



**Finding the “Way” Back “Home”
The District Plan to Re-open the Sweet Home Schools**

Summer 2020

Sweet Home Central School District Re-opening Plan: 2020-21
Tentative Pending Board of Education Approval

Sweet Home Central School District: 140207		
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I. Overview and Process

- a. The re-opening of schools is critical to the well-being of some many people and components of our school community. Foremost, the cognitive, social and emotional development of our children must be fostered and nurtured. Our schools are also critical in providing supervision of children that allows our families to fully return to work and allowing our societal and economic activity to seek a level of normalcy.

- b. Beginning in May 2020, the Sweet Home School District utilized a District Task Force that included our Board of Education and a series of Focus Groups responsible for specific components of the re-opening planning. These focus groups included work for configuration, teaching and learning, operations, large group instruction, meeting social and emotional needs and monitoring and maintaining health. This process engaged over 150 community members in the focus group process and resulted in a series of recommendations that were aligned to NYSED guidance and synthesized into a coherent plan for the District. The following individuals were participants in the focus group work:

John	Cole	Admin/ Superv.	Curriculum/ Assessment/ Instructional Delivery
James	Ryan	Admin/ Superv.	Curriculum/ Assessment/ Instructional Delivery
Scott	Wolf	Admin/ Superv.	Curriculum/ Assessment/ Instructional Delivery
Joseph	Zwack	Admin/ Superv.	Curriculum/ Assessment/ Instructional Delivery
Nadine	Ocasio	Board of Education	Curriculum/ Assessment/ Instructional Delivery
Ty	Critelli	Counselor	Curriculum/ Assessment/ Instructional Delivery
Michael	Fisher	Parent	Curriculum/ Assessment/ Instructional Delivery
Tiffany	Imerese	Parent	Curriculum/ Assessment/ Instructional Delivery
Amanda	Jones	Parent	Curriculum/ Assessment/ Instructional Delivery
Laura	Miller	Parent	Curriculum/ Assessment/ Instructional Delivery
Deepa	Saini	Parent	Curriculum/ Assessment/ Instructional Delivery
Jessica	Stephens	Parent	Curriculum/ Assessment/ Instructional Delivery
Kristine	Strible	Parent	Curriculum/ Assessment/ Instructional Delivery
Lisa	Waterrose	Parent	Curriculum/ Assessment/ Instructional Delivery
Mia	Banks	Teacher	Curriculum/ Assessment/ Instructional Delivery
Tanya	Barbic	Teacher	Curriculum/ Assessment/ Instructional Delivery
Eva	Basehart	Teacher	Curriculum/ Assessment/ Instructional Delivery
Morgan	Chase	Teacher	Curriculum/ Assessment/ Instructional Delivery

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Katelyn	DiRosa	Teacher	Curriculum/ Assessment/ Instructional Delivery
Amanda	Glenn	Teacher	Curriculum/ Assessment/ Instructional Delivery
Nikki	Hattersley	Teacher	Curriculum/ Assessment/ Instructional Delivery
Kendra	Herbold	Teacher	Curriculum/ Assessment/ Instructional Delivery
Josh	Hicks	Teacher	Curriculum/ Assessment/ Instructional Delivery
Leigh Ann	Hildreth	Teacher	Curriculum/ Assessment/ Instructional Delivery
ANDREA	JARVIS	Teacher	Curriculum/ Assessment/ Instructional Delivery
Maggie	Kruchten	Teacher	Curriculum/ Assessment/ Instructional Delivery
Lisa	LaBrake	Teacher	Curriculum/ Assessment/ Instructional Delivery
BONNIE	LORENTZ	Teacher	Curriculum/ Assessment/ Instructional Delivery
Lari	MacPeek	Teacher	Curriculum/ Assessment/ Instructional Delivery
Maggi	McDonald	Teacher	Curriculum/ Assessment/ Instructional Delivery
Emily	Mielcarek	Teacher	Curriculum/ Assessment/ Instructional Delivery
Jacquie	Stablewski	Teacher	Curriculum/ Assessment/ Instructional Delivery
Jessica	Wander	Teacher	Curriculum/ Assessment/ Instructional Delivery
Amy	Zack	Teacher	Curriculum/ Assessment/ Instructional Delivery
Bob	Polino	Admin/ Superv.	Classroom/ School Configuration
Derek	Baker	Admin/ Superv.	Classroom/ School Configuration
Greg	Smorol	Admin/ Superv.	Classroom/ School Configuration
Scott	Johnson	Board of Education	Classroom/ School Configuration
scott	Harriger	Counselor	Classroom/ School Configuration
Meggan	Broomfield	Parent	Classroom/ School Configuration
Richard	Cazes	Parent	Classroom/ School Configuration
Randy	Cialone	Parent	Classroom/ School Configuration
Tina	Edholm-McNelis	Parent	Classroom/ School Configuration
Scott	Gauld	Parent	Classroom/ School Configuration
Christina	Hariaczyi	Parent	Classroom/ School Configuration
Wendy	Manhardt	Parent	Classroom/ School Configuration
Melissa	Maynes	Parent	Classroom/ School Configuration
Bill	Vaughan	Parent	Classroom/ School Configuration

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Linda	Stuck	Service	Classroom/ School Configuration
Alessandra	Ahmad	Teacher	Classroom/ School Configuration
James	Brennan	Teacher	Classroom/ School Configuration
Julie	Ceccato	Teacher	Classroom/ School Configuration
Scott	Murray	Teacher	Classroom/ School Configuration
Patricia	Prinzbach	Teacher	Classroom/ School Configuration
Jeremy	Traverse	Teacher	Classroom/ School Configuration
Amy	Williams	Teacher	Classroom/ School Configuration
Derek	Zgoda	Teacher	Classroom/ School Configuration
Leanne	Zlotek	Teacher	Classroom/ School Configuration
Marissa	Dauria	Admin/ Superv.	Large/ Non-Traditional Programming
Jamal	Bacon	Parent	Large/ Non-Traditional Programming
Lisa	Cazes	Parent	Large/ Non-Traditional Programming
Tim	Gardner	Parent	Large/ Non-Traditional Programming
Missy	Liska	Parent	Large/ Non-Traditional Programming
Caroline	Monte	Parent	Large/ Non-Traditional Programming
Michelle	Russ	Parent	Large/ Non-Traditional Programming
Michele	Thiele	Parent	Large/ Non-Traditional Programming
Yovanna	Vega	Parent	Large/ Non-Traditional Programming
Eve	Giancarlo	Student	Large/ Non-Traditional Programming
Stephen	Budnack	Teacher	Large/ Non-Traditional Programming
Pamela	Daigler	Teacher	Large/ Non-Traditional Programming
Kelly	Gravel	Teacher	Large/ Non-Traditional Programming
TRACY	LANGLOTZ	Teacher	Large/ Non-Traditional Programming
Cory	Morrow	Teacher	Large/ Non-Traditional Programming
Heidi	Mussachio	Teacher	Large/ Non-Traditional Programming
Kathy	Neelon	Teacher	Large/ Non-Traditional Programming
Joe	Quader	Teacher	Large/ Non-Traditional Programming
Rachel	Ross	Teacher	Large/ Non-Traditional Programming
Melissa	Udy	Teacher	Large/ Non-Traditional Programming

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Debbie	Zehler	Teacher	Large/ Non-Traditional Programming
Joleen	Dimitroff	Admin/ Superv.	Remote Learning
Bob	Ehlenfield	Admin/ Superv.	Remote Learning
Marty	Pizur	Admin/ Superv.	Remote Learning
Thomas	Roberts	Admin/ Superv.	Remote Learning
Jeff	White	Admin/ Superv.	Remote Learning
Amy	Battaglia	Board of Education	Remote Learning
Jennifer	Benzinger	Parent	Remote Learning
Keith	Brantley	Parent	Remote Learning
Christopher	Irwin	Parent	Remote Learning
Paul	Kubiak	Parent	Remote Learning
Kimberly	Paul	Parent	Remote Learning
Mallory	Piwtorak	Parent	Remote Learning
Stella	Andrew	Teacher	Remote Learning
John	Elliott	Teacher	Remote Learning
Brent	Peterson	Teacher	Remote Learning
Paul	Szymendera	Teacher	Remote Learning
Ray	Bailey	Admin/ Superv.	Meeting Social/ Emotional Needs
Antonio	Perry	Admin/ Superv.	Meeting Social/ Emotional Needs
Julie	Eberle	Counselor	Meeting Social/ Emotional Needs
Lynn	Kawa	Counselor	Meeting Social/ Emotional Needs
Anne	Nowak	Counselor	Meeting Social/ Emotional Needs
Cheryl	Palmer	Counselor	Meeting Social/ Emotional Needs
CJ	Haen	Parent	Meeting Social/ Emotional Needs
Melissa	Korte	Parent	Meeting Social/ Emotional Needs
Julianne	Kropczynski	Parent	Meeting Social/ Emotional Needs
Kailey	McDonald	Parent	Meeting Social/ Emotional Needs
Dawn	Rydzynski	Parent	Meeting Social/ Emotional Needs
Amy	Terragnoli	Parent	Meeting Social/ Emotional Needs
JULIE	THOMPSON	Parent	Meeting Social/ Emotional Needs

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Beth	Cornwell-Crawford	Teacher	Meeting Social/ Emotional Needs
Chris	Hershey	Teacher	Meeting Social/ Emotional Needs
Marianne	Jasen	Board of Education	Monitoring Health, Wellness and Safety
Daniele	Donna	Parent	Monitoring Health, Wellness and Safety
Erica	Duerr	Parent	Monitoring Health, Wellness and Safety
Mimi	Inhelder	Parent	Monitoring Health, Wellness and Safety
Sheika	Mack	Parent	Monitoring Health, Wellness and Safety
Darren	Nye	Parent	Monitoring Health, Wellness and Safety
Barbara	Baer	Service	Monitoring Health, Wellness and Safety
Gilda	Bonnevie	Service	Monitoring Health, Wellness and Safety
Colleen	Finton	Service	Monitoring Health, Wellness and Safety
Cynthia	Gardner	Service	Monitoring Health, Wellness and Safety
Kristen	Puff	Service	Monitoring Health, Wellness and Safety
Yelena	Suffoleto,	Service	Monitoring Health, Wellness and Safety
Linda	VanDette	Service	Monitoring Health, Wellness and Safety
Danielle	Powell	Teacher	Monitoring Health, Wellness and Safety
Stacey	Trznadel	Teacher	Monitoring Health, Wellness and Safety
Sandra	Cocca	Admin/ Superv.	District Operations
Don	Feldmann	Admin/ Superv.	District Operations
Steve	Rozler	Admin/ Superv.	District Operations
Debbie	Sarkees	Admin/ Superv.	District Operations
Robert	Weselek	Admin/ Superv.	District Operations
Michael	Morrow	Board of Education	District Operations
Lisa	Boyle	Parent	District Operations
Lauren	Brantley	Parent	District Operations
Dawn	Cwierley	Parent	District Operations
Kelly	Miller	Parent	District Operations
Karen	Mitsopoulos	Parent	District Operations
Sarah	Nichter	Parent	District Operations
David	Schmidt	Parent	District Operations

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Karen	Barrett	Service	District Operations
Lia	Dziomba	Service	District Operations
Dane	Truesdell	Service	District Operations
Katie	Barillari	Teacher	District Operations
Alex	Walker	Teacher	District Operations
JoAnn	Balazs	Admin/ Superv.	Human Resource Issues
Josh	Feldmann	Board of Education	Human Resource Issues
Brian	Laible	Board of Education	Human Resource Issues
Kailey	McDonald	Board of Education	Human Resource Issues
Sam	Hill	Parent	Human Resource Issues
Patrick	McNelis	Parent	Human Resource Issues
Sharon	Regan	Parent	Human Resource Issues
Jenna	Tyson	Parent	Human Resource Issues
Shannon	Hutchinson	Service	Human Resource Issues
Ona	Strang	Service	Human Resource Issues
Mary Beth	Bruce	Teacher	Human Resource Issues

Meetings were also conducted with various interest groups including leadership of the District collective bargaining organizations, the Regional Bilingual Education and Resource Network.

- c. Following the focus group process, a tentative plan will be posted to the District website for public viewing and inspection.
- d. The Board of Education will charge the Superintendent with conducting a series of public forums with various constituency groups- parents, teachers, service employees- to review and allow public comment on the plan.
- e. Following the public comment period, the Superintendent will utilize focus groups to recommend plan revisions for Board of Education approval. The Board of Education will adopt a final plan for re-opening of schools at its August meeting.
- f. The District will review the plan with the leadership of each collective bargaining unit and sign Memorandums of Understanding where necessary to implement the plan with staff.
- g. The District will post a link to the approved plan. A plain text summary of the approved planThe draft plan will also be posted on the District website.
- h. The District will offer multiple opportunities to review the plan with District families and provide “a day in the life” videos highlighting the significant changes to be implemented for students, staff and parents to expect.
- i. Within two weeks of re-opening, each school will host a remote forum to review the plan for families and answer questions

II. Core Beliefs and Values Guiding the Re-opening Process

- a. The return of students to school is, of course, critical to the growth and development of our young people. However, the return of students to school is also a critical component in the interdependent mechanisms allowing our economy and society to return to “normal” operations.
- b. Student and staff safety is paramount. We should build plans and then make decisions based on our ability to keep everyone safe. Every measure must be taken to allow schools to reopen while taking necessary precautions to mitigate the possible transmission of COVID-19 virus.
- c. We will make our plans based upon the guidance provided to us.
- d. Kids need to be back in school as much as possible. Our youngest students need to be in school as much as possible to crack the code of reading and early numeracy.
- e. If Kids can’t be in school everyday, then we need to offer the best learning options possible to make see the biggest growth.
- f. While we worked hard last spring, our remote learning program has to be more effective for all students.
- g. We can’t let kids slip through the cracks.

The overt purpose of this reopening plan is to establish and facilitate the safe return of the school community to in-person instruction at the maximum levels possible in September 2020 while taking all prudent precautions to guarantee the safety of students and staff.

III. Continuity of Instruction

The District is charged with planning for three different instructional models differentiated by the proportion of in-person instruction to remote learning. The model used will be determined by:

- Guidance from the Governor/ NYS Department of Health, NYS Department of Education
- The ability to maintain social distancing as defined by NYSED/ NYS DOH guidelines.
- Availability of Personal Protective Equipment/ Face Coverings
- Availability of safe transportation
- Local Hospital Capacity

a. Three Models of Instruction

- i. **In-Person Instruction:** All students attend school each day utilizing the health, safety, and educational protocols and procedures established here. All guidelines for all facets of school operation remain in effect should other configurations be implemented.
- ii. **Hybrid Model: Two Day Alternate Day:**
 1. Most students attend in-person instruction two days per week.
 2. Some students such as those with special needs or English Language Learners will continue in-person instruction each day.
 3. Students are broken into two cohorts or “Houses” based upon last name.
 - Students with last names A-Ko will join the “Blue” house.
 - i. The Blue House will attend school on Mondays/Tuesdays.

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- ii. The Blue House will participate in remote learning on Thursdays/ Fridays.
 - Students with last names Kp-Z will join the “Gold” house
 - i. The Gold House will participate in remote learning on Mondays/ Tuesdays.
 - ii. The Gold House will attend school in-person on Thursday/ Fridays.
 - Students living in the same household will enter the same “house” such that all students in a household attend school on the same days. Some students will move to the other house in order to provide balance in numbers between Blue and Gold houses.
 - Wednesdays will be days of remote learning for all students.
 - i. Students will work on content learning lessons using asynchronous activities.
 - ii. Students working remotely will use Zoom or Google Meet to “check in” at the start of the day with teacher and in-person students.
 - iii. Elementary teachers will provide a daily “office hour” for students/ families to ask questions and receive feedback on their asynchronous work.
 - iv. Middle and High School students will check in at the start of each of their classes to ask connect with classmates, ask questions of teacher.
 - v. Secondary teachers will provide daily “office hours” to provide time for questions/ extra help. Teachers can schedule time for individual or small group lessons.
- iii. **Remote Learning:** All students receive instruction remotely each day. There is no in-person instruction.
1. Should health and safety issues dictate the need to
 2. The District will offer a plan to provide all families with a remote option even if it is operating an in-person or hybrid model. Please see X. Remote Learning for more detail.

b. Opening of School Year Plan

Tuesday, September 8 - Thursday, September 11	Superintendent Conference Days No students in attendance
Friday, September 12	Remote Learning Day for All Students Synchronous/asynchronous experiences focusing upon re-orientation to school, introduction to the new look of school, relationship building, procedures/ protocols and to assess emotional needs prior to arrival.
September 15-26	Hybrid Model in Use Mon/Tues- Blue in-person; Gold remote

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	Wednes.- All students remote Thurs/ Fri- Gold In-person; Blue remote
September 29 and beyond	District Determined Instructional Model Goes into Full-time use.

c. Monitoring Mechanisms and Instructional Model Adjustment

- i. The Sweet Home District will monitor metrics or “closure” triggers to help monitor conditions both regionally and within the school community that might warrant modifying activities or practices taking place within the school. These metrics may also be used to make decisions about potentially increasing or decreasing the instructional model use in the continuity of learning plan.
- ii. Regional/ School Based Metrics
 - 1. Regional and School Based COVID-19 Transmission Rates

	Regional New Infection Rate	School based Infection Rate/ 100 people	School based Infection Rate/ 500 people
Minimal Transmission	3.2/ 100,000 population	1 or fewer new infections every 312 days	1 or fewer new infections in 60 days period
Moderate Transmission	6/100,000 Population	1 new infection every 166 days	More than 1 new infection in 30 day period
High Transmission	10/ 100,000 population	1 new infection per 100 days	More than 1 new infections in 20 day period

- iii. Move To Hybrid: Other Indicators
 - 1. Fourteen calendar day rolling average- regional infection rates/ positive cases over 3%
 - 2. Student absentee rates due to illness for in-person instruction above 15% for five consecutive attendance days.
 - 3. Staff absenteeism rate due to illness for those providing in-person instruction above 15% for five consecutive attendance days.
- iv. Move to Remote: Other Indicators
 - 1. Seven calendar day rolling average- regional infection rates/ positive cases over 9%.
 - 2. Student absentee rates due to illness for in-person instruction above 20% for five consecutive attendance days.

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3. Staff absenteeism rate due to illness for those providing in-person instruction above 20% for five consecutive attendance days.
- d. The Superintendent of Schools will be empowered to make decisions regarding shifts in the District's use of continuity of instructional models in consultation with the building principal(s), School Board President, SHEA President and SHSEA President.

IV. Preparation for Return

a. Communication with Families

- i. The District will create, post and send an informational video to all families on symptoms of COVID-19, how to detect them in children and steps to take if someone in their family or in close contact with their family has developed symptoms or tested positive within 14 days.
- ii. The District will create, post and send an informational video to all families and staff on procedures and protocols to implement the District plan. The videos will take the form of "a day in the life" for students and staff. These videos will reference expectations for individual hand hygiene, proper wearing of face coverings, social distancing and respiratory etiquette. A special emphasis will focus on the concept of citizenship and the responsibilities that all members have to keep everyone safe.
- iii. The District will issue regular, consistent - at least bi-weekly- updates regarding the implementation of our plans and to respond to community questions.
- iv. The District will dedicate space on each building website to post specific protocols and procedures to be employed in the implementation of the District plan.
- v. The Superintendent and appropriate school or district leaders will participate in a bi-monthly Zoom call to answer questions of parents and staff.

b. Update District Plans and Documents

- i. District Safety and Wellness Plans- The District Safety and the District Wellness Committee will collaboratively review this plan and update the following District Documents to ensure inclusion of and alignment to the provisions contained in this plan:
 1. District Safety Plan
 2. District Wellness Plan
 3. District Code of Conduct
 4. District Attendance ProceduresAny modifications made to existing, approved District plans must be approved by the Board of Education no later than September 30, 2020.
- ii. Professional Development Plan- The District Professional Development Planning Committee must review the tenets of this plan and revise the priorities of the District PDP plan to reflect training/ staff development priorities to build the capacity of staff to implement this plan. Any revisions must be approved by the Board of Education not later than September 30, 2020.

c. Informing/ Training Students, Staff and Community

- i. The District will provide multiple training opportunities for all parents regarding district procedures, protocols and expectations related to the mitigation of COVID-19

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transmission and for the safe operation of school buildings. Sessions will be offered via Zoom calls. Topics to include: safe practices in schools and on busses, PPE, symptoms of COVID, what to do when sick, arrival/ departure procedures, meal delivery, cleaning/ sanitizing protocols, social/ physical distancing practices and procedures and others as necessary.

