b></p>	<p>-All students’ IEPs will be followed. Both the CSE and CPSE recommendations will be carried out. The WFSD has built relationships with external partners and we are prepared to use them as necessary to deliver instruction in district or in the students’ home (if necessary). Everyone who is responsible for delivering services to a student will be responsible for understanding the IEP, the level of service necessary, keeping accurate records on student progress, and</p>	✓	✓	✓



<p><i>program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.</i></p>	<p>sharing this information with the families and the CSE or CPSE as necessary.</p>			
<p><i>The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.</i></p>	<p>-The WFSD’s Special Education Department will ensure that all classified students will have all the devices, along with the support and services necessary to meet their educational, physical, social and emotional needs, as developed by the CSE.</p>			
<p><i>The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.</i></p>	<p>-The WFSD has secured Propio translation services and NY Therapy translation support so that all of our staff are able to communicate with our families in their preferred language. We will begin reaching out to our families to advise the instructional plan being offered. We will then explain how all instruction and related services (if applicable) will be delivered. The Special Education website will remain current and is able to be translated for the families. Our social media outlets will continue to be a current source of information for the parents/guardians as well.</p>			





<b><i>Least Restrictive Environment (LRE)</i></b>	-All students will be educated in the LRE. The CSE/CPSE has held annual reviews, and we will follow all recommendations for the 2020-2021 school year.			
<b><i>LRE Documentation</i></b>	-All WFSD CPSE and CSE committees use the LRE guidance that has been provided by NYSED. This is shared with the parent and placed on the Prior Written Notice and in the IEP.			
<b><i>IEP Implementation</i></b>	-The Special Education Department is fully prepared to implement all services as outlined in the IEP either in person or virtually.			
<b><i>Provision of Services</i></b>	-All services will be provided to all of our classified students as outlined in their IEP either in person, virtually, or through a hybrid model.			
<b><i>Progress Monitoring</i></b>	-All classroom teachers will keep data on the effectiveness of the instruction and how it impacts students in the program model selected. This data will be used to make instructional decisions. In addition, elementary progress reports will be completed 3 times per year at the same time report cards are provided for all students in the school year. Secondary progress reports will be completed 4 times per year at the same time report cards are provided for all students in the school year.			
<b><i>Compensatory Services</i></b>	-The CSE will evaluate all students with disabilities to determine any lost skills and compensatory needs.			
<b><i>Child Find</i></b>	-The WFSD has a child find procedure that we will continue to follow to work with families to refer a child suspected of having a disability for services. We will ensure that our teachers and principals refer students who are suspected of having a disability from a building level.			



<b>Referral</b>	-The Special Education Department will continue to process all initial referrals within the 60-day timeline. We will attempt to hold all meetings virtually unless a parent is unable to do so.			
<b>Initial Evaluation/Reevaluation</b>	<p>-The Special Education Department will adhere to all timelines regarding initial evaluations and reevaluations. We will work with our families to ensure that the best decisions are made. At this time, the US Department of Education (USDOE) acknowledges that social distancing measures and other limitations during the pandemic may make administering most in-person evaluations impracticable and may place limitations on how evaluations and the child assessment are conducted under IDEA Part C. The USDOE has allowed the option of using medical records, when appropriate, to establish eligibility without conducting an evaluation. As directed by the USDOE, when using medical records to establish eligibility, the district will still conduct an appropriate assessment of the child and a family directed assessment.</p> <p>-The district will continue to investigate available assessment instruments and tools to determine if some can be administered or completed remotely during the pandemic, provided that assessment of the child is based on personal observation (whether in person or through videoconferencing). The district will also work with the developers of the current assessment instruments to determine if the instruments can be administered or completed remotely, without significantly impacting the validity of the results. Classroom derived and other dynamic assessments will also be used where standardized testing is unavailable to determine the appropriate supports and services for eligibility and continuation of eligibility.</p>			
<b>Communication/Coordination</b>	-In addition to ongoing communication, the department will also hold several virtual parent/guardian training sessions throughout the school year. We will also hold Town Hall meetings and seek ongoing			



