

SOUTH HUNTINGTON UFSD



2020-2021 SCHOOL REOPENING PLANS

www.shufsd.org

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Reopening Plans Contact

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District Schools and Locations

Countrywood Primary Center

BEDS Code: 580413030009

Grades: K-2

Oakwood Primary Center

BEDS Code: 580413030003

Grades: Pre-K, K-2

Birchwood Intermediate School

BEDS Code: 580413030008

Grades: 3-5

Maplewood Intermediate School

BEDS Code: 580413030012

Grades: 3-5

Silas Wood 6th Grade Center

BEDS Code: 580413030005

Grade: 6

Henry L. Stimson Middle School

BEDS Code: 580413030013

Grades: 7-8

Walt Whitman High School

BEDS Code: 580413030011

Grades: 9-12

James Kaden Administrative Offices

BEDS Code: 580413030000

Grade: Pre-K

District Plans

Communication/Family and Community Engagement (ALL Models/Buildings)

To help inform our reopening plan, the South Huntington School District has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions, and community groups.

Engagement efforts included regular and extensive email communications, online surveys and one-on-one conversations. Four reopening committees were also developed, (1) Health and Safety, (2) Elementary (3) Secondary and (4) Student Services. Each committee was chaired by an Assistant Superintendent, co-chaired by a teacher association member and included participation by PTA and Board of Education membership.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at www.shufsd.org and will be updated throughout the school year, as necessary to respond to local circumstances.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including School Messenger (voice, email and text messaging) – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements, and options related to school operations throughout the pandemic. Contact with parents is in the language and mode of communication preferred by the family. The district website also has a translation tool to many languages.

South Huntington's Communication Plan:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding the use of acceptable face coverings - a face mask covering the nose and mouth.
- To provide regular updates about health and safety, scheduling, and all other information faculty, staff, and families should be made aware of.

- To provide information to families through a wide array of platforms including mail, email, telephone calls, text messaging, social media and website postings.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

South Huntington developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods used by the district to inform the school community. Information will be dispersed in a variety of platforms that include:

- District website
- Call list/ROBO Call
- Email blast
- Online training
- Correspondence (letters) to homes
- Social-media accounts used by district
- Video Town Hall Presentations

Clear messaging will be prepared and consistently communicated before re-entry, on the first day, during the first week, throughout the first month, and continuously throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions. Empower people to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19, and when to stay home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing in bathrooms, break rooms, hallways, etc. Installing social-distancing markers on the floors, etc.

- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands.
- Encourage and practice proper respiratory etiquette (i.e., coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility for yourself and your work area.
- Educating the school community on district policies/procedures, including how to properly wear and dispose of a face mask/respirator.

Health and Safety (All Models)

In-Person:

- District will provide information to staff for signs of illness in students and staff and to direct symptomatic persons to the school nurse or other designated personnel.
- District will require staff to self-report daily temperature along with a daily questionnaire. Students will be encouraged to have their temperature checked prior to bus pickup or school arrival. Students who do not have their temperature checked prior to arrival at school will be temperature screened at school.
- District will require students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a designated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- District will follow local and state guidelines for reporting confirmed positive cases of COVID-19. The district will notify the pertinent health department(s) of any positive COVID-19 diagnostic test result for an individual who was present within school facilities, including students, faculty and staff, and visitors.
- District will support contact tracing as outlined by the New York State Contact Tracing Program, as well as associated isolation and quarantine efforts.
- Health screenings/questionnaires will be required for visitors, guests, contractors, and vendors who visit schools.
- Parents/guardians will be instructed to observe for signs of illness in their child that require staying home from school.

- Signage throughout each school building to instruct staff and students in correct hand and respiratory hygiene. There will also be signage to remind all persons in school buildings to keep social distance of at least 6-feet whenever possible. Signage regarding appropriate hand washing will be posted in bathrooms. Signage will be posted in both English and Spanish.
- District will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
- Face coverings will be required at all times upon entry and exiting of district facilities, except supervised and approved mask breaks.
- District will enable students to have multiple mask breaks throughout the school day. The duration and timing of mask breaks vary based on time of year and individual classroom circumstances.
- District will maintain an adequate supply of face coverings for school staff, students (who forget or soil) their masks, and PPE for school health professionals.

Facilities (All Models)

District will clean and disinfect schools as recommended by CDC guidance. Listed below are all the new procedures that our custodial staff will be taking to ensure our buildings are being cleaned and disinfected daily:

- Increased circulation of outdoor air will be done as much as possible, as long as it does not pose any safety and health risks to students. This will include opening windows to maintain proper ventilation. Air-conditioning filters will be changed on a more frequent basis.
- Staff and students will be separated by at least 6-feet in all classrooms. Certain performing art classes and any aerobic activity will have at least 12 feet in separation.
- Only existing school building space will be used. No new construction, leased spaces, tents are planned.

Classroom cleaning each night:

- Remove trash, replace liners, as necessary
- Chalkboard or whiteboard cleaned by custodian, not students
- Sweep floors with treated mop
- Straighten furniture to comply with social-distancing guidelines
- Secure all windows to locked position
- Spot mop all floors, as needed

- Disinfect all rooms in their entirety with Virex 256, which is dispensed through an electrostatic sprayer, ensuring complete coverage of all surfaces, window latches, blinds, door handles, walls and floors.