- ii. The District will utilize three Superintendent Conference Days at the onset of the school year to train staff in Health and Safety Measures, their responsibilities for monitoring personal and student health, structures and expectations for remote learning and making curricular decisions for the school year.
 1. Other meeting times such as faculty meetings and Professional Learning Collaboration meetings can be used to establish additional updates during the year.
 - iii. Students will be trained in protocols and procedures necessary to safely operate schools including social distancing, hand washing, face coverings, health and hygiene protocols including respiratory hygiene.
 - iv. The District will maintain a webpage/ site specific for all aspects of its plan to safely re-open schools. Bi-monthly updates will be sent and more when necessary to keep families and staff informed of all aspects of the plan. The District will provide monthly Q&A opportunities for families to ask specific questions or make comments or recommendations about our re-opening process.
 - v. The Superintendent of Schools will serve as the District's administrative COVID-19 point person. The Assistant Superintendent of Schools will serve as the back up administrative COVID-19 point person.
 1. The responsibilities include following NYS DOH guidelines for communicating with the community and staff upon the identification of positive COVID-19 cases and to serve area a resource for answering questions from any member of the school community regarding the COVID-19 public health emergency and plans implemented by the school and the District. The Assistant Superintendent will serve as the backup COVID-19 coordinator. Each school building will designate a COVID-19 point person as well as a backup coordinator as well.
 - vi. This plan as well as all written documents related to its implementation will be created and distributed through Google Docs or any format that is easily translated by Google Translate into the dominant languages spoken in home by District families.
- d. Identifying At-risk Staff and Students
- i. The District will provide information regarding medical conditions accepted as at "high risk" for contracting/ being impacted by COVID-19 and potentially eligible for accommodations. These risk groups and conditions are posted on the Center for Disease Control website and include serious heart conditions, immunocompromised, severe obesity, diabetes, moderate to severe asthma, chronic lung disease, sickle cell anemia, chronic liver or kidney disease, or those who are medically complex.
 - ii. Venues will be provided for staff and students to self-identify that they or student family members are potentially at high risk for contracting and being impacted by COVID-19.
 - iii. Individuals identifying themselves or students identifying others with whom they live with of possible at-risk status will provide documentation of personal health conditions that potentially qualify them for possible accommodations under the Americans with Disabilities Act (ADA) .

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- iv. All students and staff seeking accommodations for potential high risk medical conditions will follow District- established procedures for implementation of the interactive process of the ADA to make determinations about the need and proper accommodations needed by such individuals..
- e. Facilities Preparation
 - i. Room Capacity
 - 1. Each school building will determine the capacity of each classroom space to calculate the ability to establish six feet of social distancing with other children and the teacher via physical space alone. It will determine the capacity of large normally communal stations such as gymnasiums and cafeterias for six feet or more of distancing depending upon the activity planned for the space.
 - ii. Ventilation Systems
 - 1. Test and run ventilation systems to ensure maximum air circulation to mitigate virus transmission. The District's ventilation system exceeds codes for air recirculation- changing the air 20 times per hour. This is much above standards for fresh air recirculation.
 - 2. The District will replace current air filters with MERV-13 filters in air handling units.
 - 3. The District will monitor its circulation of fresh air and identify methods to increase circulation of fresh, outdoor air in buildings when appropriate throughout the year.
 - 4. Determine opportunities and plan for outdoor instruction where possible.
 - iii. Providing Barriers, Face Coverings, Personal Protective Equipment, Hand Sanitizer
 - 1. The District will purchase approved protective barriers to accommodate instruction and meal delivery should six feet of physical distancing not be available between students or students/ staff. All barriers provided will comply with 2020 BCNYS Section 2606
 - 2. Stockpile required cleaning, disinfecting and PPE for staff and students for the start of the year.
 - 3. The District will purchase and maintain a ten week supply of personal protective equipment including cloth face coverings for all school staff and for students that forget their mask.
 - 4. Purchase ten week supply of alcohol based hand sanitizer for classrooms and shared spaces. All hand sanitizing stations will use products approved by FCNYS 2020 Section 5705.
 - iv. Water Systems
 - 1. Run/ flush plumbing in each school building to ensure fresh water supply to students/ staff after long periods of no use.
 - 2. Plan to conduct the Lead-in-Water testing required by NYS DOH regulation 67-4 in 20-21.
 - 3. Each school building will limit the number of toilets available to staff and students in order to promote social distancing. The number of toilets available must still meet NYS building code standards.

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4. Each school building will provide a bottle refill station or drinking fountain in the ratio of 1:100 occupants.
- v. The district will identify a room to isolate anyone that the school nurse or COVID-19 point person has identified as potentially showing symptoms of COVID-19. The room location would be used to provide a place separate from others to await a parent/ guardian pickup. All students should be supervised by an adult with appropriate PPE. More than one student may be in the isolation room if six feet of physical distance can be maintained.
- vi. The Supervisor for Buildings and Grounds will ensure that all aspects of planning for the re-opening of schools is in compliance with the District's Building Condition Survey.

V. Monitoring/ Maintaining Physical Health and Well Being

a. Communicating Safe Practices

- i. The District will identify and communicate practices enhancing the safety of all students and staff including frequent handwashing, use of face coverings, cough etiquette, and social distancing
- ii. All students will be provided age-appropriate training regarding COVID-19 – symptoms, impacts, mitigation strategies, proper use of masking and social distancing, and building expectations/ protocols for all. Training will occur in September 2020. Follow up training/ information sessions will be held quarterly.
- iii. Post appropriate signage throughout all school facilities promoting everyday protective measures and how to stop the spread of germs/ virus via handwashing and face coverings.
 1. Signage to include the following topics:
 - Stay home if feeling sick
 - Cover mouth and nose with an acceptable face covering when unable to socially distance.
 - Properly store, and discard PPE.
 - Adhere to social distancing
 - Follow hand hygiene and cleaning/ disinfection guidelines.
 - Follow respiratory hygiene and coughing etiquette.
 2. Signage should be posted in highly visible areas such as entrances, restrooms, cafeterias, classroom and offices.
- iv. The District will develop written protocols and signage reinforcing the use of social distancing. This is defined as maintaining six feet separation or having the presence of an acceptable protective, impermeable barrier. All students and staff will wear protective face coverings when social distancing cannot be maintained.

b. Masking/ Face Coverings

- i. All students and staff will be instructed to use reusable face masks- whenever they cannot consistently maintain six feet of separation from other students or staff members and there is no other means of mitigation possible such as protective barriers..

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- ii. The District will provide information to staff and students on proper use, removal, and washing of cloth face coverings.
 - iii. The District will provide employees with an acceptable face covering at no-cost to the employee. The District encourages employees to use any fabric face coverings they may have in their possession, due to comfort and possible issues related to availability of disposable surgical masks. However, masks will be provided by the District to all staff members as needed.
 - iv. Students will be expected to provide their own masks or approved facial coverings. Re-useable face masks must be washed regularly. Students that arrive at school without a mask/ face covering will be provided a district mask.
 - v. All personnel in school buildings/ student occupied spaces- staff and students- must wear masks or cloth face-coverings including:
 - Upon entry to the building until arriving in your workspace.
 - During classroom instruction- whether seated or standing/ moving.
 - While moving about any common spaces (for example, time clocks at start and end of shifts, break rooms for lunches and breaks, supply closets, restrooms, hallways, copiers, cafeterias, or other shared spaces).
 - When in tightly confined spaces occupied by more than one individual at a time.
 - When riding on or waiting for school busses or whenever there is more than one occupant in a District vehicle.
 - vi. Masks or cloth face-coverings do not need to be worn by staff when:
 1. Six feet of physical distancing can be maintained while seated in their normal workspace, or working alone within a workspace.
 2. In-person gatherings are held in an open, well-ventilated space with appropriate social distancing among participants.
 3. **Exceptions to mask/face covering requirements** must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors. The ADA referral or CSE process will be used to identify individuals that require this accommodation.
 - vii. Each school building will schedule mask breaks for students. These should occur at lunch and at least once and more, where feasible, throughout the day, for students and staff. Mask breaks should occur when at least six feet of distancing between people is consistently available and ideally outside or at least with the windows open.
 - viii. At the conclusion of each month, District and school officials will monitor regional and school based data related to new infection rates. If such data indicates that regional and school based data remain at minimal levels, students and staff may be permitted to remove masks/ face coverings while seated and fully socially distanced at the standard of six feet.
 - ix. Transparent face coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.
- c. Personal Protective Equipment (PPE) for Licensed Health Professionals and others

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- i. Licensed health care professionals including school nurses and athletic trainers must use standard transmission based precautions when assessing and/ or caring persons suspected of having COVID-19.
 - ii. PPE will be provided for all licensed health care professionals. Such PPE will include but is not limited to:
 - 1. face masks (disposable surgical masks
 - 2. respirators (N95) masks that are fit tested
 - 3. eye protection or face shields
 - 4. disposable nitrile gloves
 - 5. disposable gowns.
 - iii. The District will cooperate and participate with local BOCES or county emergency managers to maintain ample supplies of PPE at all times.
 - iv. School health personnel responsible for administering Aerosol Generating Procedures such as asthma inhalers or nebulizers should wear proper PPE and administer the medications in a separate location.
 - v. The District will provide PPE for all teachers/ staff in regular close contact with any child that cannot wear a face covering or likely to remove a face covering.
- d. Handwashing/ Hand Sanitizing
- i. Hand Sanitizing stations will be established at all entry ways and in shared spaces throughout the school.
 - ii. Each classroom will be provided hand sanitizer for student and staff usage. All students will apply hand sanitizer every time they enter a new school space.
 - iii. To the maximum extent possible, non- contact hand sanitizing stations will be installed in all locations.
 - iv. Each school will develop written protocols and signage to instruct students, staff and visitors in correct hand washing and hygiene. Schools will establish appropriate protocols for all students and staff to engage in consistent hand washing at several junctures throughout the school day. Such times would include:
 - 1. Upon entering the building
 - 2. Before and after any eating/ meal delivery
 - 3. Upon coming from outdoors
 - 4. After sneezing, wiping or blowing one's nose or coughing into one's hand.
 - v. Each school will develop written protocols and signage to instruct students, staff and visitors in proper respiratory hygiene and cough etiquette. A supply of tissues will be made available in each room and a no touch/ floor pedestal garbage can in each room where feasible.
- e. Staying Home When Sick
- i. All employees and students will be informed about the importance of staying home when sick or exhibiting multiple symptoms consistent with COVID-19. Staff exhibiting symptoms should consult with their personal physician and seek a note clearing them to return to work or obtain proof of a negative result from a COVID-19 test.
 - ii. Parents will also be informed about the importance of keeping students home when sick or exhibiting symptoms consistent with COVID-19. Students exhibiting symptoms should consult with their family physician and seek a note clearing them to return to school or obtain a proof of a negative result from a COVID-19 test.

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f. Traveling to High Transmission Areas

- i. All employees will be notified that they will not be expected to travel to any area designated by New York State as an area of high COVID-19 transmission. Any employee planning to discuss the possible work-based implications of such travel.
- ii. The District will educate and discourage families from traveling to any area designated by New York State as an area of high COVID-19 transmission. Families will be expected to notify school officials should their child/ children travel to such a designated area. Students traveling to an area so designated will not be allowed to attend school for fourteen(14) calendar days.

g. Screening of Students/ Staff for Symptoms of COVID-19

- i. Per the CDC, a wide range of symptoms associated with COVID-19 have been reported – ranging from mild symptoms to severe illness. Anyone can have mild to severe symptoms. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

1. Cough
2. Shortness of breath or difficulty breathing
3. Fever
4. Chills
5. Muscle pain
6. Sore throat
7. New loss of taste or smell

This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

- ii. Each school building will identify a COVID-19 point person as well as an alternate COVID-19 point person. These individuals will have additional/ advanced training in distinguishing COVID-19 symptoms and protocols for properly responding to potential positive cases.
- iii. All students and staff will be screened for symptoms of COVID-19 on a daily basis.
 1. All staff will participate in mandatory daily self-monitoring health screenings, including temperature checks- to identify any individuals who may have COVID-19 or have been exposed to the COVID 19 virus. The screening prompts will ask:
 - Have you knowingly 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 how has or 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 a temperature of greater than 100° in the past 14 days?
 - Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

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2. All visitors- including parents, contractors, vendors and others- to the building will respond to the questionnaire and have their temperature taken prior to admission to the building.
 3. Temperature checks will be performed daily- preferably remotely- before coming to school. Any person with a temperature of 100 ° or higher will not be allowed to enter the school or sent to a designated area to be isolated while awaiting pickup by parents.
 - Staff will monitor their own temperature on a daily basis and report the results as part of a daily symptom screening regimen.
 - All staff will be expected to report any travel to a state or country identified for high rates of community transmission.
 - Substitute teachers will agree to engage in self-monitoring and report the results prior to entering the building.
 - Visitors to the building- those planning to enter the school- will engage in self-monitoring screening and have their temperature checked by the school nurse.
 4. Parents will be expected to monitor the children for symptoms of COVID-19.
 - Parents will receive a daily reminder to screen students for symptoms of COVID-19 each day including checking for temperatures of 100° or more. Informed that if any symptoms are present- don't send to school.
 - By sending children on a bus or dropping them off themselves, parents/ guardians are asserting that they have checked their children for and pledge they have no symptoms.
 - Trained staff members will be stationed at all arrival points looking for potential symptomatic children. They will speak with and assess potentially symptomatic children and escort to nurse as necessary.
 - Trained staff will randomly check temperatures of students at each entry point/ doorway.
 5. Each building will designate a staff member to monitor all staff daily responses.
 - If any individual indicates "yes" to any of the four screening questions, or has a screening temperature of greater than 100°, the designated staff member will report that individual to the COVID-19 point person. The point person will find the identified student or staff member, investigate the "Yes" response and, if warranted, will move that individual into the COVID- isolation room in preparation to go home or be picked up by parents.
 6. All visitors including substitute teachers will be required to respond to the daily questionnaire and have their temperature taken before entering the building.
- iv. All staff will be trained to know and recognize possible symptoms of COVID-19 and proper protocols for reporting when they believe someone (student or staff) is experiencing symptoms.
1. The Chief Medical Officer will train all COVID-19 point persons in the signs of possible illness in students and staff.

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2. The CMO will collaborate with a district team to include the head nurse, athletic trainer and Athletic Director to develop a written protocol that will be used with students, staff and visitors when they see someone they believe is exhibiting signs of illness.
 - o Any person, student or staff, identified as symptomatic will be referred to the building nurse who will evaluate the individual. If deemed potentially symptomatic, the individual will immediately be taken to the COVID isolation room and then sent home for
 - o Students and staff identified as potentially symptomatic must be seen by their personal health care provider for assessment and testing.
 - o The protocol will instruct parents and/ or guardians to observe for signs of illness and, if warranted, keep their students home.
 3. If the school nurse or other trained professional is unavailable, the student or staff member will be sent home for follow up with his/ her health care provider..
 - v. All students will be trained to know and recognize possible symptoms of COVID-19 and what to do when they believe they are experiencing symptoms.
 - vi. Each building will develop a plan for staff to report individuals potentially exhibiting symptoms for COVID-19 and appropriately responding to such reports.
- h. Responding to Symptomatic Students/ Staff
- i. The District will train all staff, students and families to NOT have staff or students report to schools if they are exhibiting symptoms.
 - ii. Any employee who has symptoms of COVID-19, who reasonably believes they may have been exposed to COVID-19, who lives with anyone who has been diagnosed with COVID-19, or who has been diagnosed with COVID-19, shall immediately report this information to their supervisor and/or seek proper medical attention.
 - iii. All staff and students will follow NYS DOH guidelines of ten days of isolation following “close contact” with someone with a confirmed case of COVID-19. “Close contact” is defined as being within six feet of someone with a confirmed case of COVID-19 for ten minutes or more.
 - iv. Provide specialized PPE for the COVID-19 specialist and/ or school nurse to provide a more intense level of support/ protection.
 - v. Each school will identify a COVID-19 isolation room, apart from the health office, to serve as an isolated room to hold those with suspected symptoms of COVID-19. Ensure that toilet facilities specific to that room are available. Students must be supervised at all times. The supervising adult must be equipped with proper PPE. More than one student may be in the isolation room as long as six feet of separation may be maintained.
 - vi. Any student or staff member that screens positive for COVID-19 symptoms or close contact will be sent home with instructions to contact a health care provider for assessment and testing. The student or staff member may return after self-quarantining and self-monitoring for 10 days after the onset of symptoms or upon receipt of a negative COVID-19 test result.
- i. Responding to Students/ Staff testing positive for COVID-19 or in close contact with someone testing positive.

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- i. All staff and students will follow the NYS DOH guidance related to testing positive for COVID-19 or having close contact with someone testing positive for COVID-19.
 - 1. If an individual tests positive for COVID-19, they should remain in isolation for at least ten days from the onset of symptoms or after the first positive test if they remain asymptomatic.
 - 2. If an individual had close contact with a person (within six feet for at least ten minutes from 48 hours prior to illness onset until the time the person was isolated) and is experiencing symptoms, he/ she may return to school after completing 10 days of isolation.
 - 3. If an individual had close contact with a person and is NOT experiencing symptoms, he/ she may return to school after completing 14 days of self-quarantine.
 - 4. Individuals having a positive test result or in close contact with someone having a positive test result and seeking to return to school/ work should have a clearance document from their personal physician, a negative test result and resolution of symptoms as well as having appropriate quarantine/ isolation.
 - 5. The COVID-19 point person will evaluate all evidence and clear the student/ staff member before returning.
- ii. Should an individual be identified as testing positive for COVID-19, the school COVID-19 point person will notify the state and local DOH office. The COVID-19 point person will take a lead role in supporting local DOH agents with contact tracing, isolation and quarantine efforts.
- iii. Should an individual be identified as testing positive for COVID-19, cleaning and disinfecting will follow this protocol:
 - 1. Follow the CDC guidance on “Cleaning and Disinfecting Your Facility”
 - 2. Close off all areas that the infected person may have come in contact with. Operations do not have to be closed if those areas can be identified. The COVID point person will consult with local DOH officials for guidance after identifying scope potential contamination.
 - 3. Open all doors and windows to increase air circulation in impacted areas.
 - 4. Wait 24 hours to clean, disinfect and sanitize if feasible.
 - 5. Clear and disinfect all used by the person suspected or confirmed with COVID-19.
 - 6. If more than seven days have lapsed since the identified person used the facility, additional cleaning is not required.
- j. COVID-19 Testing and Contact Tracing
 - i. No district personnel shall not administer any COVID-19 tests or antibody test. School personnel will refer identified students and staff to appropriate health care providers.
 - ii. Each school will cooperate with local Department of Health personnel charged with contact tracing all positive diagnoses of COVID-19. The school will assist DOH personnel in tracing close personal contact of infected individuals by:
 - 1. keeping accurate attendance records
 - 2. updating student and staff schedules
 - 3. Keeping an accurate log of visitors including date, time and location of their business.
 - 4. Maintaining confidentiality as required by state and federal laws.

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k. Signage

- i. Put signage around school buildings to provide hygiene advice and reminders. Topics to include but not limited to:
 1. Symptoms of COVID-19
 2. What to do if you think you have COVID-19
 3. Proper hygiene expectations including masking, social distancing, and hand washing.
 4. 6' Floor markings (in high traffic areas)

l. Visitors

- i. Each school building will limit all non-essential visitors to school buildings including volunteers or activities involving outside groups. This position will be evaluated every ten weeks to determine if conditions warrant making accommodations for outside groups.
- ii. All visitors to the building will be required to respond to the screening protocol and have their temperature checked prior to entry.
- iii. Teachers and schools will develop alternative/ remote means of providing virtual activities and remote "visits" in lieu of field trips, assemblies or other activities such as Parent-Teacher- (Student) Association/ Parent-Teacher Organization.

VI. Cleaning/ Sanitizing School Facilities

- a. All materials used for cleaning, disinfecting and sanitizing will meet standards set by the US Environmental Protection Agency (EPA) approved disinfectants.
- b. A process of deep cleaning, disinfecting and sanitizing of all buildings will take place prior to students and staff being reintroduced.
- c. Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning, disinfecting and sanitizing of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building.
- d. Cleaning, disinfecting and sanitizing will be conducted throughout the building in high-touch areas (door handles, sink handles, toilet handles, drinking fountains, keyboards/ electronics, tables, shared objects). Such cleaning, disinfecting and sanitizing will take place four times during the school day including to once after the school day concludes.
- e. Classroom desks and protective barriers will be cleaned and sanitized after each cohort use.
- f. Office spaces will be cleaned on second-shift on a daily basis. High touch areas in office spaces will be disinfected daily. Staff will clean/ sanitized objects used in shared areas.
- g. Shared Classroom Spaces
 - i. Building custodians staff will collaborate with building administrators in crafting a schedule for cleaning classrooms after one group uses the space and a new, different group enters. Custodial staff will work to clean these spaces prior to the next group. Classroom teachers may be asked to assist in the cleaning/ sanitizing of high touch areas in their classrooms after each cohort's use including desktops and any protective barriers.