	feedback from our families and teachers. Outreach will be in the family’s native language.			
<b><i>Meaningful Outreach and Engagement with Parents of Students with Disabilities</i></b>	-The Special Education teachers will provide frequent contact with our families. They will advise the families of the success and the support being offered. We will communicate with our parents/guardians through phone, email, Remind Me, social media, etc. Our teachers and families will partner throughout this process. Outreach will be in the family’s native language.	✓	✓	✓
<b><i>Procedural Safeguards and Prior Written Notice Requirements</i></b>	-Parents/Guardians will be advised of their procedural safeguards when referring students to Special Education at CPSE/CSE meetings and upon request. The PSN is also available on the District’s website for download. PWNs will be given to the parents/guardians whenever we make a change to their child’s IEP.	✓	✓	✓
<b><i>Accommodations and Modifications</i></b>	-The Special Education department will make sure that all of the students’ accommodations and modifications are delivered regardless of whether it is through in-person, virtual, or hybrid setting.	✓	✓	✓
<b><i>Supplementary Aids and Services</i></b>	-The Special Education Department will make sure that all supplementary aids and services are provided to students whether it be in-person, virtual, or in a hybrid setting.	✓	✓	✓
<b><i>Technology</i></b>	-Our Special Education students in programs that do not report daily will receive a Chromebook to use at home. If there is a student who cannot access technology we will send hard copies of the work.	✓	✓	✓



	<p>-If in the event of an emergency school closure, students with disabilities who do not have access to a personal device will be prioritized to receive a district Chromebook, if available.</p>			
<b><i>Budget and Finance Provisions for Approved Providers of Preschool and School-Age Programs</i></b>	<p>-WFSD has already completed and submitted its 611 and 619 grants. We have also allocated the appropriate district funds to pay tuition for students who were approved for programs as needed.</p>			
<b><i>Attendance and Enrollment</i></b>	<p>-All students who are enrolled will begin instruction on the first day of school. Whether the student attends in person or virtually, attendance will be taken daily. The teacher will also notify the building support team and the Special Education Department of a student who has poor attendance so that we can work with the family.</p>			
<b><i>180-Day and 30-Day Requirement</i></b>	<p>-The Special Education Department is prepared to provide instruction for our students for the 180 day school year through the use of in-person, hybrid and virtual instructional methods. The department will also offer summer services as necessary through a summer program. In the event of an emergency shutdown, we are prepared to provide virtual instruction.</p>			
<b><i>Tuition Rate Setting</i></b>	<p>-WFSD follows all rate setting guidelines established by NYSED.</p>			



### BILINGUAL EDUCATION AND WORLD LANGUAGES

	Stage 1	Stage 2	Stage 3	Stage 4
<b>ELL identification process</b>	<ul style="list-style-type: none"> <li>8/2-8/7 Kindergarten screening will include NYSITELL to identify ELLs</li> <li>9/2 – 10/19 Identification of ELLs within 30 schools days</li> <li>10/20 resume identification of ELLs within 10 days</li> </ul>			
<b>Provision 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.</b>	<ul style="list-style-type: none"> <li>ELLs will maintain most recently measured English Language Proficiency Level.</li> <li>School counselors and teachers will maintain scheduling of ELLs instructional units of study based on their English Language Proficiency Levels.</li> <li>Teachers will provide instructional units of Study to ELLs during hybrid instruction balancing minimum instructional time between in-person and online learning (hybrid).</li> </ul>	<ul style="list-style-type: none"> <li>ELLs will maintain most recently measured English Language Proficiency Level.</li> <li>School counselors and teachers will maintain scheduling of ELLs instructional units of study based on their English Language Proficiency Levels.</li> </ul>		
<b>Regular communication ELL families.</b>	<ul style="list-style-type: none"> <li>Administrators and teachers will utilize Propio Phone Interpreting Services to maintain communication with parents/guardians.</li> <li>District website will be updated regularly and includes translation feature for over 100 languages.</li> <li>September virtual meeting to support parents/ families/students on reopening process.</li> <li>Information will be provided through various media platforms with translation, i.e., mail, email, social media, etc.</li> </ul>			