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- ii. Teachers with a condition preventing their use of disinfectants will be supported by building custodial or other staff in cleaning the classroom.
 - iii. Students will not be present when disinfectants are in use and should not participate in cleaning/ disinfecting processes.
 - iv. Playgrounds should receive normal cleaning but do not need to be sanitized per DOH and NYSED guidance.
- h. Bathrooms/ Lavatories
- i. Lavatory spaces will be limited to only those necessary to be operable. Only two students will be allowed in a lavatory space at a time. Lavatories will be “socially distanced” to a maximum of 50% capacity. Custodial staff will clean/ sanitize all lavatories four times per day.
- i. Nursing/ Health Office
- i. School health offices should be cleaned after each use of:
 - 1. Cots
 - 2. lavatories
 - 3. Health office equipment such as blood pressure cuffs, stethoscopes, etc.
 - ii. Disposable supplies should be used as much as possible including disposable pillow covers, disposable thermometers, and otoscope specula.
- j. Before/ After School Programming
- i. The District will not provide Before school programming for students or for student care before school opens.
 - ii. The District’s After School Provider- the YMCA of Western New York- will operate all programming in one central room location in each school.
 - 1. The program will occupy one space; all children participation in the program will be masked and remain six feet apart at all times. All staff will be masked throughout the program. The YMCA will schedule and facilitate mask breaks every hour of the program.
 - 2. The YMCA program will include a protocol for regular hand washing for participants.
 - 3. The YMCA program will regularly review important health information including social distancing, masking, hand washing and respiratory etiquette.
 - 4. The program will minimize the use of shared materials. Any shared materials used will be cleaned and sanitized by program staff after every use.
 - 5. Parents will not be allowed to enter the building to pick up their children. When parents arrive, they will notify staff members and have their children escorted to them.
 - 6. The District custodial staff will be responsible for cleaning and sanitizing the facility used and the restrooms offered for student use after school.
- k. All buildings will seek to minimize the use of shared classroom or learning materials to the maximum extent possible. Shared materials such as toys, classroom objects, community play materials, musical instruments- particularly woodwind instruments, community supplies, and physical education equipment will be disinfected daily.
- l. The re-tasking or rescheduling of second and third shift cleaning staff should be undertaken to allow more frequent cleaning throughout the day, including frequent cleaning, disinfection and

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- sanitizing of shared objects and high touch surfaces, as well as high transit areas, such as restrooms and common areas.
- m. Custodial staff will maintain a daily cleaning log documenting date, time, and scope of cleaning, and keep it on file at each building.
 - n. Custodial and cleaning staff will be provided with disposable gloves and masks to perform their cleaning and disinfecting duties.
 - o. The District will follow the hygiene and sanitization requirements from the Center for Disease Control and Prevention (CDC) and the NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19”. Disinfecting products specifically labeled for SARS-CoV-2 have been procured and will be used.
 - p. If an employee becomes ill with COVID-19, the building will be cleaned, disinfected and sanitized with particular emphasis on those areas inhabited by the identified person. The Building administration will collaborate with the District COVID-19 point person and the Supervisor of Buildings and Grounds to determine if the infected areas can be closed and cleaned/ sanitized without impacting daily operations or if the building will need to be closed for one day or a determined amount of time, both in accordance with the CDC and the NYSDOH recommendations.
 - q. Buildings and Grounds staff will receive training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.
 - i. The Buildings & Grounds department is committed to providing a clean and safe environment for all staff. They will regularly clean and disinfect our buildings throughout the day and at the end of each work day, with special attention to high-touch areas.
 - ii. The District will follow all cleaning and disinfecting procedures as outlined by the CDC, NYSDOH, and OSHA.

VII. School Configuration/ Physical Distancing Considerations

- a. General Guidelines
 - i. The Sweet Home School District will implement all mandatory provisions established by the NYSED and the NYSDOH and other recommended guidelines- as feasible with the expressed goal of providing all students and staff the opportunity to safely return to school on a daily basis.
 - ii. Guidelines established by NYSED and the NYS Department of Health (DOH) define social distancing as follows:
 - 1. “Specifically, appropriate social distancing means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. “Schools must ensure that appropriate social distancing (i.e. 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students, faculty, and staff), unless safety or the core activity requires a shorter distance. Schools must maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19

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- virus when on school grounds and in school facilities, including the responsibility to configure spaces so individuals can maintain social distancing.
2. The Sweet Home School District will institute the practice of social distancing to maintain six feet of physical spacing or an effective physical barrier to the maximum extent possible in all district facilities and transportation. If social distancing cannot be maintained, each classroom or other gathering space will require the use of barriers and face coverings/ masks (excluding students who are unable to medically tolerate a face covering.)”
- iii. Protective barriers
 1. The District will purchase protective barriers to the extent feasible to provide mitigation of COVID-19 transmission in elementary classrooms and cafeterias where meals will be consumed.
 - iv. The Use of Face Coverings
 1. The Sweet Home School District will require all staff and students to wear face coverings whenever inside school buildings regardless of the ability to establish six foot spacing to others.
 2. Acceptable face coverings for COVID-19 include but are not limited to cloth-based face covering and surgical masks that cover both the mouth and nose.
 3. Staff may provide but are not required to provide their own face covering. The District will provide face coverings for all staff that desire one.
 4. Students will be expected to provide their own face coverings. The District will provide a face covering if students do not have one.
 - v. Classroom teachers/ Counselors/ Staff
 1. School teachers, counselors and other school-based student support personnel should maintain six feet of distancing as consistently as possible unless the constraint of the instructional activity demands less space.
 2. Personnel responsible for small group instruction completed in close quarters or supervision of situations that prevent social distancing due to safety concerns (ie. guided reading/ reading recovery/ intervention groups, small group special education instruction, supervision of classroom instruction featuring potentially dangerous materials or tools) should always be masked and protective barriers in place.
 - Alternative transparent PPE/ face coverings may be used by teachers whose students would benefit from seeing oral language formation.
 - The District will provide staff consistently working in close proximity to students that cannot or will not wear a mask with face coverings offering a higher level of protection.
 - vi. Students
 1. Students in grades K-12 will wear masks whenever on school busses or in school buildings including classrooms, common areas of the school building such as hallways and cafeterias whenever six feet of space cannot be consistently

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maintained. All students will wear face coverings whenever awaiting, entering, riding or exiting a school bus.

b. Classroom Guidelines

- i. The District and each school building will manage staffing in order to maintain the lowest class sizes possible in each course of study and maximize available space for social distancing purposes.
- ii. Classroom Furniture/ Layout
 1. Extra/ unnecessary furniture will be removed from rooms to create the maximum space possible between individuals in shared spaces. Building administrators will collaborate with teachers to identify any unnecessary furniture that may need to be removed. The District will store all district furniture removed.
 2. Personal furniture of staff members deemed as unnecessary will be removed by the staff member from school grounds unless specifically allowed by the principal.
 3. Students will be seated at individual desks to the maximum extent possible.
 4. If tables must be used, students will be seated one student per table unless the table is six feet in length and can facilitate social distancing.
- iii. Student Cohort Groups
 1. Limit potential exposure of students by grouping them in self-contained “cohorts” that learn together to the maximum extent each day and across the period of the pandemic.
 2. In order to minimize mixing of students, students in grades K-5 will remain in room locations for core academic classes. Students will be scheduled for specials as groups and escorted to those locations to ensure social distancing.
 3. Students in grades 6-8 will be taught as a cohort of students in core academic classes. Students will move to special area classes as a cohort to the maximum extent possible. The building will develop procedures to facilitate the movement of students to other classroom spaces and minimize physical contact with other cohorts of students.
 4. The High School will explore mechanisms to use the schedule as a means to limit opportunities for students to mix with different students throughout the day.
- iv. Reconfigure large spaces such as cafeterias, libraries, auditoriums, gymnasiums or large group instructional spaces as additional classroom spaces or spaces for non-traditional instruction such as music ensembles.

c. School Arrival Guidelines:

- i. Each school will develop a plan to maximize use of multiple entry locations to minimize student congregation.
 1. School busses will be assigned to specific entry ways for unloading students. Students will be directed to enter the school one busload at a time per entry way.

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The next bus may not allow students to leave until all students from the previous bus are in the building.

- Each school will assign staff members to each location to assist in fostering social distancing and to provide additional filters and layers to help ensure student safety. Each doorway will be closed and locked upon the conclusion of arrival procedures.
- 2. Students that are transported by parents or other means will be assigned to a specific entry point separate from bus drop off locations. They will be assigned a time window to drop off students in the morning to avoid congestion.
- 3. Signage on the ground will indicate student spacing while while waiting to enter.
- 4. Students will follow signage to move to their arrival location. Students will be required to move directly to classroom locations.

d. Student Movement/ Passing Time Guidelines

- i. Each building will make adjustments to student schedules as feasible to allow for reduced or staggered passing times to minimize the number of students in a hallway at any given time.
- ii. Each school building will determine to what extent they can create small “schools within schools” by identifying cohorts of students and scheduling courses and/ or rooms to minimize traffic and congestion in the school.
- iii. Students will not utilize lockers at the secondary level except to store coats and overshoes upon arrival as necessary. Hard copy textbooks will not be assigned; electronic textbooks will be utilized to the maximum extent possible. Students will carry all other materials in backpacks for transport class to class.
- iv. Each school building will determine possible opportunities for uni-directional traffic flow to minimize or eliminate students/ staff walking towards one another.
- v. Each school building will design movement patterns and signage to create uni-directional movement to the maximum extent possible. Markings on the floor will be used to facilitate uni-directional traffic flow.
- vi. In some settings, building staff may orchestrate student movement contrary to the uni-directional flow if distancing can be maintained by cohorts and instructional time is maximized.
- vii. Where bi-directional traffic cannot be eliminated, markings on the floor will be used to guide student walking to maximize distancing of students during passing.

e. Lavatory usage

- i. Lavatory facilities will be reduced both in quantity and by capacity. Buildings will create protocols and staffing to regulate lavatory usage to a cap of 50% capacity at any one time and to minimize/ eliminate student congregation in restrooms or in hallways.
- ii. Each school building will establish protocols to determine which lavatories will be available to students generally and during any applicable passing times, Procedures will be created to maximize usage to no more than 50% of capacity.

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- iii. Each school building will develop protocols and procedures to manage usage and capacity to minimize congestion and to maintain social distancing inside the lavatory. Protective barriers will be established in locations to provide distancing between sinks and other fixtures.

f. Departure Procedures

- i. Each building will create protocols for staggered departure of students.
- ii. Multiple student dismissal locations should be established to minimize potential congregation of students and move students outside as quickly as possible.
- iii. Students will be dismissed and directed to move immediately to their assigned departure location.
 - 1. Student dismissal/ departure should be done in groupings representing approximately one-quarter of the student population at any one time to minimize student mixing and contact.
 - 2. Students using district transportation will be dismissed first and will move directly to assigned departure locations to meet school busses.
- iv. Students being transported home by parents will be dismissed after the bus departures and will move to assigned pick up points.
- v. Students will wear masks throughout the dismissal process as well on busses.

g. Alternate Configuration Guidelines

- i. Conditions related to transmission of the COVID-19 virus either within a school, district or the community at large may change the level of risk tolerance in school operations. Such shifts may trigger the need to modify the configuration model being utilized. (See section III.i)
- ii. Upon determination of “moderate” transmission, via decisions of governmental authorities or local monitoring metrics, the Superintendent is empowered to move a school or district to an hybrid/ two day alternate day model. Such a model will require strict standards of six feet of distancing and no more than 50% capacity in any room. Each school will maintain operational guidelines already in place for this model. These guidelines may be maintained or revised based upon changes/ shifts in student attendance/ building capacity.
- iii. Classroom attendance will be no more than 13 students in class in any one day under the two-day alternate model.
- iv. Classroom furniture will be reduced to allow no more than 14 seats and will be reconfigured to assure six feet of social distancing between students in attendance on any one day.
- v. All other building operational protocols will remain intact from in-person instruction.
- vi. Student attendance will be taken for students both attending in-person instruction and engaged in remote learning.
- vii. See Section X Remote Learning for more information on instructional guidelines for Two Day Alternate Day Learning.

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- h. Safety Drills
 - i. All mandated safety drills will be executed as per Ed Law §807- eight evacuation and four lockdown drills each year
 - ii. Drills should be modified to maintain social distancing to the maximum extent possible. Regardless of the modification, students should be instructed in the purpose of the drill and what to do in the event of an actual emergency and that social distancing would not be the most important consideration.
 - 1. Evacuation drills will be scheduled in a staggered fashion to ensure that classrooms evacuate separately or in small groups at a time.
 - 2. Lockdown drills will be held as scheduled but exercise social distancing/ masking. Students would be instructed in the purpose of the drill and what to do in the event of an actual emergency and that social distancing would not be the most important consideration.
- i. Other Considerations
 - i. Programming that makes social distancing difficult will be cancelled until Thanksgiving Break of the 20-21 school year. This includes student assemblies, athletics, music performances, after school/ extracurricular activities, community education and other activities.
 - 1. Following the Thanksgiving Break, district and building officials will determine what activities can take place and in what form to ensure social distancing.
 - ii. Students will not share instructional materials. Personal instructional materials will be stored in unique, individual student bags. These materials include reading book bags, math manipulatives.
 - 1. The District will identify other technology based applications to help accomplish other task requiring sharing of materials such as tablet based calculators and virtual laboratory experiences.
 - iii. Playground use is allowed but should be scheduled to provide separation of cohort groups. Playgrounds will provide signage to remind students to socially distance. All students and staff must wash hands both before and after using playground apparatus.

VIII. Transportation Guidelines

- a. General Transportation Guidelines
 - i. The District will provide transportation services to all public and non-public students. The District will provide transportation to non-public students each day they are in session regardless of whether students in the District are in attendance.
 - ii. Parents will be surveyed in August 2020 to determine those families willing to transport students to school each day for the school year.
 - 1. Many families historically choose to drive their children to school. It is likely that this would increase in 20-21 and thus impact loading and routing of busses..
 - o Parents will be surveyed by the District to provide data about whether the family intends to drive their children to school or utilize district transportation.
 - o Parents may sign a form committing to self-transport of their children. They may resume utilizing district transportation by making application two weeks in advance of their expected return.

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- Parents electing to drive their children to school will not be routed on a bus. Families may reinstate access to the District transportation by providing two weeks notice of such request to facilitate reloading and rerouting of busses.
 - The Transportation Department will establish bus routes that would reflect 150% of target bus capacity. This would allow room for opting out students to return to District transportation.
- iii. All students living within one-half mile of school will be required to provide their own transportation to and from school which may include walking to school.
- iv. Social Distancing will be maintained where feasible to the maximum extent possible. Social distancing on the bus requires all students to wear a mask at all times- waiting for the bus, boarding, riding and unboarding the bus- and to establish six feet of distance between riders from different households whenever possible or have a barrier between riders..
 - 1. Standard loading for social distancing will result in no school bus being loaded to include any more than 30 students.
 - 2. Students loaded one to a seat sitting next to the window. 22 seats = 22 students.
 - 3. Family members sit in the same seat. Between 20-40% of students in schools have siblings in the same building. This would allow between 4 to 9 additional students per bus for a total of 26-31 students.
 - 4. Students will be trained in social distancing practices on the bus at the beginning of the year and will receive reminders on a quarterly basis.
- v. All students and staff will wear face coverings whenever riding any school busses or in school vehicles shared by others. All staff will wear gloves when they have responsibilities that require direct contact with students.
 - 1. Students not having a mask as they enter the bus will not be denied entrance to the bus.
 - 2. Students that do not have a mask will be given one.
 - 3. Students refusing to wear a mask will not be denied transportation.
Transportation staff will attempt to have the student sit in a socially distant seat and will notify building administrators for assistance.
- vi. All busses will use bus monitors or other school personnel to assist in reinforcing social distancing and the use of masks by students on busses.
- vii. When weather conditions merit the practice (temperatures generally above 45°) windows and top air vents will be slightly opened on busses to enhance air flow.
- viii. At the end of any trip, students will remain seated until the bus is stopped. As directed by school personnel, students will move directly off the bus without pausing while maintaining social distancing.
- ix. Special bus requests for alternate drop off sites would be reduced to one per family.
- x. Hand sanitizer will not be provided on school busses. School personnel will not carry personal bottles of hand sanitizer with them on school busses. The District will make hand sanitizer available at the beginning and end of each shift in the transportation center facilities.
- xi. School busses will be thoroughly cleaned, disinfected and sanitized by transportation personnel at the end of each day.

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- xii. Transportation personnel will clear and disinfect their bus at the end of their morning and afternoon runs. Cleaning efforts will focus on high touch areas such as seat backs, seat belt handles.
- xiii. These staff will receive training in proper cleaning, disinfecting and sanitizing high touch areas before the start of the school year. Transportation staff will receive refreshers on a quarterly basis.
- xiv. Any transportation staff required to make physical contact with students on a regular basis will be provided with gloves and mask. All such drivers and bus monitors will be equipped with other PPE as warranted by the student caseload on the bus.
- xv. All transportation staff shall perform a self-check health assessment for symptoms of COVID-19 before arriving for work.

IX. Meal Delivery Guidelines

- a. Student meals will be distributed and available for all students both during in-person instruction and remote instruction. The Central Kitchen and all food preparation and distribution operations will comply with all Child Nutrition Program requirements.
 - 1. Meals will be prepared and distributed following all health and safety guidelines for social distancing, masking and cleaning/ sanitizing. Remote Learning Meal Delivery
 - 2. Remote Meal Distribution
 - o The District will provide a series of remote meal distribution locations in neighborhoods to provide meal distribution for students working remotely (either in hybrid or remote learning models) during the use of the hybrid model. Meals will not be provided at school sites with in school attendance (in-person or hybrid) to avoid bringing more students/ parents onto campus. Students working in the District's remote learning option while in-person instruction is taking place will be eligible to participate as well.
- ii. In-person Meal Distribution
 - 1. Meals will be consumed in the classroom for grades K-5. Student lunch times will be scheduled by class. Meals will be brought to the students via distribution cart.
 - 2. Staff will be assigned to monitor students in classrooms during lunch periods.
- iii. Breakfast for students in all grades will be consumed in assigned arrival period locations via cart. Additional time will be provided in those locations for consumption of breakfast before starting instruction.
- iv. The Middle and High School will identify additional meal consumption spaces which will be identified throughout the school to reduce congregation at meal distribution sites and provide greater social distancing for students.
 - 1. Meals will be distributed via carts to locations designated throughout the school.
 - 2. Meals will focus upon "grab and go" components.
 - 3. Social Distancing Guidelines for cafeterias will be adhered to:

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- Student furniture must facilitate social distancing to 6' to the maximum extent possible.
 - Physical barriers will be provided for all lunch table locations where less than 6' of distance cannot be maintained.
 - Floor spaces will be marked at 6' intervals to ensure social distancing while waiting at carts to be served.
- v. Lunch time will serve as a mask break for students when seated. Students will wear masks whenever they are not seated in the Cafeteria- including arrival, securing food, and returning trash.
- vi. Each building will design and communicate a plan to promote and have students engage in proper hand hygiene before eating. Hand hygiene will be focused on frequent hand washing. Hand sanitizing stations will be put into place in locations around the school. Students will be discouraged from sharing food products with other students to help prevent the spread of COVID-19 and other diseases.
- vii. Meal distribution will be staggered throughout the day to allow for student supervision and minimizing contact with other cohorts.
- viii. In each building, District custodial staff will devise and execute a plan to clean/ sanitize meal distribution equipment in areas where students are eating will be cleaned and sanitized by building custodians after each use. This will include seating, table tops and all high touch areas in meal consumption areas.
- ix. Middle School cohorts will be walked and seated as a group in the cafeteria.
- x. Update the District Safety and Wellness Plans to reflect procedures and protocols for meal service procedures in the cafeteria and other places where food is served.
 - 1. Update the Wellness Plan to ban the consumption of peanuts, peanut butter or any peanut product to prevent issues for students with food allergies.
- xi. All written meal distribution procedures and protocols will be translated into the preferred language of dominant language groups in the District.

X. Curriculum and Instruction

- a. Closing Learning Gap: 2019-20
 - i. Curriculum Focus/ Priorities
 - 1. Grade level and content area teachers, examine curriculum and pacing guides for end of year units of study.
 - 2. Identify and highlight what was new, what was review, and what needs to be mastered.
 - 3. Allow flexibility with content areas to:
 - create/teach unit in September/October addressing critical standards and skills missed. or
 - look at upcoming units of study, assess and consolidate prerequisite skills for reteaching (spiral back as needed) prior to or with new content where it fits best (blend is necessary)
 - *Note: Give the social and emotional needs of students and the priority of getting students re-acclimated to school, make sure curriculum pacing and academic goals reflect the time needed to address the needs of the*

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whole child.