<p><b><i>Ensure that all teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs. Adopt policies to meet the guidelines outlined in the <u>Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning.</u></i></b></p> <ul style="list-style-type: none"> <li><b><i>• Establish protocols that promote coordination among English as a New Language (ENL) and content area teachers for the delivery of remote and hybrid learning.</i></b></li> <li><b><i>• Adopt or develop progress monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Follow Professional development plan on ELL strategies and incorporate use of technology, hybrid and remote learning.</li> <li>• ELL teachers will meet with content area teachers during department meetings (virtual meetings); and/or during virtual faculty meetings.</li> <li>• Continual update of google ELL folder to include NYSED ELL Progress monitoring resources and new resources that NYSED provides</li> <li>• ELLs will be progress monitored using: RTI (K-5); SuccessMaker ELA and Math (K-8); ELL Progress monitoring resources to identify academic gaps and monitor progress; in-home language as needed.</li> <li>• Teachers will continue to utilize MLS Screening for SIFE to place students in programs to support their needs.</li> </ul>			
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<p><b>English and students' home languages.</b></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>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.</i></li> <li>• <i>Continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.</i></li> <li>• <i>Provide Emergent Multilingual Learners enrolled in</i></li> </ul>	<ul style="list-style-type: none"> <li>• School Counselors will ensure Grade 12 students complete NYSSB requirements for 2020-2021.</li> <li>• Provide students with access to technology when in-person learning; assist in use of flash drives to access work; save work.</li> <li>• Coordinator of UPK will ensure EMLs receive instruction in their home language during remote or hybrid learning.</li> <li>• Social Workers, ELL teachers, classroom teachers will work collaboratively to support the social emotional well-being of ELLs.</li> <li>• Social emotional support will be provided in person and during online sessions.</li> <li>• Provide students with technology, WiFi access, flash drives to enable remote learning and continued learning, to the extent possible.</li> </ul>			
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***Prekindergarten programs with instruction in their home languages during remote and hybrid learning.***

***• 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.***

***• To the greatest extent possible, districts are to ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for periods of remote learning so they do not fall further behind as a result of COVID-19 closures and remote/hybrid learning.***

• Schedules will include additional units of study based on ELL student need.





<ul style="list-style-type: none"> <li>• Schools have the <b><i>flexibility to provide additional units of study if they deem necessary.</i></b></li> </ul>				
<b><i>Initial Identification of Potential ELLs</i></b>	<ul style="list-style-type: none"> <li>• Follow HLQ process/protocol for initial identification of potential ELLs</li> <li>• 9/2 – 10/19 Identification of ELLs within 30 schools days</li> <li>• 10/20 resume identification of ELLs within 10 days</li> </ul>	✓	✓	✓
<b><i>Units of Study for English as a New Language (ENL) and Transitional Bilingual Education (BE) Programs</i></b>	<ul style="list-style-type: none"> <li>• School Counselors and Teachers will maintain scheduling of instructional units for ENL and Transitional Bilingual programs.</li> <li>• Teachers will provide instructional units of Study to ELLs and bilingual students during hybrid instruction balancing minimum instructional time between in-person and online learning.</li> <li>• Teachers will provide instructional units of study to Entering, Emerging and Transitioning students during hybrid instructional time with increased in-person days combined with on-line learning and based on ability to maintain social distancing and enrollment.</li> </ul>	✓	✓	✓
<b><i>Communications and Language Access</i></b>	<ul style="list-style-type: none"> <li>• Administrators and teachers will utilize Propio Phone Interpreting Services to maintain communication.</li> <li>• District website updated regularly and includes translation feature for over 100 languages.</li> <li>• September virtual meeting to support parents/families/students on reopening processes.</li> <li>• Information will be provided through various media platforms with translation, i.e. mail, email, social media, etc.</li> </ul>	✓	✓	✓
<b><i>Professional Learning for Educators</i></b>	<ul style="list-style-type: none"> <li>• ELL teacher leaders will provide professional development sessions to support teachers on strategies to support ELLs.</li> </ul>	✓	✓	✓



	<ul style="list-style-type: none"> <li>Administrators and teachers will engage in Professional learning on the topics of: Hybrid learning, use of technology, Cultural Responsiveness.</li> </ul>			
<b><i>Progress Monitoring</i></b>	<ul style="list-style-type: none"> <li>Continual update of google ELL Resource folder to include NYSED RBERN ELL Progress monitoring resources and NYSED resources as they are made available to districts.</li> <li>ELLs will be progress monitored by teachers using: RTI literacy assessments (K-5); SuccessMaker ELA and Math (K-8); NYSED RBERN Progress monitoring resources; in-home language as needed.</li> </ul>			
<b><i>Educational Technology</i></b>	<ul style="list-style-type: none"> <li>Provide students with opportunity to utilize technology during in-school sessions to assist with using technology, WiFi, flash drives when remote learning.</li> <li>Provide students with flash drives to include texts, document templates, etc. related to learning when WiFi not available.</li> </ul>			
<b><i>Students with Interrupted/Inconsistent Formal Education (SIFE)</i></b>	<ul style="list-style-type: none"> <li>Teachers will continue to utilize MLS Screening for SIFE to place students in programs to support their language and academic needs.</li> <li>SIFE students will be scheduled for increased in-person learning (4 days each week – 1 day online learning) until full in-person learning is implemented.</li> </ul>			
<b><i>Emergent Multilingual Learners in Prekindergarten</i></b>	<ul style="list-style-type: none"> <li>The Emergent Multilingual Learner Profile will be completed during the registration process when a parent brings their child to the registration office.</li> <li>When a parent registers their child for UPK and the child is not present, the Coordinator of UPK or certified designee will work with the parent and child to complete the Emergent Multilingual Learner Profile.</li> <li>Coordinator of UPK will ensure EMLs receive instruction in their home language during remote/hybrid learning.</li> </ul>			



<p><b>Family Partnerships and Communication</b></p>	<ul style="list-style-type: none"> <li>• Administrators and teachers will utilize Propio Phone Interpreting Services to maintain communication.</li> <li>• District website updated regularly and includes translation feature for over 100 languages.</li> <li>• Teacher created videos will be created and placed on website to assist parents on understanding re-entry, screening, ENL programs, etc.</li> <li>• September virtual meeting to support parents/ families/students on reopening process.</li> <li>• Information will be provided through various media platforms with translation, i.e., mail, email, social media, etc.</li> <li>• Virtual meetings to be held Monthly and provide support and information: Remote Learning and using google classroom, Canvas; etc. Virtual meetings will include community resources: Community Library, CARECENNY; Family Service League.</li> </ul>	<p style="text-align: center;"></p> <ul style="list-style-type: none"> <li>• <i>Administrators and teachers will utilize Propio Phone Interpreting Services to maintain communication.</i></li> <li>• <i>District website updated regularly and includes translation feature for over 100 languages.</i></li> <li>• <i>Teacher created videos will be created and placed on website to assist parents on understanding re-entry, screening, ENL programs, etc.</i></li> <li>• <i>September virtual meeting to support parents/ families/students on reopening process.</i></li> <li>• <i>Information will be provided through various media platforms with translation, i.e., mail, email, social media, etc.</i></li> </ul>	<p style="text-align: center;"></p>	<p style="text-align: center;"></p>
<p><b>Culturally Responsive-Sustaining Education Framework</b></p>	<ul style="list-style-type: none"> <li>• Administrators and teachers (PK-12) will engage in professional learning on best practices related to Social Emotional learning and Cultural Responsiveness.</li> </ul>	<p style="text-align: center;"></p>	<p style="text-align: center;"></p>	<p style="text-align: center;"></p>



	<ul style="list-style-type: none"> <li>Stakeholder meetings will be held to develop a plan for consistent application of CR-S education.</li> </ul>			
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### FACILITIES