4. For existing unit of study, identify foundational and/or focus skills and high impact/critical standards (those with endurance, leverage, essential) and be prepared to revise units accordingly if we move to remote learning according to three scenarios:
5. Full in-person - keep current curriculum and have grade level/content area teams adjust to determine most important work of each unit
6. Blended - reduce the number of goals/unit, generally following the current scope and sequence
7. Remote - reduce the number of goals/unit, looking at integrated units

Note: Art, music, technology or other special area or elective classrooms should examine current curriculum and consider the content, skills and processes focused on during previous remote learning and address needs to be emphasized the new school year.

8. Supplies and materials typically shared will need to be inventoried and accommodations made to the curriculum if there are not sufficient resources for students to have their own supplies (scissors, marker, pencils, erasers, etc.)
9. As relevant, teachers meet vertically to discuss focus skills and standards and compare revision for units
 - When possible integrated units
 - i. Focus: fewer units, fewer, critical standards, deeper learning (resource- [Building the Future](#))
 - Utilize a blended learning model to reinforce more personalized, student-centered learning.

b. Curriculum Considerations: COVID-19 Related Topics and Procedures

- i. Following the recommendations of the Health and Safety Focus Group:
 - Establish lesson/information sessions appropriate to the age of audience discussing and teaching health and safety expectations.

Considerations

- Expose student information without causing fear
- Younger children need structures and routines for hand washing, eating a snack/ lunch, social distancing in classroom. Hallway, mask wearing, etc.
- Rationale for sharing/not sharing materials
- Older students should be capable of understanding the reasons behind the precautionary measures

Model and Practice

- Social distancing procedure (arrival/dismissal, hallway, classroom, etc.)
- Mask wearing
- Hand and respiratory Hygiene
- Bathroom Routines

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- Sanitize their materials
- Lunch in classroom routines

See- [Books About Coronavirus and Dealing with Anxiety](#), [Henry the Hand Foundation](#),
[CDC- Poster-Cover Your Cough](#),

- c. Use of Best Instructional Practices in Preparation for Hybrid or Remote Learning
- i. Schools will continue to employ the best available instructional practices and resources to maximize instructional time and support. While flexible, this includes:
 1. Maximizing instruction time in core content area (i.e. ELA, Math, Science, Social Studies) in Kindergarten-Grade 6.
 2. Critical focus on literacy and mathematics at K-6, integrating Social Studies and Science content with literacy to the greatest extent possible.

Note: Time requirements for K-12 physical education will be followed to the greatest extent possible. PE teachers at each building will include options and recommendations for classroom activities or remote learning when social distancing cannot be maintained or during school closure.

- ii. Schools will continue to employ the best available instructional practices and resources to maximize instructional time and support. While flexible, this includes:
- iii. Using the time requirement of 180 minutes of instruction as a benchmark for courses 7-12.
 1. Note: Given the possibility of remote learning, 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.
 2. Science teachers will identify a list of acceptable virtual labs or a combination of virtual and hands-on labs that a students will need to complete for each science course that culminates in a Regents examination. Teachers will also determine a method for students to record laboratory experiences and satisfactory lab reports through their LMS.
 - Ensuring the content, skills and understanding taught within remote learning models continue to support [NYS Learning Standards](#) and represent the rigor, scope, and magnitude to typically delivered in the traditionally delivered unit of study.
- iv. Helping teachers understand the blended learning approach and support, and expect this instructional practice in the classroom.
- v. Streamline the hybrid process to allow teachers to use models of blended learning that best support student engagement and learning outcomes.
- vi. [Identifying and utilizing appropriate technology tools and applications](#) that support learning outcomes for students.

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- Ensure equity and accessibility to technology and information
 - Provide each student, K-12 with 1:1 devices K-12
 - Survey families to ensure they have access to Internet at home
 - Provide hot-spots for families that lack access as needed

- Establish a uniform platform for learning management system at each grade level that taught to students and communicated to families
(see Remote Learning Focus Group Recommendations)

Note: Information provided to families should be accessible to all, available in multiple languages based widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone)

To the greatest extent possible, our Universal Pre-Kindergarten (UPK) Program will follow our continuity of learning plan that addresses in-person, remote, and hybrid models of instruction. While the promise of a 1:1 devices for UPK students cannot be guaranteed at this time, every effort should be made to evaluate the assessible of families to maintain regular communication for Four Seasons (our CBO for UPK) and support remote learning of children.

- In each course of study, communicate and teach clear expectations for students to participate in blended learning and use technology both in school as well as remotely.
 - Digital Citizenship- responsible use of all applications and platforms
 - Instruction for the kids to use, upload, connect, and navigate the learning management system
 - Process for managing and submitting work (workflow).
 - Executive Functioning Skills that support blended and remote learning:
 - Time management
 - Organization
 - Self-direction and independence

Resources: [Remote Learning Best Practices](#); [ISTE/Ed Surge-Learning Keeps Going](#)

- Employ [blended learning](#) model K-12 in preparation for hybrid or full time remote learning.
 - See recommendations for hybrid teaching model from the Configuration Focus Group considering this hybrid model.
 - In the classroom (face-to-face): new learning (mini-lessons- note this could also be flipped), guided practice/differentiation, practice technology, higher order thinking skills (apply analyze, evaluate learning), cooperative learning, conferring and personalized feedback

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- **Remote:** [flipped learning](#) (building background, lower order thinking skills), practice and produce work, watch and work on pre-recorded teaching (screencasting), things that can be best done independently.

Note: See instructional considerations for PE and music for in classroom instruction given the need for social distancing as well as specific practices for remote learning. AB Groups- same content taught to both groups (face-to-face class time allows for responsive teaching and differentiation)

- Make sure all students have the materials they need at home to support remote learning (ie. math manipulatives, art supplies, books, paper, pencils, sharpeners and whiteboards/dry erase markers, etc.)
- Establish consistent daily/weekly schedules for synchronous instruction and online support that is clearly communicated to students and families.
 - Resource for Families- [Parents Guide to Remote Learning](#)
- Provide visual contact between teachers and students during full time remote learning
 - Expectations: Teachers must have office hours each day
 - Provide synchronous learning for small group instruction to meet the diverse needs of the kids.
 - Individual session praise/conferring and reinforcement for students.
- Design the delivery of curriculum in chunks
- Ensure clear communication and accessibility to directions and daily learning plan (written and video)
- Evaluate the accessibility of information on current platforms, assess what we did, find examples and mentors.
 - Review examples of current grade level or teacher structures. See- [Elementary Learning at Home pages](#)
- Establish common icons, graphics, and procedures across grade levels and content areas when developing written plans for students and parents (see [Accessible Lesson Plan](#); [Curriculum Triage](#))

Note: Classroom practice should strive toward our vision for technology and goals outline in the [Sweet Home District Technology Plan](#)

- d. Motivation and Engagement Structures
 - i. Provide students with [voice and choice](#)
 - ii. Utilize [video conferencing](#) to provide face-to-face meeting with students during periods of remote learning (scheduled synchronous instruction, office hours, etc.)
 - iii. Create [shared spaces](#) online where students can connect with the larger learning community and work cooperatively with one another.
 - iv. Encourage more [project based learning](#)
 - v. Explore various ways for students to document their learning (*Key question: What are*

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- students creating?)*
1. Utilize [digitally-based portfolios](#) to assess students learning.
- vi. When designing instruction and assessment
1. consider- [Universal Design for Learning](#); [learner variability](#)
- vii. Provide opportunities for social/ emotional learning
1. opportunities for justice, equity and inclusivity. (See [CASEL](#))
- e. Assessment: Determining Learning Loss and Readiness for New Content
- f. Buildings will develop specific plan that helps teachers get to teaching at their level.
- i. Establish assessment plans that define assessment practices can be done quickly and efficiently.
 - ii. Wait two weeks before conducting an formal assessment with students
 1. For courses with NYS learning standards coherent with standards that may have been impacted by 19-20 emergency remote learning, comparable 20-21 units of study should include a pre-assessment be used as a formative tool to gauge student understanding of prerequisite or identify learning gaps with critical skills (standard) possibly missed (math example: NY-3.OA.3 is coherent to NY-4.OA.2)
 2. When students return to class in September the priority will be:
 - Reacclimating students back to school
 - Forming relationships with students and creating connections
 - Assessing and understanding where kids are and where should they goinstructionally first through more formative measure (observation, student writing, conferring, authentic examples of learning, etc.)
 - Meet with previous grade teachers, look at previous assessment information (pre-COVID) as well as any available work from remote learning period
 - Teaching and promoting digital platforms.
 - Addressing social/ emotional needs is as well as health and safety
 - Teaching how to transition back to school and keep them safe.
 - See- [Teaching in the Fall: Get Ready to Meet Students Where They A](#)
 - Whenever possible, diagnostic, formal summative and screening assessments should be completed face-to-face to ensure validity and reliability.
 3. Identify priority standards and skills to be assessed in each unit of study
 - a. Assessment provides relevant information that will drive instruction
 4. Leverage formative assessment tools and practices that promote rich, meaningful feedback

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5. Consider alternative forms of assessments such as performance tasks, portfolios, podcast, digital video, etc. (see- [Upgraded Assessment Types](#)) and encourage practices that help students [develop agency and take ownership of their learning](#).
6. Establish procedures if formal assessment need to be administer remotely.

7. Each level (elementary, middle, high) will develop grading policies that are applicable to each model, that are clear and transparent to students and caregivers, and which clearly align to the learning standards and course outcomes. For each course of study teachers will identify both the content and minimal performance standard (evidence accepted) from student taking into consideration the possible equity and accessibility issues that exist during periods of remote learning.
- g. Recognizing the difference between grading and the assessment of learning outcomes, teachers at the **elementary level** should continue to utilize learning outcomes from units of study as well as the indicators outlined in the [Elementary Standards-Based Progress Report](#) to providing regular feedback to students and at least *three times/year for parents regarding their child's progress.
 8. For each course of study teachers will identify both the content and minimal performance standard (evidence accepted) from student taking into consideration the possible equity and accessibility issues that exist during periods of remote learning.
- h. **At middle and high school levels**, buildings are responsible for developing a consistent plan for assessing student against identify learning outcomes and are encouraged to apply the principles of [standard-based grading](#) along with regular, meaningful feedback to students. Regardless, through a standard-based or more traditional grading system, any student who achieves the learning outcomes for the course must be granted the unit of credit for such course if applicable. Given the uncertainty and factors of the schooling during COVID-19, teachers at the middle and high school level should consider the adoption of a standards-based mindset toward grading. Additionally, given that effective feedback has a powerful influence on learning and achievement, regardless task or assessment, a shift toward more meaningful, personalized feedback, not more grades, is critical.
- i. Criteria for grading, in a standards-based system might include:
- j. Entries in the grade book that count towards the final grade are limited to course or grade level standards. Consider objectively the product or criteria being used to determine proficiency of a given standard or outcome.
 - i. Students are allowed multiple opportunities to demonstrate their understanding of classroom standards in various ways. Retakes and revisions should be allowed.

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- ii. Teachers determine grade book entries by considering multiple points of data emphasizing the most recent data.
- iii. Students are provided with multiple opportunities to practice standards independently through homework or other class work.
 - 1. Practice assignments and activities should be consistent with classroom standards for the purpose of providing feedback.
 - 2. Practice assignments, including homework, are not included as part of the final grade.
- k. Universal Pre-Kindergarten Program: Four Seasons Daycare serves as the outside agency providing Pre-Kindergarten programming for the District. The program serves four-year olds in all elementary residence areas in the District in an AM and PM session. The Pre-Kindergarten programs will deliver their curriculum and programming while adhering to the Sweet Home CSD plans ensuring health and safety of staff and students as well as the District's Plan for Continuity of Learning.
 - 1. The Four Seasons Day Care Pre-Kindergarten program will adhere to the District's plan for Social Distancing and masking.
 - 2. Facilities used by the Pre-Kindergarten program will adhere to all clearing and sanitizing procedures of the District.
 - 3. Four Seasons staff members will be trained by District staff in the proper cleaning and sanitizing of equipment, desks, seats, small shared objects and other high touch areas.
 - 4. The use of shared objects will be minimized. All shared objects will be cleaned before being used by other children. Program staff will be responsible for cleaning shared objects.
 - 5. All desktops, seats and high touch areas in rooms utilized by the Pre-Kindergarten program will be cleared by program staff prior to the arrival of the afternoon program group.
 - 6. The District will provide ample cleaning supplies for use by the Four Seasons Staff.
 - 7. The District will provide masks/ face coverings for all staff. Parents will be expected to provide masks for children. The District will provide masks for all students that may not have them.
 - 8. Pre- Kindergarten staff will participate in District-wide training for staff in all topics related to COVID-19 mitigation, transmission, symptoms, protocols and responses.
 - 9. Four Seasons will develop and implement an age appropriate program to teach children about COVID-19 and the important hygiene practices needed to help stop it including social distancing, hand washing, use of masks.

XI. Special Education Services

Students with disabilities were particularly impacted by the closing of schools in spring 2020. In some cases, these students were unable to fully access the programs and services they needed to progress academically, particularly those programs and services that are best delivered in person. Students with disabilities are entitled to a free appropriate education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

1. Provision of Services - Consistent with previously issued from the New York State Education Department guidance, the Sweet Home CSD will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP). During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. Individual consideration will be given to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities for in-person, hybrid, and remote learning.
2. Parent/Guardian Engagement - In order to include meaningful parent engagement, prior to the student's return to instruction regardless of the model in place from the District's Continuity of Instruction plan, individual families will be contacted (in parent's preferred language or mode of communication) by a Sweet Home staff member assigned as the child's case manager to review the following areas:
 - Current special education services provided in the least restrictive environment.
 - Plans for monitoring and communicating student progress
 - Parent feedback on remote learning progress during the COVID-19 in-person school closure, including access and attention to instruction and designated therapies
 - Contingency plans to address students' remote learning needs in the event of potential future intermittent or extended school closures including,
3. The Office of Special Programs will engage in on-going collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
4. The Office of Special Programs will collaborate with specific building staff to 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. The district will review instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks

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and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

5. The Sweet Home CSD will document the programs and services offered and provided to students with disabilities in each students' IEP. Communication with parents will be in their preferred language or mode of communication.
6. Least Restrictive Environment (LRE) - During in-person instruction, the district will ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers. The Sweet Home CSD will consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible.
7. IEP Implementation - Until the district returns to normal operating conditions the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.)
8. Progress Monitoring - Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.
9. Contingency Plans - In March 2020, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, the CPSE/CSEs will prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.
10. Compensatory Services - Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. Under these circumstances, the district CPSE/CSEs will make an individualized determination whether and to what extent compensatory services will be provided once school reopens; how those services will be provided and continue if the school must close again over the next school year.

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11. IEP Implementation Documentation

- Upon return to in-person instruction, the Sweet Home CSD will determine if student needs have changed due to the period of remote instruction and a return to a traditional classroom environment. Together with the Office of Special Programs, teachers, school psychologists, and other service providers will maintain additional documentation regarding potential changes.
- Special education teachers, school psychologists, and other service providers will maintain documentation on the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSEs for consideration when making any individualized determinations of subsequent student needs, including transition services.
- Special education teachers, school psychologists, and other service providers will maintain formative assessment data and ongoing monitoring of student progress. This documentation will be available to the CPSE/CSEs and parents, in their preferred language or mode of communication.
- Together with the Office of Special Programs, special education teachers, school psychologists, and other service providers will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- Together with the Office of Special Programs, special education teachers, school psychologists, and other service providers will maintain documentation of the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.
- Child Find - As the district reopens, it will honor its responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

12. Referral Process - Before referring a student for special education, the district will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the district suspects a student of having a disability, it will 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 requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a)

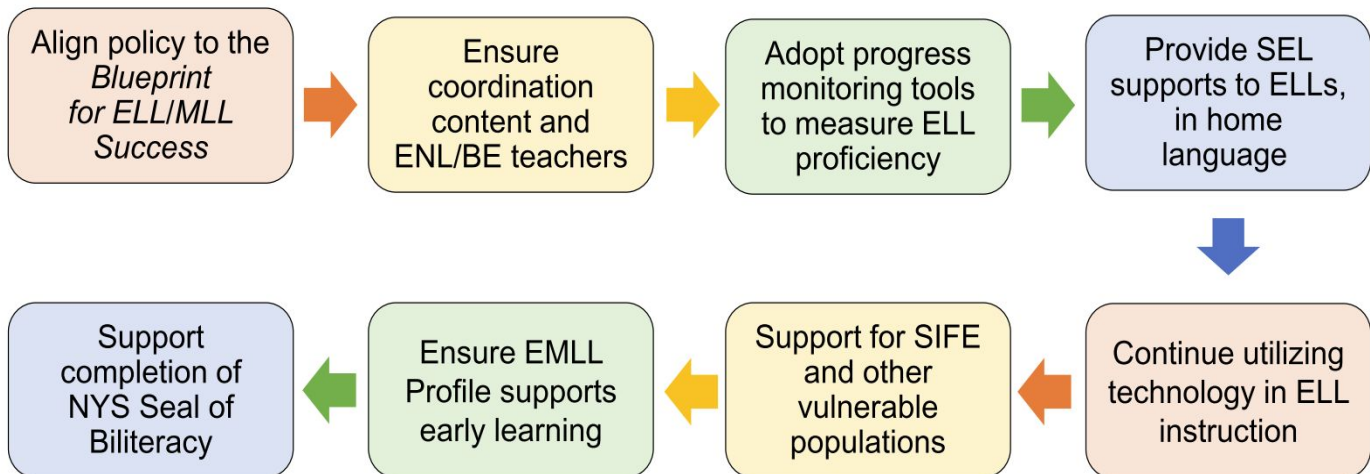
13. Initial Evaluation/Reevaluation - Evaluations, in-person or remote, will be conducted within required timelines unless there are extenuating circumstances that have been discussed with individual families. The use of technology will be considered to meet timelines for evaluations and reevaluations that must be conducted remotely.

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14. Eligibility Determination/Annual Review Meetings - The district CPSE/CSEs will meet as required 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 the school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.
15. Communication/Coordination - The Office of Special Programs is committed to ensuring clear, ongoing, and shared communication and collaboration in order to ensure equitable access to special education programs and services and the continued offer of FAPE for students with disabilities as is consistent with the need to protect the health and safety of students and their service providers.
16. Procedural Safeguard and Prior Written Notice Requirements
17. The district will continue to provide the procedural safeguards notice to parents.

XII. English Language Learners

Bilingual Education and World Languages: Considerations and Best Practices



- i. English Language Learner (ELLs) students should attend school daily if the district implements a hybrid model (*preference to En/Em/Tr students*)
- ii. Establishing Levels and Screening New Students
 1. Ever effort will be made to identify new ELLs new to the district within the state guidelines. Students waiting to complete the identification will be provided with ENL services until the NYSITELL is administered.

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- iii. Buildings will work to ensure strong school-family connections are built and maintained.
 - 1. ENL families will be invited to parent meeting(s) prior to the start of school to learn about reopening plans, expectations for learning at home, and school supports.
 - 2. [Sweet Home's Technology Integration Support](#) website will provide video and written resources will to support learning at home that can be translated in a families home language. Tutorials and resources will be updated to address needs.
 - 3. To the greatest extent possible, teachers will continue to use multiple modalities to maintain communication with families in their home language (i.e. Seesaw, Talking Points, Language Line, live translation etc.)
 - 4. During full-time remote learning- set up meetings at least bi-weekly with parents/student to review learning outcomes and provide social/emotional support (video/ text/ phone)
 - 5. ENL Progress Reports, specific to a child language level, will continue to provide additional information to families.
- iv. Curriculum and Instructional Practice
 - 1. Teachers will provide instructional units of study based on the students most recent measure of English Language Proficiency (i.e NYSITELL, NYSESLAT)
 - 2. Teachers will continue to align instruction practice to the [Blueprint for ELL/MML](#), adapting and modifying instruction for blended and remote learning settings.
 - 3. For ELLs at entering, emerging and transition language levels- develop curriculum/ lessons that matches the standards but is modified for the identify language level (Example- in 3rd grade they were working on homophones M & T, and idioms W, TH, F and ELLs work only on homophones)
- v. Professional Development and Support
 - 1. R-BERN West will continue to provide regular onsite/remote coaching, collaboration and professional development session to strengthen both ENL and general classroom teachers ability to provide instruction and overcome challenges related to the pandemic and remote learning.
 - 2. Goals as outlined in the [SH Professional Development Plan](#):
 - Teachers will understand the unique characteristics of special populations that are linguistically, culturally, and economically diverse.
 - Teachers create a learning environment with lessons and units that are [culturally responsive](#) and address the diverse learning styles and language needs of students while engaging them in essential content.

XIII. Large Group/ Non-traditional Instruction/ Athletics/ Visual and Performing Arts

a. General Guidelines

- i. Due to the nature of the coursework, all schools will ensure that all 12' for physical space is required while participating in activities that require aerobic activity and result in heavy breathing.
- ii. Require six feet of distancing be maintained except for when it impacts the ability to engage the core activity.

b. Performing Music Groups

- i. Utilize traditional ensemble music rooms for lesson groups to ensure social distancing.
- ii. Utilize large communal spaces such as cafeterias and auditoriums to permit larger group performing/ rehearsals while maintaining social distancing.
- iii. Maintain at least nine feet of space per participant in scheduling rehearsals that require singing or forcible air displacement such as wood wind instruments. This may require breaking groups into multiple sections.
- iv. Schedule elementary music groups into cafeterias for instruction.
- v. Schedule concerts in small groupings. Limit concerts to one group or two groups with a combined participation of no more than 50 per concert event. Use stage and pit seating to provide social distancing of performers. Use larger spaces such as gymnasiums to accommodate whole ensembles
- vi. Create smaller ensembles from larger ensembles for practice or performance.

c. Physical Education

- i. General Guidelines/ In- Person Instruction
 1. Each school will analyze the capacity of all Physical Education spaces and compare to current enrollment and curricular programming.
 - o Ensure twelve feet of physical distancing to ensure social distancing due to exertion and forceful expulsion of breath. Instructors will utilize microphones or speakers as necessary.
 - o Where twelve feet of physical distancing cannot be maintained, curriculum will be modified to provide learning activities that do not result in aerobic activity.
 2. Physical Education programming will focus more on individual activities or those that require no physical contact and can be accomplished when not in close proximity.
 3. Utilize fitness room facilities but ensure twelve feet of social distancing.
 4. Maximize use of outdoor activities whenever possible.

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5. Allow students to engage in fitness activities or application of instruction outside of school time in order to learn and demonstrate learning of physical education standards.
 6. Redesign the curriculum to focus upon units that are more individually based and promote social distancing such as yoga, individual sports like golf, or more declarative knowledge such as nutrition and other physical or mental health related topics.
 7. Develop a plan to clean/ sanitize physical education stations in between each class' use.
- ii. Hybrid or Remote Learning
 1. Maximize student practice of physical education activity in home settings.
 2. Provide videotapes as models for expected skills watched and practiced asynchronously.
 3. Use synchronous events with all students. This is done in-person in the hybrid model and virtually through Zoom or Google meet if remote.
- d. Extracurricular Activities
- i. Whenever possible, conduct remote extracurricular activities (non- athletics) via video conferencing.
 - ii. All extracurricular/ after school activities will require all students to provide their own transportation home.
- e. Outside Groups
- i. Outside groups would not be allowed to use facilities as it will create additional cleaning/ sanitizing needs compounding already high demands on district/ building custodial staff.

XIV. Remote Learning: Guidelines and Recommendations for Continuity of Learning

- a. Guiding Principles
 - i. Buildings should prepare for the reopening of school and providing continuity of learning for all students regardless of the level of transmission of the COVID-19 virus. The Sweet Home Continuity of Learning plan is based on three possible scenarios:
 1. IN-person: Resume traditional in-person classes with the flexibility to quickly pivot to distance education in the event of a COVID-19 outbreak.
 - o Schools are open but with stringent hygiene and physical distancing protocols in place
 2. Hybrid Learning
 - o Online environment that includes both synchronous and asynchronous learning opportunities (see pgs. 38-39)
 3. Remote Learning:
 - o Schools are not open. Teacher-directed, at-home remote learning continues.

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- ii. Learning in each instructional model in the Sweet Home Continuity of Learning Plan are built around critical learning outcomes defined by the NYS Learning Standards. Professional Learning teams will collaborate around existing units of study to identify prioritized learning outcomes/ measurement topics and applicable standards. The learning teams will work together to deconstruct those standards into declarative and procedural knowledge that will become the basis of asynchronous learning experiences. In-person or synchronous remote learning opportunities would focus on connecting and clarifying student knowledge and skill and seek application of the knowledge in the creation of products that not only build understanding but also provide evidence of understanding. (Assessment as learning.)
- iii. All instructional models will purpose foster and maximize meaningful Student Interaction with important knowledge and skill.
 - 1. Regardless of the model selected, the student experience should be comparable in rigor, scope and magnitude to daily in-person classroom instruction.
 - o Student has access to and daily interaction with critical learning content. Instructional experiences are constructed to orchestrate individual interaction with content to engage in construction of meaning.
 - o Critical content is standards based and prioritized to the most important topics in the course of study.
 - 2. Students have opportunities to receive feedback on their learning and teachers have opportunities to assess student progress and re-teach or extend/ elaborate learning for students..
 - 3. Students have daily synchronous Interactions with the teacher
 - o Hybrid Model- in person/ in class learning for synchronous instruction and daily use of video conferencing via Zoom or Google Meet for morning meeting and office hours.
 - o Remote- Daily use of video conferencing via Zoom or Google Meet for morning meeting, office hours and synchronous instruction..
 - 4. Standards/ Curricular Focus
- iv. Maintaining Connections and relationships
 - 1. In hybrid or remote models, students have consistent opportunities to interact with the teacher and all the students in their classroom. This will occur in the form of morning meetings, daily check-ins, and office hours.
 - 2. Teachers will provide opportunities to interact with parents as well. These interactions can occur via phone conversation, email or periodic “zoom” calls. Any parent that emails a teacher can expect a response within 24 hours. All teachers will have access to the Language Line translation service to allow communication to take in the dominant languages in the District.
 - 3. Celebrating the small things, and encouraging social and emotional learning (SEL). Ideas that foster connections and promote SEL include:
 - o Read alouds
 - o [Mindful moments](#)
 - o Jokes and riddles
 - o Morning announcements
 - o Meme of the day
 - o Games

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- v. Create routines and structures that translate from one setting to another
 - 1. Schedules- The daily schedule of in-person instruction is consistently applied and utilized in hybrid and remote settings to provide a consistent and predictable structure for students, teachers and families.
 - 2. Evaluation/ Grading- the practices utilized to evaluate student work and assign grades will be consistent and predictable across all three models.
 - 3. Maintain need for intervention and support for students requiring and needing additional support to meet learning standards or achieve IEP goals.

- vi. Core Structures for Remote Learning
 - 1. Standards-based Curriculum- Throughout the Continuity of Learning continuum, planning begins with high quality learning outcomes based on NYS standards and a process of deconstruction to highlight important Knowledge and Skill students will need to engage in order to help all students learn. Standards can be prioritized to address key benchmarks of knowledge and understanding.
 - 2. Schedules and Routines
 - Recognizing the needs of students during periods of remote teaching, teachers will be expected to develop and implement consistent schedules for students accounting for either a hybrid or full-time remote learning model.
 - The High School and Middle School will utilize the existing daily schedule as an organizing framework for all three models. Each elementary school will create a plan to provide consistent daily time to connect with students working remotely to respond to questions and provide feedback on their work.
 - 3. Learning Management Systems
 - Curricular materials will be provided through the district approved learning management systems (LMS): Schoology (Grades 4-12) and Seesaw (K-3).
 - Teachers utilizing these learning management systems will follow a consistent mechanism to organize their component parts to ease their use by students and parents.
 - Teachers can construct Instructional experiences and daily lessons using a set of supported tools and strategies to maximize student engagement and personalization of learning. These applications may include but are not limited to ThinkTech, Flipgrid, Quicktime, and Padlet.
 - 4. Approved Video Conferencing Tools
 - During remote, synchronous learning events, teachers will utilize approved District video conferencing tools. These tools will be limited to Zoom, Schoology Conference and Google Meet.
 - 5. Synchronous vs. Asynchronous Learning
 - Synchronous Instruction: Real-time learning taking place for students at the same time. Interactive teacher-to-student instruction taking place

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in-person in classrooms or in Remote Learning using one of the approved District video conferencing tools.

- Asynchronous Instruction: Teachers post course assignments and students complete the assignments within a designated timeline. Assignments should focus on presentation of new content in the form of screencasts or other input strategies with carefully planned “pause points” that require student interaction with the content and production of output that helps students construct meaning and can be used by the teacher to assess student understanding. (i.e. supporting applications- [Ed Puzzle](#), [Flipgrid](#)) for students to respond to and connect with content.

See- [Synchronous vs. Asynchronous Learning](#)

Models for Remote Learning

A/B- Hybrid [Blended Learning](#) Model

During the hybrid model, half of the student population (Blue Group) would attend class in-person two full days, while the other half (Gold Group) would engage in remote learning at home. The students would be placed into a group based on the same family/home address. All groups would engage in remote learning on Wednesdays.

See table below:

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Blue Group: In-Person/ Synchronous Learning</p> <ul style="list-style-type: none"> <u>Focus in the classroom</u>- Building or reinforcing new learning of critical content, skills, and understanding Mini-lessons- <i>note this could also be flipped</i>), to provide guided practice/ re-teaching and differentiation, Practice/use of tech tools for blended learning Activities promoting higher-order thinking skills (analyze, synthesis, evaluate learning) cooperative learning, 		<p><i>At least 120 minutes spent online supporting students</i></p> <ul style="list-style-type: none"> Morning Remote Class meeting to take attendance and foster continued connections and community. Prep are students for the day. Scheduled office hours to support 	<p>Blue Group: Remote/ Asynchronous Learning</p> <ul style="list-style-type: none"> <u>Focus Remote Setting- flipped learning</u> Work on pre-recorded teaching (screencasting) that chunks new content/ ideas and deliberately orchestrates student engagement and product construction Mini-lessons to build background or initial construction of student understanding In general: things that can be best done independently. Activities that apply more lower-order thinking skills 	

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<ul style="list-style-type: none"> • conferring and feedback <p>Gold Group: Remote/ Asynchronous Learning</p> <ul style="list-style-type: none"> • <u>Focus Remote Setting- flipped learning</u> • Work on pre-recorded teaching (screencasting) that chunks new content/ ideas and deliberately orchestrates student engagement and product construction • Mini-lessons to build background or initial construction of student understanding In general: things that can be best done independently. • Activities that apply more lower-order thinking skills (knowledge, comprehension, application), • morning message, practice, and produce work based on *critical content. Skills and understanding <i>*identified transferable skills for the week</i> 	<p>remote learning- respond to questions/ provide feedback.</p> <ul style="list-style-type: none"> • Provide remote small group and/or 1:1 support as needed to students <p>Teacher's preparation day with a focus on:</p> <ul style="list-style-type: none"> • Designing online learning experience to engage students when they are not in the classroom (screencast, detailed lesson directions, etc.) <p>Note: Teacher's are expected to work from <u>school</u>.</p>	<p>(knowledge, comprehension, application),</p> <ul style="list-style-type: none"> • morning message, practice, and produce work based on *critical content. Skills and understanding <i>*identified transferable skills for the week</i> <p>Gold Group: In-Person/ Synchronous Learning</p> <ul style="list-style-type: none"> • <u>Focus in the classroom-</u> Building or reinforcing new learning of critical content, skills, and understanding • Mini-lessons- <i>note this could also be flipped</i>), to provide guided practice/ re-teaching and differentiation, • Practice/use of tech tools for blended learning • Activities promoting higher-order thinking skills (analyze, synthesis, evaluate learning) • cooperative learning, • conferring and feedback
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It is recommended that ENL and SPED students attend four days (M, T, TH, F) to ensure continuity of learning if a hybrid model is employed

See- [Introduction to Hybrid Teaching](#)

Full-time Remote Learning Model

For each class or course of study, students will be provided with clear directions for remote learning that includes a schedule for “live” online times (synchronous whole group, small group or individual teaching and office hours) as well as expectations for asynchronous, guided or independent work time. Expectations should also include strategies to help students organize their time, allowing for frequent breaks and a mix of activities.

To the greatest extent possible the remote learning framework (that can be adapted for each level- elementary, middle, high school) should focus on:

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1. Providing instructional experiences that, when considered as a whole, are comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/ week) unit of study.
2. Developing and maintaining connections and relationships by holding online advisory/homeroom/morning meetings each day (including Wednesday if in a hybrid model)
 - a. 10-15 minutes each morning at a set time
 - b. *Take attendance
 - c. Share and review norms, then check-in as a group
 - d. Announcements
 - e. Review of daily learning expectations
 - f. SEL or other activities (see- [Maintaining a Positive Community Online](#); [Remote Middle School Advisory Activities](#))

*Note: Attendance must be taking on each student daily. Buildings will need to develop procedures to closely monitor attendance and support students that are not participating in remote learning. Absent students should get a personal phone call from the school daily. After three consecutive absences students should be referred to a counselor or building principal for further action.

3. Providing an online schedule for the day, reference Schoology or Seesaw, etc. to share the learning and assignments for the day.
 - *At elementary- include non-core classes: assign PE, Art, or Music activities that kids can do on their own at a scheduled time during the week.*
4. Establishing reasonable expectations as to what teachers and students can manage and successfully achieve between synchronous and asynchronous learning (i.e. Elementary 180 minutes, Secondary- 240 minutes). See schedule model below.
4. On a daily basis, during each course of study should highlight an aspect of a transferable skill as a focus for the day or the week. Teachers should identify no more than 2-3 critical learning skills or standards for the week in each unit of study.
5. Establish consistent, routine opportunities for “office hours” or 1:1 connections with a teacher. Use a Google Doc or Form, or other online form (i.e. [Sign Up Genius](#)) to facilitate this process.
6. Continue to focus on building and maintaining community and connection. Celebrating the small things, and encouraging social and emotional learning (SEL). Ideas that foster connections and promote SEL include:
 - Read alouds
 - [Mindful moments](#)
 - Jokes and riddles
 - Morning announcements
 - Meme of the day
 - Games

Fixed Schedule Models

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Buildings would run their current schedule. Providing breaks between content area study.

Elementary Example

Sample- Primary Classroom

Content	Begin	End	Minimum Daily Minutes of Instruction
Morning Meeting	8:45	9:00	10-15 minutes
Literacy (Reading and Writing)	9:00	10:40	100 minutes (includes integrating the component of balanced literacy as well as breaks)
Art, Music, PE. Library (STEM) (follow weekly schedule)	10:45	11:15	
Read Aloud	11:30	11:50	Reconnect
Lunch/ Free Time	11:50	12:45	
Math	12:45	1:45	Mini-Lessons, small group breakout rooms, personalized learning IXL
Content Area (Science/ SS, Project- Based Learning)	1:50	2:20	
Closing Meeting	2:20	2:30	Reflect on the day, learning goals

Secondary: Buildings would run their current schedule, reducing the class periods by 5 minutes. This provides a 10-minute break between each class. Goal: Maintain the structure but account for breaks.

Sample- HS:

Period	Begin	End
*1 (includes advisory/homeroom and attendance)	7:30	8:10
2	8:20	8:55

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3	9:05	9:40
4	9:50	10:25
5	10:35	11:10
6	11:15	11:50
7	12:00	12:35
8	12:45	1:20
9	1:40	2:15

Teachers will have two basic choices in how they approach their lessons each day and each period:

- Synchronous Instruction: Real-time, interactive teacher-to-student instruction using Schoology Conference, Google Meet or Zoom. Teachers should record their synchronous lessons and then archive the lessons for later student viewing as needed.
- Asynchronous Instruction: Teachers post-course assignments and students complete the assignments within a designated timeline. Assignments should include screencasts with pause points (i.e. supporting applications- [Ed Puzzle](#), [Flipgrid](#)) for students to respond to and connect with content.

See- [Synchronous vs. Asynchronous Learning](#)

Building should work with teachers to create manageable and predictable schedules that continue to leverage a balance of both synchronous and asynchronous instruction outlined in the hybrid model. *(For example for Monday/Friday classes, students in odd periods could be given synchronous lessons while students in even period classes work asynchronously. The reverse would be for Tuesday/Thursday classes.)* Regardless, consideration needs to be made so students are not working all day in synchronous lessons.

- Teachers are expected to minimally provide synchronous learning experiences each period to students at least two days each week. Wednesday will for the most part be designated as an asynchronous learning day for students to allow for advisory/homeroom meetings, small group and individual remote learning support as well as teacher planning (see Wednesday schedule under hybrid learning).
- It is critical that schedules and expectations for completion of assignments and tasks must be clearly communicated to students and information available for families so work and progress can be monitored.
- Students must have meaningful interaction with their teacher and each other each day. Our [learning management system](#) allows for collaboration and interaction through LMS small groups, study sessions, video conferencing and discussion boards.

Goals and Expectations on Remote Learning Days:

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- Students will receive a learning experience for each class, every day.
 - The learning experience can be either synchronous or asynchronous.
 - Teachers using Schoology will apply common protocols and practices for organizing content, using calendars, creating, submitting and grading of assignments (or providing feedback)
 - Screencast and/or very clear written directions must be provided for each assignment identifying clear learning outcomes.
- Teachers will notify each of their classes by 8:30 a.m. about their plan for the day via Schoology, Seesaw or if necessary, email.
- Teachers will make themselves available to respond to students' needs each day, and will respond to emails within a reasonable timeframe but within 24 hours.
- At grades 6-12, teachers can only ask students to meet during the assigned class period. K-5 students would typically be asked to meet sometime within the regular school day, unless a teacher surveys the family and can arrange a common meeting outside this time.
 - Note: At grades 6-12, for the purposes of remediation, small group review, etc., meetings should be scheduled before/after school or during a student's free period.

* First-period teachers will also serve as an advisory/homeroom and take student attendance each day. Students should all be expected to report online at 8:50 am each day.

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The Sweet Home Virtual Academy

Regardless if students are brought back to school full time, in-person, or in a blended/hybrid setting, due to ongoing concerns and uncertainty about the virus its impact families, parents may choose to have their child participate in full-time distance learning from home in Sweet Home’s Virtual Academy.



and

Parents will be required to register their child for the Virtual Academy and follow the parameters of this model for the 2020-21 school year. While the specifics of the remote learning process within the virtual academy are outlined below, once enrolled, students will be committed to this full-time, online model minimally one semester. At the end of January, students will be allowed to re-enroll in the other learning options created as a result of the pandemic or finish the school year in full-time distance learning.

While participating in this virtual academy model, students receive instruction by a certified teacher and remain enrolled at their current school. Support for students with special needs will continue to be delivered by a qualified teacher and related service providers as outlined in their Individualized Education Program (IEP). Additional needed services, such as English as a New Language (ENL) and academic intervention services will also continue to be provided.

To the greatest degree possible, students will experience a daily school schedule that includes the same components of the school day as their grade-level peers participating in face-to-face or blended instruction. Students will also receive as needed, counseling, and social-emotional support.

In the event that all Sweet Home students are required to move to full-time distance learning, students enrolled in the virtual academy will continue in their studies utilizing the schedules, teacher resources, and support for each level defined below.

The Sweet Home CSD plans to offer all families an opportunity for their children to learn remotely even when the District may be using an in-person or hybrid model featuring in-person instruction in a two-day, alternate day model.

Many of the procedures and protocols found in the remote and hybrid components of the Continuity of Learning plan remain in place. The Remote Academy guidelines provided here provide clarity as to how remote learning at the elementary and secondary level will take place alongside in-person models.

Guiding Principles:

- Students must have daily, video access to and interaction with teacher(s)
- Building a Remote option for families cannot result in weakening program for in-person learning models.

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- The curriculum for the remote learning mirrors/ parallel to District Curriculum. Some curriculum areas- visual/ music/ performing arts, technology may be challenging to provide a comparable experience.
- All special education, English Language Learner and intervention needs of students will be met albeit perhaps in a new form.
- Students' ability to enter or return from Remote Academy will be limited due to impacts on staffing and program and the ability to maintain social distancing and health/ safety provisions in the school building.
- Grading and assessment practices will mirror those that are used in hybrid/ in-person model.
- Learning management Systems are used consistently by teachers to ease student and parent use of the tools.

Elementary Level: Kindergarten to Grade 5

Depending on the availability of certified teachers, students in K-5 will be assigned to a remote learning teacher. Given the need of the group, the instruction may take place using a multiage approach with a teacher providing instruction to a group of students within more than one-grade level span. Students will continue to be provided instruction that follows their prescribed grade level curriculum common to age or grade, though personalized to meet their needs.

For each class, students will be provided with clear directions for remote learning that includes a schedule for "live" online times (synchronous whole group, small group or individual teaching and office hours) as well as expectations for asynchronous, guided or independent work time. Expectations will also include strategies for families to help students organize their time, allowing for frequent breaks and a mix of activities.

The remote learning framework will focus on:

1. Providing each student with a 1:1 device that can access the Internet from home.
2. Students and families having assistance from our [Help Desk](#) for technical assistance.
3. Developing and maintaining connections and relationships by holding a "live," online advisory, or morning meetings each day at a specific time. Students will be required to meet together in a virtual Zoom conference for the purpose of:
 - Taking attendance
 - Sharing and check-in as a group
 - Reviewing announcements and daily learning expectations
 - Participating in other activities that not only address academics but also support the social and emotional learning of students.
4. Providing each student with a daily online schedule for whole group, small group, or individual "live" learning lessons as well as assignments/tasks that will need to be completed. This schedule will be referenced through an organized webpage, Schoology (grade 4-5), or Seesaw (K-2), etc.