	Stage 1	Stage 2	Stage 3	Stage 4
<i>General Health and Safety Assurances</i>	<b>The district will:</b> -Comply with all General Health and Safety Assurances that schools will meet all requirements associated with building space related changes.	✓	✓	✓
<i>Fire Code compliance</i>	<b>The district will:</b> -Comply with Fire Code compliance that all alterations are in compliance for fire code.	✓	✓	✓
<i>Doorways Automatic release</i>	<b>The district will:</b> -Ensure the function, position, and operation of automatic doorways will remain unchanged.	✓	✓	✓
<i>Emergency Drills Fire Safety,</i>	<b>The district will:</b> -Ensure that Drills Fire Safety, Evacuation and Lockdown drills will continue to be conducted using methods that provide social distancing	✓	✓	✓
<i>Inspections</i>	<b>The district will:</b> -Conduct required inspections. -Deadlines will be met to submit Building Condition Surveys and Visual Inspections	✓	✓	✓
<i>Lead Testing Due in 2020</i>	<b>The district will:</b> -Contact Lead Testing Due in 2020	✓	✓	✓



<b>Means to control Infection</b>	<p><b>The district will utilize:</b></p> <ul style="list-style-type: none"> <li>-Plastic separators in certain locations upon approval of Assistant Superintendent(s)</li> <li>-Alcohol-Based Hand Rub Dispensers- in all classrooms and offices</li> <li>-Required square footage</li> <li>-Maintain adequate , code required ventilation</li> </ul>			
<b>Building Use by Outside Groups</b>	<p> Use of inside facilities will not be permitted during Stage 1.</p> <p> Use of outside facilities will not be permitted through September 21 to coincide with the postponing of high school athletics by Section XI (this is subject to change).</p>		<p></p> <p><i>(An exception will be made for school pictures)</i></p> <p></p> <p><i>Will be permitted on a case by case basis with the district's facility use polices and procedures.</i></p>	<p></p> <p><i>(An exception will be made for school pictures, Ocean Arts Organization and outside judges/presentations for CTE programs, and other requests approved at the discretion of the Superintendent of Schools.)</i></p> <p></p> <p><i>Will be permitted on a case by case basis with the district's facility use polices and procedures.</i></p>
<b>Frequently asked questions regarding cleaning protocols</b>	<p><b>Cleaning &amp; Disinfecting Protocols for the 2020-21 School Year:</b></p> <p>-As the William Floyd School District continues to prepare for the 2020-21 school year, we wanted to inform you of the cleaning and disinfecting protocols that will be in place. Below are some frequently asked questions in relation to cleaning and disinfecting schools and buildings.</p> <p><b>What will a typical day of in-school cleaning and disinfecting look like?</b></p> <p>The William Floyd custodial staff will be hard at work on a daily basis ensuring</p>			

that high-touch surfaces are cleaned throughout the day. High touch areas include but are not limited to doorknobs, door handles, hand rails, bathrooms, light switches, shared common areas such as cafeteria tables (if used), etc.

**What about nighttime cleaning and weekends?**

In addition to a thorough cleaning of each classroom and building (entrance ways, hallways, office spaces, cafeteria, gymnasium, etc.) at night and on weekends, the district will also be using electrostatic spray misting devices (brand names Karcher and EM360), which provides a powerful and efficient disinfectant treatment weekly and as needed. This patented application system places an electrostatic charge to liquid disinfectants as they leave the spray nozzle, which causes them to cling to any surface.

**How does electrostatic spray work?**

As outlined above, electrostatic spray misters provide a full 360-degree coating made possible by the negative charge of the sprayed solution as it exits an electrostatic spray nozzle, and the positive charge of the surfaces it reaches. It atomizes cleaning solutions, using electrostatics to attach to and wrap around harmful micro-organisms and remove them from surfaces.

**What types of cleaning products will the district use?**

The district will use [3M Quat Disinfectant cleaner 5A, 5L and 5H](#), a solution that is effective against a broad spectrum of viruses, bacteria and fungi, including the SARS-CoV-2 (novel coronavirus) COVID-19. [The Center for Biocide Chemistries lists this product as effective at fighting the novel coronavirus \(COVID-19\)](#). This will be used as a cleaning product in the electrostatic spray and the solution for wiping down surfaces.