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- *Note: the schedule will also include non-core classes such as PE, Art, or Music. Depending on the teacher resources available, these activities may take place “Live” at a specific, scheduled time, or students will be provided with screencasts, directions, and activities that students can do on their own.*
- 5. Establishing reasonable expectations and daily schedules for what students can manage and successfully achieve between synchronous (live lessons) and asynchronous learning (posted learning assignments done without the teacher) each day while striving to maintain the rigor and relevance of the learning.
 - Kindergarten to grade 1 students will be expected to work at home in core units of study (literacy, math, science/social studies) up to 180 minutes daily.
 - Grades 2-5 students will be expected to work up to 240 minutes in core units of study.
- 6. For each unit of study, identifying no more than 2-3 critical learning skills or standards for the week. Instructional content will be aligned to New York State Learning Standards
- 7. Providing regular feedback and utilizing grading structures consistent with in-person and blended learning environments in their home school.
- 8. Trimester progress reporting, consistent with students learning in-person or in blended learning environments in their home school.
- 9. Providing students opportunities to sign up for “office hours” or 1:1 connections with at least three times each week. Note: This is also a good time for parents to connect with teachers as they work as a learning coach supporting their child’s learning at home.

Learning at Home Best Practices

To create and maintain a positive learning environment at home, parents are encouraged to consider the following:

- **Setup Learning Routines and Structures-** Your child’s remote learning teacher will provide you with a schedule for learning. It is important that this schedule is predictable, consistent, and followed each day.
- **Make a Space for Learning-** It is important to separate the workspace from the play space at home. Your child will need a designated space each day to work. This workspace should have all the materials they need (pencils, crayons, digital devices charged and ready to go, books, journals, etc.) and be away from distractions (i.e. the TV).
- **Set and Reinforce Learning Expectations and Rules-** While your child’s teacher will work to set learning expectations with their remote learning classroom, it will be important that parents understand and support these expectations. Children will need reminders each day and should be reinforced for making good choices. Rules typically include- listening during lessons, being prepared and ready (i.e. completing assignment on time), being responsible and in control, and respecting others.
- **Encourage a [Growth Mindset](#)-** Children respond to positive feedback and comments that reinforce their effort, on-task behavior, and assignments completed to the best of their abilities.
- **Giving Them Space, but Check In-** Students need to develop independent work habits. Teachers will strive to provide lesson resources and assignments that children can do on their own. You may still

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need to be a learning coach for your child but don't provide too much support. Check-in every 15-30 depending on the age of your child, offer feedback, and provide additional instructions.

Sample Elementary Remote Learning Schedules

K-1

Content	Begin	End	Comments
Morning Meeting	8:45	9:00	10-15 minutes <i>Could lead with morning message at 8:30</i>
Literacy- Reading Workshop Note: Integrate Social Studies and Science into Units of Study Note: Targeted/Responsive Intervention and ENL support	9:00	10:15	Whole group- Reading mini-lesson/ shared reading, interactive read aloud Breakout Groups for small group reading and individual conferring Managing Independence- reading, - word study, writing about reading (students take a break, snack-time, etc)
BREAK	10:15	10:30	
Art, Music, and PE (follow weekly schedule)	10:30	11:00	
Literacy- Writer's Workshop Note: Targeted/Responsive Intervention and ENL support	11:00	11:50	Whole group- Writing mini-lesson/ community writing Breakout Groups for small group writing and individual conferring Managing Independence- writing
Lunch/ Free Time	11:50	12:45	
Math	12:45	1:45	Mini-Lessons, small group breakout rooms, personalized learning, IXL

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Closing Meeting	1:45	2:00	Reflect on the day, learning goals
Intervention Block	2:00	2:45	Targeted and Responsive

Grades 2-3

Content	Begin	End	Comments
Morning Meeting	8:45	9:00	10-15 minutes <i>Could lead with morning message at 8:30</i>
Literacy- Reading Workshop Note: Integrate Social Studies and Science into Units of Study Note: Targeted/Responsive Intervention and ENL support	9:00	10:25	Whole group- Reading mini-lesson/ shared reading, interactive read aloud Breakout Groups for small group reading and individual conferring Managing Independence- reading, - word study, writing about reading (students take a break, snack-time, etc)
BREAK	10:25	10:40	
Intervention Block	10:40	11:10	
Literacy- Writer's Workshop Note: Targeted/Responsive Intervention and ENL support	11:10	12:05	Whole group- Writing mini-lesson/ community writing Breakout Groups for small group writing and individual conferring Managing Independence- writing
Lunch/ Free Time	12:05	1:00	
Math	1:00	2:00	Mini-Lessons, small group breakout rooms, personalized learning, IXL
Art, Music, and PE (follow weekly schedule)	2:00	2:35	

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Closing Meeting	2:35	2:45	Reflect on the day, learning goals
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Grades 4-5

Content	Begin	End	Comments
Morning Meeting	8:45	9:00	10-15 minutes
Math	9:00	10:00	Mini-Lessons, small group breakout rooms, personalized learning, IXL
BREAK	10:00	10:15	
Literacy- Reading Workshop Note: Targeted/Responsive Intervention and ENL support	10:15	11:15	Whole group- Reading mini-lesson/ shared reading, interactive read aloud Breakout Groups for small group reading and individual conferring Managing Independence- reading, - word study, writing about reading
Art, Music, and PE (follow weekly schedule)	11:15	11:50	
Lunch/ Free Time	11:50	12:30	
Interactive Read Aloud/ Word Study	12:30	12:45	
Literacy- Writer's Workshop Note: Targeted/Responsive Intervention and ENL support	12:45	1:35	Whole group- Writing mini-lesson/ community writing Breakout Groups for small group writing and individual conferring Managing Independence- writing
BREAK	1:35	1:45	
Content Area Study	1:45	2:30	Not- Content area studies can be

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(Science/ Social St/ Genius Hour, Project-Based)			integrated into literacy
Closing Meeting	2:30	2:45	Reflect on the day, learning goals

Secondary Level: Grades 6-12

Students in full-time distance learning will be assigned to a hybrid group and follow a typical daily schedule as students in the in-person and blended/hybrid learning models. Each period, They will be expected to connect remotely with the teacher and classmates as they conduct class each day.

If the middle and/or high school moves to a blended/hybrid model, they will following the schedule of their assigned group (i.e. Blue group or Gold group) connecting synchronous (live) two days/week and completing work asynchronously (posted learning assignments done without the teacher) three days/ week.

- For each course of study, students will be provided with clear directions for remote learning that includes a schedule for “live” online times (synchronous whole group, small group or individual teaching and office hours) as well as expectations for asynchronous, guided or independent work time.

The remote learning framework will focus on:

1. Providing each student with a 1:1 device that can access the Internet from home as well as connection to the classroom virtually during scheduled times/periods through Zoom.
2. Students and families having assistance from our [Help Desk](#) for technical assistance.
3. Developing and maintaining connections and relationships by holding a “live,” online advisory, or homeroom that each student must attend each day at a specific time for the purpose of:
 - Taking attendance
 - Sharing and check-in as a group
 - Reviewing announcements and learning expectations
 - Participating in other activities that not only address academics but also support the social and emotional learning of students.

Unless otherwise noted, first-period teachers will serve as an advisory/homeroom

4. Utilizing Schoology as the learning management platform to support blended learning, keep students organized, and communicate expectations and information as students complete assignments, tasks, and projects, or take assessments.
5. For each unit of study, identifying and communicating critical skills, standards, and learning outcomes for the week. Instructional content will be aligned to New York State Learning Standards
6. Providing regular feedback to students, and utilizing grading structures consistent with in-person and blended learning environments.

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7. Quarterly progress reporting, consistent with students learning in-person or in blended learning environments in their home school. Note: Parents are encouraged to monitor student learning by accessing Schoology as well as reviewing grades through the PowerSchool Parent Portal.
8. During the hybrid model, providing students opportunities to sign up for “office hours” or 1:1 connections each week. Note: Students should practice self-advocacy, reaching out to teachers in class or through email if they have a question.

Goals and Expectations on Remote Learning Days:

- Students will receive a learning experience for each class, every day. While blended learning practices will be used during in-person settings, if a hybrid model is employed, the learning experience can be either synchronous or asynchronous.
 - Teachers will use Schoology will apply common protocols and practices for organizing content, using calendars, creating, submitting and grading of assignments (or providing feedback)
 - During asynchronous learning, teachers will provide screencast and/or very clear written directions for each assignment identifying clear learning outcomes.
- Teachers will notify each of their classes at least 10 minute before the scheduled start of the school day about their plan for the day via Schoology.
- Teachers will make themselves available to respond to students’ needs and will respond to emails within a reasonable timeframe but within 24 hours.
- Teachers can only ask students who are working virtually online, to meet during the assigned class period.
 - Note: For the purposes of remediation, small group review, etc., meetings could be scheduled before/after school or during a student’s free period.
- Students must have meaningful interaction with their teacher and each other each day. Zoom meetings will allow students to access live in-person instruction.
 - Schoology will allow for collaboration and interaction through small groups, study sessions, and discussion boards.

Instructional Considerations for Remote Learning

Quality instruction should be maintained in all remote learning settings with the goal of all students meeting learning outcomes. While our models of instruction should be flexible and responsive to the needs of learners, the following nine step systematic instructional design process, modelled after a framework proposed by [Robert Gagne](#), can be adapted to address different learning situations and provides a sound structure for developing effective eLearning.

The nine steps are:

1. **Gain attention** of the students- catch and engage their brains (novel ideas or thought-provoking questions, etc.)

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2. **Inform students** of the objectives- Establish the expected outcomes and criteria for measuring achievement.
3. **Stimulate recall** of prior learning —Leverage existing knowledge before introducing new knowledge and build on it.
4. **Present the content** — Deliver the content in easily consumable chunks.
5. **Provide learner guidance** — Guide them with examples, case studies, and other instructional support to supplement the content.
6. **Elicit performance** — Engage them with different activities that recall, utilize, and evaluate knowledge.
7. **Provide feedback** — Reinforce knowledge with immediate feedback (informative, remedial, corrective, etc.)
8. **Assess performance** —Test their knowledge with established (and transparent) criteria.
9. **Enhance retention and transfer** — Use content retention strategies (concept maps, rephrasing, summarizing, job aids, etc.)

Source: [Robert Gagne's Nine Learning Events: Instructional Design](#)

Instructional Practices in the Use of Technology to Navigate Blended and/or Distance Learning

- Schools will continue to employ the best available instructional practices and resources to maximize instructional time and support. While flexible, this includes:
 - Maximizing instruction time in core content area (i.e. ELA, Math, Science, Social Studies) in Kindergarten-Grade 6.
 - Critical focus on literacy and mathematics at K-6, integrating Social Studies and Science content with literacy to the greatest extent possible.

Note: Time requirements for K-12 physical education will be followed to the greatest extent possible. PE teachers at each building will include options and recommendations for classroom activities or remote learning when social distancing cannot be maintained or during school closure.

- Schools will continue to employ the best available instructional practices and resources to maximize instructional time and support. While flexible, this includes:
 - Using the time requirement of 180 minutes of weekly instruction as a benchmark for courses 7-12.
 - Note: Given the possibility of remote learning, 1200-minute lab requirements 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.

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- Science teachers will identify a list of acceptable virtual labs or a combination of virtual and hands-on labs that a student will need to complete for each science course that culminates in a Regents examination. Teachers will also determine a method for students to record laboratory experiences and satisfactory lab reports through their LMS.
- Ensuring the content, skills and understanding taught within remote learning models continue to support [NYS Learning Standards](#) and represent the rigor, scope, and magnitude typically delivered in a traditional unit of study.
- Helping teachers understand the blended learning approach. Support and expect this instructional practice in the classroom.
 - Streamline the hybrid process to allow teachers to use models of blended learning that best support student engagement and learning outcomes.
- [Identifying and utilizing appropriate technology tools and applications](#) that support learning outcomes for students.
- Ensure equity and accessibility to technology and information
 - Provide each student, K-12 with a 1:1 device
 - Survey families to ensure they have access to Internet at home
 - Provide hot-spots for families that lack access as needed
- Each teacher will utilize common for learning management system at each grade level that taught to students and communicated to families
 - Schoology: Grades 4-12
 - Seesaw: K-2
 - Grade 3 will have the option between Schoology and Seesaw
 - Note: Seesaw will be used as a common communication platform for K-5. Messaging system allows for translation of text into multiple languages.

Note: Information provided to families should be accessible to all, available in multiple languages based widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone)

To the greatest extent possible, our Universal Pre-Kindergarten (UPK) Program will follow our continuity of learning plan that addresses in-person, remote, and hybrid models of instruction. While the promise of a 1:1 device for UPK students cannot be guaranteed at this time, every effort should be made to evaluate the assessible of families to maintain regular communication for Four Seasons (our CBO for UPK) and support remote learning of children.

- In each course of study, communicate and teach clear expectations for students to participate in blended learning and use technology both in school as well as remotely.
 - Digital Citizenship- responsible use of all applications and platforms

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- Instruction for the kids to use, upload, connect, and navigate the learning management system
- Process for managing and submitting work (workflow).
- [Executive functioning skills](#) that support blended and remote learning:
 - Time management
 - Organization
 - Self-direction and independence

See: [Remote Learning Best Practices](#); [ISTE/Ed Surge-Learning Keeps Going](#)

Instructional Considerations for Hybrid and Distance Learning

- Prior to the start of school, each teacher must make sure their laptops or other devices used to deliver instruction are updated to the most recent IOS to reduce problems with applications.
- Make sure all students have the materials they need at home to support remote learning (ie. math manipulatives, art supplies, books, paper, pencils, sharpeners and whiteboards/dry erase markers, etc.)
- Establish consistent daily/weekly schedules for synchronous instruction and online support that is clearly communicated to students and families. Information and folders in LMS must be organized according to common district standards.
 - Resource for Families- [Parents Guide to Remote Learning](#)
- Provide visual contact between teachers and students during full-time remote learning
 - Teachers must have scheduled office hours each day that are communicated to students and families.
 - Provide synchronous learning for small group instruction to meet the diverse needs of the kids.
 - Individual session to praise, confer and reinforce learning content, skills and effort for students.
- Design instruction and utilize strategies to deliver [content during lessons in chunks](#).
- Ensure clear communication and accessibility to directions and daily learning plan (written and video)
 - Evaluate the accessibility of information on current platforms, assess what we did, find examples and mentors.
 - Review examples of current grade level or teacher structures. See- [Elementary Learning at Home pages](#)
 - Establish a system of common icons, graphics, and procedures across grade levels and content areas when developing written plans for students and parents (see [Accessible Lesson Plan](#); [Curriculum Triage](#))

Note: Classroom practice should strive toward our vision for technology and goals outline in the [Sweet Home District Technology Plan](#)

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Motivation and Engagement Structure in Support of Remote Learning

Whether in-person or within online settings, learners are engaged if they exhibit behaviors, thinking processes or emotions that indicate they are connecting with course materials, with the teacher and with each other. With this in mind, the following recommendations should be considered as we support student learning in all settings:

- Utilize [blended learning model](#) to prepare students for remote learning
 - Teach expectations and skills in school, practice skill and technology in school then at home.
 - Employ gradual release model in a blended environment (give a little piece of information, then have them do something with the information, then come back together to show what they have created)
 - Relative to content, leverage a flipped classroom model (10-15 min video; then spend time going over how to do the work)
 - Utilize screencast for asynchronous learning that includes pause points for students to respond and connect to content.
- Utilize cooperative learning strategies
 - Keep students in the same cohort group
 - Consider models for promoting cooperative work in remote settings
- Activate and motivate students through inquiry and meaningful, authentic experiences.
- Provide students with [voice and choice](#)
- Utilize [video conferencing](#) to provide face-to-face meeting with students during periods of remote learning (scheduled synchronous instruction, office hours, etc.)
- Create [shared spaces](#) online where students can connect with the larger learning community and work cooperatively with one another.
- Encourage more [project-based learning](#)
- Explore various ways for students to document their learning (*Consider the question: What are students creating?*)
 - Utilize [digitally-based portfolios](#) to assess students' learning.
- When designing instruction and assessment consider- [Universal Design for Learning \(UDL\)](#) and [learner variability](#)
- Provide opportunities for social/ emotional learning
 - Opportunities for justice, equity and inclusivity. (See [CASEL](#))

See: [Tapping into Research to Increase Engagement During Remote Learning](#)

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Instructional Suggestions for Differentiation During Remote Learning

- Employ strategies to establish relationships, maintain connections and get to know each student as learners starting the first day of school. (See- [Reducing Stress and Building Connections During Distance Learning](#); [Maintaining Relationship During School Closure](#); [Building Relationships and Increasing Engagement in the Virtual Classroom](#))
- Establish practices to confer with student and provided specific support and effective feedback (true for any of the 3 learning scenarios)
- Create opportunities for small group meetings to target the unique needs of learners across content areas.
- Use differentiated playlists within a the blended learning model that can be completed asynchronously (See- [sample playlist template](#))
- Utilize online applications for personalized learning and support (i.e. IXL, RAZ-Kids, Imagine Math)
- Use instructional strategies/tools that address a student diverse language and learning needs
 - Introduce and/or reinforce [viewing techniques](#),
 - Utilize sentence frames to scaffold thinking and written response,
 - ThinkTech application (i.e. word clouds, categorization and recall of critical ideas)

See- [Differentiation Strategies for Remote Teaching](#); [Strategies for Improving Small Group Instruction](#)

XV. Meeting Students Social and Emotional Needs

- a. Assessing the Needs and Concerns of the School Community
 - i. Social Emotional Issues for Students: Parent perspective
 1. Uncertainty of what is going to happen
 2. Lack of structure
 3. Frustration w/doing it virtually
 4. Anxiety intensified (not being in school, not seeing friends,worry about getting sick, anxiety turning into depression)
 5. Stressors over money/food/parent job loss/having to care for siblings/not living at home
 6. Struggle with motivation to do work, not keeping up with assignments even with teacher support
 7. Loneliness
 8. Frustration when there are different expectations on how family members, neighbors or friends families are handing quarantine
 9. Kids have different levels of awareness of the situation
 - ii. Social Emotional Issues for Students: School Perspective:

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1. Concern about how younger children view school because everything happened so abruptly (is it safe?)
 2. Kids who were already struggling the issues intensified
 3. Uncertainty with parents , stress dealing with school work
 4. Lack of structure
 5. Increased anxiety
 6. Sleep schedules have been severely disrupted
 7. Disengagement
 8. HS students were disengaged especially after Spring Break
 9. HS Students were overwhelmed with assignments Felt like work was being dumped on them
 10. Kids do not have schedules, sleep is all off. Doing work at 1 or 2am
 11. Taking care of siblings
 12. Some families had parents or relatives contract or die from COVID
 13. Missing connections with teachers/staff/friends
 14. Family stressors that kids were exposed to full time/no break
- iii. Other issues that affected kids anxiety/stress levels:
1. Exacerbated issues related to anxiety, trauma, and illness.
 2. No wifi in house
 3. Parents or students phones were shut off
 4. Zoom meetings for some students were overwhelming and hard to concentrate
 5. Hard to manage different platforms when work was sent
 6. Racial issues and conflict in our world right now are affecting the kids. We aren't able to support or discuss /process it with them
- iv. Issues for Staff:
1. Administrators and staff experiencing stress trying to meet kids needs, state expectations
 2. Worry about kids who were disengaged (are they ok emotionally, safety concerns)
 3. Stressors of meeting professional expectations and needs of students while managing and meeting needs of their own children and families
 4. Health concerns- physical and emotional
- v. Issues for Parents
1. Trying to figure out how to help children with academics
 2. Stressors with kids being overwhelmed
 3. Helping multiple children at once
 4. Helping kids while still working either from in or outside the home
 5. Health issues of family members
 6. Financial concerns
 7. Children who have not had notable struggles are now having significant anxiety or depression
- vi. Projected Issues for Students Upon Their Return
1. Chronic state of anxiety for most students worrying about potential next shut down.
 2. Financial and economic impact on family: school supplies, clothing, housing
 3. Racial issues in community and among students
 4. Separation anxiety for young students
 5. School avoidance/anxiety /phobia

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6. Focus will be on health concerns rather than school
 7. Parents anxiety projected onto kids
 8. New rules and regulations for re-opening of schools are going to be a stressor
 9. Stigma of COVID exposure or being identified as potentially or actually COVID-19 positive.
- b. Action Plan: District Response
- i. Review and update the District's School Counseling Plan to verify that it addresses the unique needs created by the COVID-19 pandemic, the removal of students and staff from school as well as their return.
 - ii. Each school will convene a representative group of school community members to review the plan and to discuss how the school will provide resources and referrals to address the mental health needs of students and staff.
- c. Action Planning: School Responses: Multi-tiered System of Supports
- i. MTSS Tier One Supports:
 1. Design and administer surveys of students, parents, and staff to assess the needs school community members will bring with them into school in September and use the results to design programming specific to those needs.
 2. Plan for a slow return to academics upon the re-opening of schools with an emphasis on re-orienting to school, schooling and the routines and procedures now in place that were vastly different from those in place at the time of the Spring 2020 shutdown.
 - Build professional development opportunities for faculty and staff on how to talk with and support students during and after their return to school.
 - Pupil Personnel staff will reach out to all students to let them know what supports are available and how to access them.
 - Family Support Center offers weekly virtual "coffee meeting" to support parents and other care givers.
 - Each school building will assign every student to a "base" teacher. The base teacher serves in a mentor/ advisory role. Primary role is to touch base daily with the students to take attendance and discuss their status academically and socially and emotionally. This could be the classroom teacher or another support person in the school. The base teacher would touch base with the student each day even in hybrid or remote settings.
 - Town Hall Meetings for students and parents about skills and strategies to assist with transition (talking about feelings, re-establishing routines/schedules/structure)
 - Teach and practice new protocols for school operations.
 - Provide virtual and socially distanced orientation/ transition programs for Kindergarten, Sixth and Ninth grade students.
 - Provide virtual tour of new schools for new students
 - Town hall meetings with parents to periodically update about how school year is going, showing videos of school in action.
 - Video shared prior to the start of the school year about new procedures to help parents support kids.

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- Discussions with parents/ kids about what will happen if/ when schools are completely shut down again.
 - Review Protocols for all safety drills in context of COVID-19 guidelines.
 - Foster greater awareness and sensitivity to cultural sensitivity and responsive teaching by reviewing with staff issues, feelings and needs associated with racial protests and the incidents spurring the recent resurgence of the Black Lives Matters Movements.
3. Focus on relationships and connections between students and staff and students and students.
- Distribute devices in advance of school year to allow teacher/ class connections prior to arrival on school grounds.
 - Hold remote zoom class sessions prior to arrival to focus on school procedures and operations.
 - Use “breakout” rooms in Zoom to allow students work together/ interact prior to the school year.
 - Continue relationship building activities should school move to a hybrid or remote model.
- ii. MTSS Tier Two Supports
- District Student Services Team will develop specific plans for identified students to support the transition back to school
 - Train staff in restorative principles and seek their feedback in embedding those principles into building disciplinary policy.
 - Each building will create and implement a mechanism for staff, parents, the student or other students to identify and report those that are struggling upon return and need additional support.
 - Teachers to report any student not engaging socially or academically after one week. Teachers to report any student that shows marked change of engagement for one continuous week during the school year.
 - Send bi-monthly emails/ texts to parents encouraging them to refer students needing additional support.
 - Establish group counseling sessions- both in-person and remote- for students needing consistent support.
 - Meeting with counselors on consistent basis as issues arise in school or at home.
- iii. MTSS Tier Three Supports
- Conduct weekly meetings of PPS personnel to address students receive Tier Two supports but not improving or declining behaviorally or academically.
 - Home visits by school personnel to assess needs or offer family supports.
 - Referral to School Crisis counselor for individual sessions when warranted.
 - Family Support Center Referrals to Mental Health Counseling in community
- iv. Hybrid/ Remote Model Support-
- Additional Tier One Supports

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- i. Each school will continue to utilize in-person daily schedule to provide consistent/ known structure for students and families.
 - ii. All students working remotely use zoom tool to “check in” at the beginning of each day to connect with teacher and other students before setting off to work remotely.
 - iii. All students will have regular, scheduled office hours with teacher/ teachers during each day of remote learning.
 - iv. School Counselors will maintain contact with students during remote learning by holding remote office hours for students to provide a means of connection and support.
 - v. School counselors will schedule time in school day to provide small group counseling for students and maintain regular consistent connections.
- v. Attendance Procedures to Reduce Chronic Absenteeism
 - 1. In-person Model- Follow District attendance policies regarding to respond to student absenteeism
 - i. Additional Tier One Supports-
 - 1. Each school building will assign every student to a “base” teacher. The base teacher serves in a mentor/ advisory role. Primary role is to touch base daily with the students to take attendance and discuss their status academically and socially and emotionally. This could be the classroom teacher or another support person in the school.
 - 2. Each school will create mechanisms providing time for “base” teachers to make personal phone calls to parents regarding students that are absent early each day.
 - ii. Additional Tier Two Supports
 - 1. Each school will continue to utilize in-person daily schedule to provide consistent/ known structure for students and families.
 - 2. All students working remotely use zoom tool to “check in” at the beginning of each day to connect with teacher and other students before setting off to work remotely.
- 2. Hybrid Model
 - o Additional Tier One Supports
 - i. All students working remotely Each school will continue to utilize in-person daily schedule to provide consistent/ known structure for students and families.
 - ii. All students working remotely use zoom tool to “check in” at the beginning of each day to connect with teacher and other students before setting off to work remotely.
 - 1. Parents would notify “base” teacher or school if student was not participating due to illness that day.

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- Each school will continue to utilize in-person daily schedule to provide consistent/ known structure for students and families.
 - All students working remotely use zoom tool to “check in” at the beginning of each day to connect with teacher and other students before setting off to work remotely.
- d. On-Going Supports/ Training for Staff
 - i. Mental Health training
 - ii. Trauma training
 - iii. Information on what to do if kids are struggling
 - iv. What is available for staff that are struggling
 - v. Anti-racism lens on mental health and trauma training
 - vi. Weekly Chat with colleagues to provide support/ PDP or even EAP offerings
- e. On-going Supports/ Training for Parents
 - i. Information about what we are doing to keep their children safe in school
 - ii. Supports in school and community for them
 - iii. Education
 - iv. Regular transparency and open communication
 - v. Making sure parents are aware of what resources are available and a flow chart of who to go to for what

XVI. Annual Professional Performance Review

- a. All professional staff- teachers and administrators- will be evaluated pursuant to the terms of the approved District plan conforming to the requirements of Education Law §3012-d.
- b. The Sweet Home CSD Annual Professional Performance Review plan may be found on the District website: [Sweet Home CSD 3012-d APPR Plan](#)

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Addendum A: Glendale Elementary Building Reopening Implementation Plan

Focus Area:	Universal Plan:	Glendale
Configurations <ul style="list-style-type: none"> ● Food service ● Arrival & Dismissal ● Student transitions 	<ol style="list-style-type: none"> 1. Each building will continue our community meal program and qualify each student to a breakfast and lunch (at no cost). 2. Students can begin entering the building at 8:30am. 3. Students will be dismissed from the building at 2:40pm. 4. Parents will have an option for one alternative bussing arrangement for dismissal. The arrangement can not be changed for consistency and safety purposes. Parents will be expected to fill out a Special Transportation Request with their elementary school main office. 5. All elementary school buildings in the district will be peanut and treenut free for the 2020-2021 school year. 	<ol style="list-style-type: none"> 1. Food distribution and consumption will occur in the students assigned classroom. 2. Students will eat breakfast between 8:30-8:45am. Students will eat lunch between 11am-12:00pm daily. 3. A designated classroom/area will be created for students with allergies. 4. Students will use three different entrances when arriving to the building. <ol style="list-style-type: none"> a. All students bussed to school will enter at door #1 in order by grade level b. Students grades (2,3,4) who are dropped off by guardians will enter through door # 14 c. Students grades (K,1,5, 8-1-1) who are dropped off by guardians will enter through door # 11 5. Students will be dismissed at 2:40pm. <ul style="list-style-type: none"> ● Students will be dismissed by grade level out the same doors they arrived in. ● Students will be required to maintain social distancing when leaving the building. 6. Classes will have designated release time when transitioning throughout the building. <ul style="list-style-type: none"> ● Only one grade level should be transitioning in the hallways at a time.

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<p>Curriculum & Instruction</p> <ul style="list-style-type: none"> • Instructional Materials • Special Area Classes 	<ol style="list-style-type: none"> 1. Students will not be sharing instructional materials or manipulatives, with the exception of classroom library books. 2. Students will not change for physical education. 	<ol style="list-style-type: none"> 1. Each student will be required to bring their own materials (when necessary) to special area classes.
<p>Health & Safety</p> <ul style="list-style-type: none"> • COVID-19 Rooms • Hygienic Areas (bathrooms & wash stations) 	<ol style="list-style-type: none"> 1. Each building will have designated hygiene times established in grade level schedules. 	<ol style="list-style-type: none"> 1. Room #107 is the designated COVID-19 room 2. Students will have access to both bathrooms in the main foyer. 3. Students will use classrooms and the bathrooms during designated hygiene times.

Addendum B: Heritage Heights Elementary Building Reopening Implementation Plan

Focus Area:	Universal Plan:	Heritage Heights
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<p>Configurations</p> <ul style="list-style-type: none"> ● Food service ● Arrival & Dismissals ● Student transitions 	<ol style="list-style-type: none"> 1. Each building will continue our community meal program and qualify each student to a breakfast and lunch (at no cost). 2. Students can begin entering the building at 8:30am. 3. Students will be dismissed from the building at 2:40pm. 4. Parents will have an option for one alternative bussing arrangement for dismissal. The arrangement can not be changed for consistency and safety purposes. Parents will be expected to fill out a Special Transportation Request with their elementary school main office. 5. All elementary school buildings in the district will be peanut and treenut free for the 2020-2021 school year. 	<ol style="list-style-type: none"> 1. Food distribution and consumption will occur in the student's assigned classroom. 2. Students will eat breakfast between 8:30-8:45. 3. Students will eat lunch during their class's designated lunch period. 4. All elementary school buildings in the district will be peanut and treenut free for the 2020-2021 school year. 5. A designated classroom/area will be created for those students with food allergies. 6. Students will enter through three different entrances upon arrival each morning. The same entrances will be used by those riding the bus and those dropped off by a parent or guardian (see <i>diagram</i>) <ol style="list-style-type: none"> a. Students in grades 3 & 4 will enter through Door #1 (Main Entrance) b. Students in grades 1 & 2 will enter through Door # 8 c. Students in grades K & 5 will enter through Door #13 7. Students will be dismissed by grade level at approx. 2:40 p.m., and will use the same doors to exit the building as they use during arrival.
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Addendum C: Maplemere Elementary Reopening Implementation Plan

Focus Area:	Universal Plan:	Maplemere
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<p>Configurations</p> <ul style="list-style-type: none"> • Food service • Arrival & Dismissal • Student transitions 	<ol style="list-style-type: none"> 1. Each building will continue our community meal program and qualify each student to a breakfast and lunch (at no cost). 2. Students can begin entering the building at 8:30am. 3. Students will be dismissed from the building at 2:40pm. 4. Parents will have an option for one alternative bussing arrangement for dismissal. The arrangement can not be changed for consistency and safety purposes. Parents will be expected to fill out a Special Transportation Request with their elementary school main office. 5. All elementary school buildings in the district will be peanut and treenut free for the 2020-2021 school year. 	<ol style="list-style-type: none"> 1. Food distribution and consumption will occur in the students assigned classroom. 2. Students will eat breakfast between 8:30-8:45. Students will eat lunch between 11am-12:05pm everyday. 3. A designated classroom/area will be created for those students with food allergies. 4. Students will use three different entrances when arriving to the building. Primary grade Students (K, 1, 2) who are bused to school will enter at door #1. Intermediate grade students (3, 4, 5) who are bused will enter at door #2. Students who are dropped off by guardians and walkers will enter door #13. <ol style="list-style-type: none"> 1. Students will be dismissed at 2:40pm. Students will be dismissed by grade level out the same doors they arrived in. Students will be required to maintain social distancing when leaving the building. 2. Classes will have designated release time when transitioning throughout the building. Only one grade level should be transitioning in the hallways at a time.
<p>Curriculum & Instruction</p> <ul style="list-style-type: none"> • Instructional Materials • Special Area Classes 	<ol style="list-style-type: none"> 1. Students will not be sharing instructional materials or manipulatives, with the exception of classroom library books. 2. Students will not change for physical education. 	<ol style="list-style-type: none"> 1. Each student will be required to bring their own materials (when necessary to special area classes).
<p>Health & Safety</p> <ul style="list-style-type: none"> • COVID-19 Rooms • Hygienic Areas (bathrooms & wash stations) 	<ol style="list-style-type: none"> 1. Each building will have designated hygiene times established in grade level schedules. 	<ul style="list-style-type: none"> • Room 112 is the designated COVID-19 room. • Students will have access to both bathrooms at the south end of the hallways. Students will use classrooms and the bathrooms during designated hygiene time.

Addendum D: Willow Ridge Elementary Reopening Implementation Plan

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Focus Area:	Universal Plan:	Willow Ridge
<p>Configurations</p> <ul style="list-style-type: none"> • Food service • Arrival & Dismissal • Student transitions 	<ol style="list-style-type: none"> 1. Each building will continue our community meal program and qualify each student to a breakfast and lunch (at no cost). 2. Students can begin entering the building at 8:30am. 3. Students will be dismissed from the building at 2:40pm. 4. Parents will have an option for one alternative bussing arrangement for dismissal. The arrangement can not be changed for consistency and safety purposes. Parents will be expected to fill out a Special Transportation Request with their elementary school main office. 5. All elementary school buildings in the district will be peanut and treenut free for the 2020-2021 school year. 	<ol style="list-style-type: none"> 1. Food distribution and consumption will occur in the students assigned classroom. 2. Students will eat breakfast between 8:30-8:45. 3. Students will eat lunch during their classes designated lunch period. 4. All elementary school buildings in the district will be peanut and treenut free for the 2020-2021 school year. 5. Students will enter through three different entrances upon arrival each morning. The same entrances will be used by those riding the bus and those dropped of by a parent or guardian (see diagram) <ol style="list-style-type: none"> a. Students in grades 4,5 will enter building at the end of wing 3 b. Students in grades 2,3 will enter through main doors c. Students in grades K, 1 will enter through wing 1 door 6. Parent drop off will follow the same protocols that have been past practice, however the location for drop off will be further back towards the turn around. Staff members will be present to guide parents where to drop their child off. 7. Dismissal will occur at approximately 2:40pm. Students will be dismissed by grade level, each utilizing the same doors used for arrival to exit the building. 8. Parent pickup will take place after busses depart from the building. There will be a system in place for students to be escorted to their parents car by a member of our staff.
<p>Curriculum & Instruction</p> <p>Instructional Materials</p> <p>Special Area Classes</p>	<ol style="list-style-type: none"> 1. Students will not be sharing instructional materials or manipulatives, with the exception of classroom library books. 2. Students will not change for physical education. 	<ol style="list-style-type: none"> 2. Each student will be required to bring their own materials (when necessary to special area classes).

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<p>Health & Safety</p> <ul style="list-style-type: none"> • COVID-19 Rooms • Hygienic Areas (bathrooms & wash stations) 	<ol style="list-style-type: none"> 1. Each building will have designated hygiene times established in grade level schedules. 	<ol style="list-style-type: none"> 1. Room 101 is the designated for individuals experiencing COVID-19 symptoms. 2. Restrooms in each wing will be utilized, however, occupancy will be reduced by 50%. Kindergarten students will utilize the restrooms located within the classroom.
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Addendum E: Sweet Home Middle School Re-opening Implementation Plan

Facilities Preparation

1. Lavatories

All lavatories will be locked to ensure that students socially distance when having to use the facilities. There will be hall monitors stationed on each floor. When a student has to use the lavatory, their teacher will call the office and a hall monitor will be notified of the location. The monitor will meet the student at the location and open the door. This protocol has already been established at the Middle School and returning students are familiar with our policy. With social distancing protocols, the monitors will be able to ensure there will be limited people in the restroom at the same time.

Monitoring/ Maintaining Health

1. We do not have enough hand washing stations in our building so hand sanitizer will be required. Students will sanitize their hands when entering classrooms at all times.
2. **Distributing Masks** -Students who take district transportation will be provided a mask, should they not have their own. Students who are dropped off by their parents will be given a mask at the door before entering the school if they do not have one on. This will be the responsibility of the door monitors stationed at parent student drop off zones.

Cleaning/ Sanitizing

1. When students change classes, maintenance will be aligned with our special areas schedule and will sanitize to the greatest extent possible. In cases where students are transitioning to core classes, all teachers will be given a spray bottle and a cloth rag for cleaning.

Social Distancing

1. To have adequate social distancing, all extra furniture will be removed from the class except for a teacher's desk and a filing cabinet. This allows for social distancing to the greatest extent possible. In the case of all students returning to school, they will receive plastic barriers that will create social distancing and protection from them and their peers. In the case of blended learning, students will have the required 6 feet for social distancing. Students will be required to wear their masks in class but will have mask breaks every period (see below) .
2. **Arrival Procedures**- Upon arrival, students will stay on the bus until an administrator allows them to enter the school. Students will enter the school utilizing all four doors. Buses will drop their students off one at a time to remain proper social distancing. This will stop a mass entrance and reduce the number of students entering the building at one time.
3. **Parent Drop Off** - Parents will drop off their students at Door 14 located in the back of the building going past the auditorium. **Early drop off may not be permitted** due to the limited amount of staffing and the social distancing that is required.

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4. **Student Movement in the building-** Directional signs are placed in the hallway letting students know how we will transition throughout the school. Parents and students will receive a video presentation explaining all procedures before their child enters the school. Hallways- students will be required to wear their masks any time they are transitioning to and from classes. Signage will be placed in the hallways and all students will be given directions based on transitional flow.
5. **Departure Procedures-** Announcements will be given at the end of the day informing students to put on their masks for dismissal. Parents who pick up their students will be asked to arrive at 3:30 for dismissal (6th grade pick up will be on the brick house side of the lot, 7th grade pick up will be located on the value city side, 8th grade pick up in front of the building on the opposite side of the median). Students who ride the bus will be called by their bus number an exit out of the doors located closely to them at 3:37. This will allow for proper traffic flow allowing all parents to be able to exit the parking lot in a timely fashion.

Meal Delivery

1. Breakfast bins will be delivered to each homeroom before the start of the school day and placed outside of the classroom when finished.
2. Lunch- Students will eat in cohorts in three separate locations. The three locations will be the auditorium foyer, the lunch room, and the multipurpose room. If additional room is needed to socially distance the students, the library may be required. In the case of blended learning, students will eat in the cafeteria behind tri-fold barriers as well as be seated socially distant from one another in their cohorts.

Alternative instructional spaces

1. With blended learning, all music classes will be allowed to stay in the same space. Class numbers and the amount of space would allow for proper social distancing. Students will have to keep on their masks while singing in class.

Masks Breaks

1. **Policy** - Everyone will wear a mask within the classroom. The teacher will indicate when students will be taking a mask break during every classroom setting. The mask break will be at a minimum of 3 minutes during each class. This will allow the teacher to circulate around their class to instruct students without standing 6 feet away at all times. Masks may or may not be worn within the gym class with a maximum of 12 feet social distancing.

Addendum F: Sweet Home High School Reopening Plan

Reopening Scenarios

Scenario A - All students are in attendance when school is in session.

Scenario B - Hybrid model, 50% are in attendance in alternating sessions based on cohort groups.

Scenario C - Full remote learning takes place, no students are in attendance in the building.

Protective Equipment

- Building policies on masking and protective equipment will adhere to current district, state, and federal guidelines. Mask wearing guidelines in school will be reevaluated based on the latest NYS guidelines throughout the school year.
- All students and all staff must wear masks when on school transportation, entering, exiting, using restrooms, in shared spaces or moving about the classroom or hallways. Exceptions to masking may only be made only for students who receive services through a self-contained, special education setting.
- Students may only remove masks when seated and physical distancing of 6 feet can be maintained or another form of transmission mitigation such as a protective barrier is in place. Masks will be provided to students or staff members if needed. Students and staff members may choose to wear their own mask.
- As a baseline, face coverings are required to be worn any time or place that students and staff cannot maintain appropriate social distancing.
- Students will be encouraged to wash their hands at several junctures throughout the school day, and use hand sanitizer when entering new spaces.

Scenario A Plan

All students are in attendance when school is in session. Classrooms and spaces will be rearranged to accommodate the social distancing guideline of 6 feet between students wherever possible. In areas this is not possible, plastic barriers and masking will be used.

Medical Pre-Screening

- Prior to boarding school transportation or entering the school building, families must complete a self temperature check and a COVID-19 signs and symptoms self screen before leaving for school each day.
- If students are found to have a temperature over 100.0 or other suspected symptoms of COVID-19, students will remain home from school and notify the school Attendance Office.

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- Staff will acknowledge they are symptom free before arriving at school each day according to District Protocol.

Transportation, Arrival and Dismissal

- The High School will follow district guidelines regarding bussing procedures.
- Upon arrival, busses will drop off students to Door 1 and Door 47. Busses will unload one at a time. Students will be directed to go to their first period class.
- Parent drop off and pick up will occur at Door 4.
- The high school will be open 10 minutes before and after academic hours to provide time for students' arrival and dismissal.
- Dismissal: Half students will be dismissed through door 47 and half students will be dismissed through door 1. Students who are driving will exit through door 1 and pick-ups will occur at door 4.
- Dismissal will be staggered based on location in the building.