**Will the district use any other types of high-tech cleaning?**

Yes, the district will use backpack ionizers that operate using the same technology as the electrostatic spray, releasing a positive charge and atomizing the cleaning solutions wrap around and remove harmful micro-organisms from surfaces.

**What type of cleaning solution will the district use with the backpack ionizers?**

For the backpack ionizers, the district will use a biostatic surface protectant called [Bioshield 75](#), a patented technology for the elimination of harmful surface bacteria that provides up to 90 days of protection on surfaces. The product is applied to surfaces and forms a covalent bond resulting in a protective microbiostatic layer of positively charged long chain molecules. Pathogens, spoilage bacteria and other harmful microorganisms are attracted to the positively charged ion and through lysis (the disintegration or rupture of the cell wall or membrane), the cell is destroyed. Since this is a physical disruption, the destroyed cell cannot mutate or replicate thus avoiding the possibility of developing antimicrobial resistance.

**How often will classrooms and buildings be ionized?**

Bioshield 75 provides up to 90 days of protection, so to ensure that there is continual uninhibited protection, the ionization process will take place at least once per month. This process is in addition to the electrostatic spraying and frequent cleaning and disinfecting processes deployed on a daily basis as outlined above.

**What about the cleaning of buses?**

The William Floyd School District uses two transportation providers to transport students – First Student Inc. for the large buses and Durham School Services for the mini-buses. Each company has strict cleaning and disinfecting protocols in place utilizing a daily and monthly cleaning and disinfecting protocol, which the district has requested. You can read more about each company’s disinfection protocol at the following links: [First Student Inc./Durham School Services](#).

**What about air quality?**

Although the New York State guidance does not require schools to install higher MERV-rated air filters for HVAC systems at this time (as it does for malls), the district proactively plans to increase the MERV rating of the filters that we use. MERV or Minimum Efficiency Reporting Value signifies the size of the particles that an air filter is designed to catch. The higher the MERV rating, the better the filter is at capturing smaller particles.



	<b>Will there be hand sanitizer available?</b> Yes, the district has installed alcohol-based hand rub dispensers in each classroom and in high-traffic locations throughout each school.			
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### TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW §3012-D/APPR)

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Teacher and Principal Evaluation</b>	<b>The district will:</b> -Pursuant to Education Law 3012-d, will fully implement its currently approved APPR plan. -The Observations/School Visits subcomponent will be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model.	✓	✓	✓

### CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

	Stage 1	Stage 2	Stage 3	Stage 4
<b>Certification</b>	<b>The district will:</b> -Ensure that all staff has the appropriate certifications consistent with Education Law 3001, (individuals employed to teach in New York State public schools must hold a valid certificate).	✓	✓	✓

### BUDGET AND FISCAL MATTERS

	Stage 1	Stage 2	Stage 3	Stage 4
Long Range Financial Planning	In light of the pandemic and the effect on the local and global economy, the district has taken the position to hold off on hiring current vacancies. This is in direct response to the three phase review of state aid distribution that the NYS Division of Budget and the NYS Governor have implemented. They are as follows:	✓	✓	✓ <i>We will utilize additional</i>





	<ul style="list-style-type: none"><li>➤ April 1 - April 30, No action taken</li><li>➤ May 1 - June 30, No action taken</li><li>➤ July 1 - December 31 – Without Federal Government intervention we are expecting a state aid cut up to 20% of annual funding (\$26,000,000)</li></ul> <p>NYS is hoping that the Federal Government will intervene and provide additional funding to help with the economic impact of the COVID-19. The district recognizes that any federal intervention will be most likely be for a one year period and cuts to programs, clubs, athletics, electives, student opportunities and staffing will most likely occur across all schools in the 21-22 school year.</p> <p>Similar to the impact of the “Great Recession” we anticipate local foreclosures to rise as the economy falters, which will have a direct impact on the school to supply social, emotional and basic resources to students, while financial resources and revenue streams are being curtailed.</p> <p>We are and continue to review any changes to our budget and operations on a long range projection. The fluctuations in State Aid, which can’t be controlled by the district, continue to be the most challenging part of our academic planning and student success.</p>			<p><i>Federal Stimulus money where possible, consistent with guidelines.</i></p>
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