Locker Use, Class Change and Lavatory Use

- Lockers will be unavailable for use during the school day other than to store outerwear upon arrival and dismissal. Students will not have access to their lockers at class changes.
- During class changes and movement around the school, the traffic flow map will be used.(Appendix A)
- Signage will be posted throughout the building to encourage one way traffic and promote social distancing.
- Passing times may be adjusted to allow for less student volume and staggered dismissals will be utilized.
- Incremental bathroom closures to allow for multiple cleanings throughout the day.
- Bathrooms will only be open during supervised academic school hours on a rotating basis.
- Bathrooms will be utilized at most 50% capacity with a monitor and student log at each location.

Daily Schedule and Attendance

Period 1	7:30 AM	8:10 AM
Period 2	8:14 AM	8:50 AM
Period 3	8:54 AM	9:30 AM
Period 4	9:34 AM	10:10 AM
Period 5	10:14 AM	10:50 AM
Period 6	10:54 AM	11:30 AM
Period 7	11:34 AM	12:10 PM
Period 8	12:14 PM	12:50 PM
Period 9	12:54 PM	1:30 PM

- Daily attendance will be taken from the first period each day.
- Period attendance is taken at the onset of each period of the day.

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Classroom Configuration

- After consultations with staff, extra unnecessary furniture will be removed from rooms to create the maximum space possible between individuals.
- Primary objective is to have a physical distance of 6 feet between each student in each classroom wherever possible. In areas this is not possible, plastic barriers, maximum distance and masking will be used.
- Reconfigure large spaces such as cafeterias, libraries, auditoriums, gymnasiums or large group instructional spaces as additional classroom spaces.
- All students (except those enrolled in self-contained special education settings) and all staff must wear masks when entering, exiting or moving about the classroom or hallways.

Meal Distribution

- Meal distribution will occur as the students exit the building. Lunch for that day and breakfast for the next day will be distributed at the same time.
- The menu for each day will be reduced to offer quick grab items and limit options.

Social Emotional Support

- In an effort to aid students and teachers in their return to the new school environment, there will be an adjusted schedule implemented at the onset of the year. During this period students will come to school in smaller cohort groups before returning all students to school.
- In an effort to acclimate and develop strong relationships with students after an extended closure, opportunities will be available to address socio-emotional, academic, and procedural questions and needs.
- Student services, crisis counselors, and family support services will work closely with teachers, students, and families in an effort to address any socio-emotional needs.

Health Office Procedures

Students or Staff:

- Students, faculty, and staff should be instructed to stay home if they are sick.
- Any staff member or student with a temperature of 100.0 degrees or more should be sent home, regardless of symptoms.
- Anyone with flu-like symptoms (chills, body aches, shortness of breath) should be sent home, with or without a fever.
- Any ill student should be sent to the health office for assessment.
- Parents should have a plan to pick up their ill children if necessary.

Other Health Office Visits:

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- The health office will be reconfigured to separate the treatment area from the sick area. First aid for injuries, insect bites, etc. will be provided as needed as well as other non-medical services.
- Use of the health office bathroom will be limited to students who are ill or are being treated in the Health Office.

Designated spaces:

- The health office should have a designated space for students exhibiting any flu-like symptoms with or without fever and any person with a temperature of 100.0 degrees or more.
- A separate location in the athletic wing will be utilized, at the school health official's discretion, for students that are exhibiting symptoms associated with COVID-19 as a precautionary measure to prevent spread of the virus. If school health officials determine that a student needs to exit the campus, parents will be notified, and will pick up their children at Door 25, located near the pool and tennis courts.

Masks/PPE for Medical Staff:

- A 10 week stock of surgical masks, isolation gowns, face shields and goggles will be ordered when available. Nurses will be fitted for N95 masks when available. Full PPE will be required when caring for an individual exhibiting s/s of covid-19 and for medical procedures such as nebulizing or suctioning.
- It is not the responsibility of the nursing staff to supply masks to staff or students.

Record keeping:

- Nurses will maintain a record of students and/or staff with flu-like symptoms and/or positive COVID-19 tests in accordance with any directives from the Erie County Department of Health.
- Nurses will maintain a list of students who are highly susceptible to infection (for example, autoimmune disease, recent chemotherapy) or who fall into the high risk categories specified by the CDC. These families will be notified of any increase in flu-like symptoms in school.

Sending Students to the Nurse:

- Staff will be educated on the signs and symptoms of COVID-19. The nursing staff will provide information to the teachers about when it is appropriate to send the student to the nurse and when the student should be kept in class.
- The goal is to reduce the number of non-essential health office visits and limit the exposure to illness both in the Health Office and in hallways.
- Staff should call the Health Office prior to sending a student to the Health Office.

Cleaning:

- Nightly, all frequently touched surfaces such as doorknobs and light switches should be cleaned, floors mopped, sinks, cots and bathrooms disinfected (including toilets).
- During the school day, all frequently touched surfaces and objects (such as doorknobs, computers and cots) should be wiped frequently with an approved cleaning product.

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Scenario B Plan

Hybrid model 50% of students will be in attendance on alternating days. Students with the last name beginning A-K, Blue House, will be in attendance on Monday and Tuesday. Students with the last name M-Z, Gold House, will be in attendance on Thursday and Friday. On Wednesdays, **all** students will engage in remote learning. On days students are not in attendance at the building, students will be engaging in remote learning. Faculty and staff will report to school each day.

Medical Pre-Screening

- Prior to boarding school transportation or entering the school building, families must complete a self temperature check and a COVID-19 signs and symptoms self screen before leaving for school each day.
- If students are found to have a temperature over 100.0 or other suspected symptoms of COVID-19, students will remain home from school and notify the school Attendance Office.
- Staff will acknowledge they are symptom free before arriving at school each day according to District Protocol.

Transportation, Arrival and Dismissal

- The High School will follow district guidelines regarding bussing procedures.
- Upon arrival, busses will drop off students to Door 1 and Door 47. Busses will unload one at a time. Students will be directed to go to their first period class.
- Parent drop off and pick up will occur at Door 4.
- The high school will be open 10 minutes before and after academic hours to provide time for students' arrival and dismissal.
- Dismissal: Half students will be dismissed through door 47 and half students will be dismissed through door 1. Students who are driving will exit through door 1 and pick-ups will occur at door 4.
- Dismissal will be staggered based on location in the building.
-

Locker Use, Class Change and Lavatory Use

- Lockers will be unavailable for use during the school day other than to store outerwear upon arrival and dismissal. Students will not have access to their lockers at class changes.
- During class change and movement around the school, the traffic flow map will be used. (Appendix A)
- Signage will be posted throughout the building to encourage one way traffic and promote social distancing.
- Passing times may be adjusted to allow for less student volume and staggered dismissals will be utilized.
- Incremental bathroom closures to allow for multiple cleanings throughout the day.
- Bathrooms will only be open during supervised academic school hours on a rotating basis. Bathrooms will be utilized at most 50% capacity with a monitor and student log at each location.

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Daily Schedule and Attendance

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Blue Group: Half of the student population attends class in person</p> <ul style="list-style-type: none"> · <u>Focus in the classroom-</u> new learning, critical content, skills, and understanding <p>Gold Group: Remote Learning</p> <ul style="list-style-type: none"> · <u>Focus Remote Setting-flipped learning</u> ,practice, and produce work based on critical content. 	<p>Teacher’s preparation day with a focus on:</p> <ul style="list-style-type: none"> · Designing online learning experience to engage students when they are not in the classroom · Scheduled office hours to support remote learning · Provide remote small group and/or 1:1 support as needed to students 	<p>Gold Group: Half of the student population attends class in person</p> <ul style="list-style-type: none"> · <u>Focus in the classroom-</u> **new learning (*critical content, skills, and understanding <p><i>**Note: same planning focus as M-T Blue Group</i></p> <p>Blue Group: Remote Learning</p> <ul style="list-style-type: none"> · <u>Focus Remote Setting-flipped learning</u> practice, and produce work based on *critical content. 		

- Daily attendance will be required each day, and each period, for students in both the Blue House and the Gold House while the Hybrid Model is being utilized.
- On Wednesdays, attendance will be taken at the start of every class meeting.

Classroom Configuration

- After consultations with staff, extra unnecessary furniture will be removed from rooms to create the maximum space possible between individuals.
- Primary objective is to have a physical distance of 6 feet between each student in each classroom wherever possible. In areas this is not possible, plastic barriers, maximum distance and masking will be used.
- Reconfigure large spaces such as cafeterias, libraries, auditoriums, gymnasiums or large group instructional spaces as additional classroom spaces.
- All students (except those enrolled in self-contained special education settings) and all staff must wear masks when entering, exiting or moving about the classroom or hallways.

Meal Distribution

- The menu for each day will be reduced to offer quick grab items and limit options.
- Meals for virtual days will be distributed to students at the conclusion of the prior in-person day.

Social Emotional Support

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- In an effort to aid students and teachers in their return to the new school environment, there will be an adjusted schedule implemented at the onset of the year. During this period students will come to school in smaller cohort groups before returning all students to school.
- In an effort to acclimate and develop strong relationships with students after an extended closure, opportunities will be available to address socio-emotional, academic, and procedural questions and needs.
- Student services, crisis counselors, and family support services will work closely with teachers, students, and families in an effort to address any socio-emotional needs.

Health Office Procedures

Students or Staff:

- Students, faculty, and staff should be instructed to stay home if they are sick.
- Any staff member or student with a temperature of 100.0 degrees or more should be sent home, regardless of symptoms.
- Anyone with flu-like symptoms (chills, body aches, shortness of breath) should be sent home, with or without a fever.
- Any ill student should be sent to the health office for assessment.
- Parents should have a plan to pick up their ill children if necessary.

Other Health Office Visits:

- The health office will be reconfigured to separate the treatment area from sick area. First aid for injuries, insect bites, etc. will be provided as needed as well as other non-medical services.
- Use of the health office bathroom will be limited to students who are ill or are being treated in the Health Office.

Designated spaces:

- The health office should have a designated space for students exhibiting any flu-like symptoms with or without fever and any person with a temperature of 100.0 degrees or more.
- A separate location in the athletic wing will be utilized, at the school health official's discretion, for students that are exhibiting symptoms associated with COVID-19 as a precautionary measure to prevent spread of the virus. If school health officials determine that a student needs to exit the campus, parents will be notified, and will pick up their children at Door 25, located near the pool and tennis courts.

Masks/PPE for Medical Staff:

- A 10 week stock of surgical masks, isolation gowns, face shields and goggles will be ordered when available. Nurses will be fitted for N95 masks when available. Full PPE will be required when caring for an individual exhibiting s/s of covid-19 and for medical procedures such as nebulizing or suctioning.

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- It is not the responsibility of the nursing staff to supply masks to staff or students.

Record keeping:

- Nurses will maintain a record of students and/or staff with flu-like symptoms and/or positive COVID-19 tests in accordance with any directives from the Erie County Department of Health.
- Nurses will maintain a list of students who are highly susceptible to infection (for example, autoimmune disease, recent chemotherapy) or who fall into the high risk categories specified by the CDC. These families will be notified of any increase in flu-like symptoms in school.

Sending Students to the Nurse:

- Staff will be educated on the signs and symptoms of COVID-19. The nursing staff will provide information to the teachers about when it is appropriate to send the student to the nurse and when the student should be kept in class.
- The goal is to reduce the number of non-essential health office visits and limit the exposure to illness both in the Health Office and in hallways.
- Staff should call the Health Office prior to sending a student to the Health Office.

Cleaning:

- Nightly, all frequently touched surfaces such as doorknobs and light switches should be cleaned, floors mopped, sinks, cots and bathrooms disinfected (including toilets).
- During the school day, all frequently touched surfaces and objects (such as doorknobs, computers and cots) should be wiped frequently with an approved cleaning product.

Scenario C Plan

No students are in attendance in the school building when school is in session. Full remote learning takes place.

Daily Schedule and Attendance

- Students will connect with each teacher daily.
- Daily attendance will be recorded in every class by the teacher.
- School attendance will be taken for remote students.
- If students are unable to participate in remote learning due to illness, parents/guardians will notify the attendance office.
- The framework of the current master schedule will be utilized to promote regular interaction with students, and to reduce conflicts between classes. Times will be adjusted to maximize student contact with their peers and teachers.

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Instruction

- Curriculum gap from 2019-20 year will be assessed. In each course of study, collaborative teams of teachers will examine the prior year's curriculum to determine what key/core standards were not taught in direct, in-person.
- Teams will develop and teach a unit of study for September that addresses these standards/ content.

Meal Distribution

- The High School will follow the district plan regarding meal distribution in remote learning.

Social Emotional Support

- In an effort to aid students and teachers in their return to the new school environment, there will be an adjusted schedule implemented at the onset of the year. During this period students will come to school in smaller cohort groups before returning all students to school.
- In an effort to acclimate and develop strong relationships with students after an extended closure, opportunities will be available to address socio-emotional, academic, and procedural questions and needs.
- Student services, crisis counselors, and family support services will work closely with teachers, students, and families in an effort to address any socio-emotional needs.

Ready Academy Implementation Planning

- Facilities Preparation
 - Lavatories
 - Student lavatories
 - 2 (gender-specific) in middle hallway of Ready Academy
 - 1 student allowed in at a time (signage posted)
 - Staff member stationed outside/escorting student will disinfect the lavatory after each use
 - Staff lavatories
 - 2 (gender-specific) and 1 (unisex) on each end of the 100's hallway
 - 1 staff member allowed in lavatory at a time (signage posted); "Vacant/Occupied" flip card outside door
 - Staff member to disinfect behind themselves
 - COVID-19 Isolation Room
 - Room 103 due to its close proximity to the main entrance and direct accessibility to a lavatory
- Monitoring/Maintaining Health
 - Handwashing protocols

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- Signage posted as reminders for students and staff
 - Students encouraged to wash hands before/after breakfast and lunch, as well as periodically throughout the day
- Screening staff and students
 - In accordance with district plan
- Distributing masks to those in need
 - Masks available for students or staff who do not bring one from home
 - Supply in the main office
- Cleaning/ Sanitizing
 - Schedule for cleaning high touch areas/ common areas
 - In accordance with district plan
 - Plan for cleaning classrooms with changing students
 - Staff to spray classroom furniture during passing time between cohorts of students
 - Supplies needed for custodians/ classrooms
 - Hand sanitizer or sanitizing station for each classroom
 - Cleaning spray appropriate for fighting COVID-19 virus available in each classroom
- Social Distancing
 - Classroom furniture arrangements
 - Furniture will be reduced or eliminated to the bare essentials
 - Students seated individually at desks/tables with at least 6 feet distance between students
 - Lockers
 - Students will be assigned lockers at least 6 feet apart from one another throughout the entire 100's hallway
 - Arrival procedures: Bus/ parent drop off
 - Staggered arrival/ dismissal of students from each bus
 - Students to enter through door #3 (main entrance)
 - Students will be required to maintain social distancing when entering the building.
 - Student movement throughout building
 - Hallways
 - Tape on the floor to mark a bi-directional flow of traffic
 - Students will be required to maintain social distancing when moving about the building; escorted when possible
 - Cohorts
 - Students in cohort groups for core classes; teachers move to students as much as possible
 - Needs and requirements of students do not allow for cohort placement in specials; classrooms will be disinfected between groups of students
 - Departure procedures
 - Staggered departure/ dismissal of students to buses; perhaps different order of dismissal (cohorts) each day
 - Students will be required to maintain social distancing when exiting the building.
 - Meal delivery/ distribution

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- Breakfast
 - Breakfast will be delivered to classrooms prior to student arrival
 - Students will eat in the homeroom/advisory period
- Lunch
 - Students can socially distance in cafeteria; 2 students per table (student choice)
 - Tables disinfected prior to/after lunch session
- Alternate instructional spaces
 - Physical education
 - Tape placed on the floor to appropriately social distance students in class
- Mask breaks
 - TBD

Addendum G: YMCA Afterschool Care Program Health and Safety Plan

YMCA Buffalo Niagara Sweet Home After School Program Plan

YMCA Buffalo Niagara provides the before & afterschool program at the Sweet Home School District Elementary Schools. Our program is registered/licensed by the New York State Office of Child & Family Services(OCFS) and follows all regulations set forth by OCFS. The YMCA will work with the district to alter procedures to address changes within the school and community as needed.

Health & Safety

- Health Checks will be completed by YMCA staff for all staff and children upon arrival to the program. Upon entering the facility each staff member and participants will wash their hands and report to the Site Director for their individual Health Check (staff member trained in HIPPA). Their temperature will be taken and they will be asked the screening questions. Any person who has temperature of 100.4 or greater or answers yes to the screening questions will not be allowed in to the program.

Questions for COVID screening

- Have you knowingly been in close proximate contact in the past 14 days with anyone who has tested positive for COVID 19?
- Have you tested positive for COVID 19 in the last 14 days?
- Have you experienced any symptoms of COVID 19 in the past 14 days?
- In the last 14 days, have you traveled from another state or country for which New York requires a mandatory self-quarantine period?

- Healthy Hygiene Practices
 - Children and staff will wash and/or sanitizer their hands when they enter the program, when the move to a new space, before and after meals, after using the rest room, after touching their face and whenever soiled.

- Social Distancing
 - Social distancing will occur whenever possible
 - Staff must wear masks at all times, children will wear masks throughout the program but will be allowed mask breaks when appropriate and only when they can social distance.
 - Visual cues should be provided for social distancing.
 - Children will be assigned a group based on their scheduled attendance and grade level. That group can be no more than 10 children and must be consistent.
 - Only one group can be in a designated area at one time. Areas will have signage or objects that mark separation. Therefore, if using a cafeteria there may be multiple groups, but each group can only stay in their designated area of the cafeteria.
 - Groups can not interact with other groups. Two groups on opposite ends of the field doing the same activity.

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- Personal Protective Equipment (PPE) and Cloth Face Coverings
 - Staff must wear masks at all times, children will wear masks throughout the program but will be allowed mask breaks when appropriate and only when they can social distance.
 - The YMCA will provide COVID-19 training to Y staff on transmission prevention, cleaning protocol and how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.
 - The YMCA will provide masks to all staff. There will also be masks available on site for staff should they forget their mask
- Management of Ill Persons
 - Any Y staff member exhibiting symptoms of COVID-19 will be required to leave the facility

RETURNING TO WORK FOLLOWING COVID-19 INFECTION OR EXPOSURE

- If an employee tests positive for COVID-19:
 - § The employee may return to work upon completing at least 14 days of isolation upon the onset of symptoms.
 - § The employee may return to work upon completing 14 days of isolation after the first positive test if they remain asymptomatic.
- If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, the employee may return to work upon completing 14 days of isolation from the onset of symptoms.
- If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period AND is NOT experiencing COVID-19 related symptoms, the employee may return to work upon completing 14 days of self-quarantine.
- If an employee is symptomatic upon arrival at work or becomes sick with symptoms while at the workplace, the employee will be separated from others and sent home immediately. The employee will be advised to monitor their symptoms and contact their doctor if they are concerned.
- An employee sent home can return to work when:
 - He or she has had no fever for at least three (3) days without taking medication to reduce fever during that time; AND
 - Any respiratory symptoms (cough and shortness of breath) have improved for at least three (3) days; AND
 - At least seven (7) days have passed since the symptoms began.
- If a student presents with symptoms related to COVID-19, they will not be allowed into the program and the YMCA will communicate with the office the name and reason why the student was not allowed into the program.
- The YMCA will follow any further District protocol for parent communication, **contact tracing** and any school safety drills during COVID.
- Cleaning and Disinfection
 - We will only use equipment that can be disinfected.
 - All spaces should be thoroughly cleaned and the beginning, end and throughout the day.
 - Each group should have their own group bin with supplies for cleaning, art, sports and all supplies they will need throughout the day.
 - Shared space should be scheduled to allow for full cleaning in between groups and no crossing of group.
 - Each group brings their own supplies into the shared space

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- Each group should collect all their supplies when leaving.
- A full cleaning of space will be done after the group leaves.
- Each space should have a “yuck bucket.” This is a tote for items that need to be disinfected. Staff will clean all items in the “Yuck bucket” at the end of the day and put items back in rotation to be used.
- No toys, games, etc. should be brought from home or shared

Facilities

- Our programs operate through OCFS and we can only utilize spaces that have been approved by OCFS.
- The YMCA will work with the district to ensure that the program has enough space to serve the number of children in the program.
- The YMCA will work with the district to align all cleaning protocol and products for consistency and for the safety of the children and staff.

Nutrition

- They YMCA will provide snacks/meals in the before and after school program following the regular schedule
- Snacks/meals will be served on plates/napkins by staff. Children will not be allowed to assist with serving of food.
- Sharing of food or beverage is prohibited. There will be no self or family style food allowed.

Schedules

- The YMCA will provide afterschool at Glendale, Heritage Heights, Maplemere and Willow Ridge consistent with the school schedule
- If the school has an alternating day schedule the YMCA will work with the school district to create a plan to provide services to its families.