Changes in room cleaning due to COVID-19 are as follows:

- Ensuring students desks are properly distanced
- Electrostatic spraying of rooms

Restroom cleaning each night:

- Remove trash, replace trash can liners
- Sweep floors
- Clean all fixtures (toilet bowls, sinks, faucets & mirrors) using proper disinfectant and glass cleaner
- Restock paper towel dispensers and sanitary paper dispensers
- Clean partitions especially around handles
- Mop floor with Virex 256. When floor dries, spray entire restroom with electrostatic sprayer

Changes in restroom cleaning due to COVID-19 are as follows:

- Electrostatic spraying

Hallway and stairwell cleaning:

- Sweep all halls with treated mop
- Sweep down stairwells
- Spot mop, where needed
- Spot clean walls where needed
- Spray walls, floors, stairwells with electrostatic sprayer

Changes in hallway and stairwell cleaning due to COVID-19 are as follows:

- Electrostatic spraying

Child Nutrition (All Models)

All District students will have access to school meals each day school is in session. This will include Breakfast and Lunch meals, which will be provided to those students in attendance, as well as those being schooled remotely.

- Meals will be served in classrooms, as well as cafeteria rotation for students attending class in person.
- Remote students will have availability to meal pick up service during pre-arranged time schedules at each of the school buildings in the District.

Safety/Health Measures:

- Safe distancing will be mandated with floor/wall markings for easy use both in the cafeteria and at kiosk pick-up locations for in-classroom feeding.
- Hand Sanitizers will be placed at entry and exit locations for each kitchen for both student and staff use.
- Meals provided in classrooms have separate washing stations. Signage will be prominently displayed for this procedure.
- Protective Barriers/Face Shields/Masks will be provided to staff during working hours.
- Disposable single-use aprons will be mandatory for all kitchen staff members
- Disposable single-use gloves will be mandatory for all kitchen staff members.
- Signage for all students/staff discouraging sharing of all food items will be placed throughout the cafeteria and additional eating places.
- Share carts will be removed from all cafeterias.
- Condiment stations will be removed and replaced with individually packaged items for student use.
- Kitchen serving areas will be restricted to program staff members, as well as custodial staff. Signage of these restrictions will be prominently displayed.

Food Allergy Concerns:

- Students being served in the cafeteria will continue to have allergy notifications highlighted to staff members as purchases are made. This process is currently in place and has proven to be very successful. Close communication with the Nutrition Staff and building Nurse's office assures the students are protected.

- Students being served in the classrooms have allergy designations highlighted on all paperwork. Teachers will be provided with their students' allergy restrictions.

All menu selections, whether provided to students in attendance or being served at home, will adhere to the National School Lunch Program.

- Meal pattern requirements will be followed.
- Current district software assures necessary food components are included when meal preparation is occurring.

Information regarding the reopening process will be communicated to the families via the following methods to ensure information is being received. All methods of information will be transmitted in numerous languages as needed.

- US Postal service
- Email
- Phone communication (Robo Call)
- School Nutrition Program Newsletter
- District Nutrition Website
- Social Media (FB, IG and Twitter)
- After the start of school, Backpack flyers will be added to the communication thread.

Cleaning and Disinfectant Procedures for Cafeteria service during the course of the school day:

- Remove trash; replace trash can liners in between each lunch session.
- All cafeteria serving tables will be cleaned during the break between each cafeteria eating session.
- All high-touch service areas will be cleaned and disinfected between sessions. This will include carts used for food transportation, scanners, serving lines and surfaces.
- Complete disinfectant cleaning performed each evening on all kitchen surface areas. This step will include all floor and wall surfaces. Final daily cleaning step will include sanitizing fogging which will be performed by custodial staff members.

Meal Ordering and Payment:

- Pre-ordering of meals will be encouraged
- Payment for all purchases will be cashless

- Applications for Free and Reduced meals are readily available. Ability to apply online is available and encouraged

Transportation (All Models)

The current fleet of buses is comprised of 72-, 66- and 60-passenger buses and vans. In accordance with CDC guidelines, 6-foot safe distance protocol will be in place whenever possible. Every other seat will be open for occupancy. Therefore, the bus seating will be limited as follows:

- 72-passenger buses will be limited to 24 passengers
- 66-passenger buses will be limited to 22 passengers
- 60-passenger buses will be limited to 20 passengers
- 29-passenger vans will be limited to 9 students and 1 matron
- 20-passenger vans will be limited to 4 students and 1 matron

*Siblings from the same household can share a seat.

The students will be instructed to board the bus from the back forward. Seating will be limited to every other staggered seat.

Social distancing and safety signage will be prominently posted.

All students, drivers, and matrons must wear a mask; exemptions will be made for established health or cognitive conditions. The drivers will have an adequate supply of masks available if a student does not have one.

Air Ventilation:

Windows will be opened to increase fresh-air flow when possible. Weather and temperature conditions will be monitored.

Cleaning/Decontamination Procedure:

The bus surfaces will be wiped down between all runs (including but not limited to morning, afternoon, dry, and special runs). The driver will use a disinfectant to wipe down these surfaces:

- Entry Handrail
- The fronts and backs of seats
- Windows
- Window Hardware
- Exterior door hardware

- Driver controls (steering wheel, mirrors, etc.)
- Any other surfaces that are in contact with students during boarding and disembarking

Each day when the buses are returned to the garage they will be thoroughly sanitized and decontaminated using Virex® spray

Driver Training

All drivers will receive training including but not limited to:

- Boarding and seating procedures
- Proper cleaning and disinfecting techniques
- Proper use and disposal of Personal Protective Equipment (PPE)
- Safe product usage (disinfecting chemicals)

Social-Emotional Well-Being (All Schools/All Models)

As a District, our commitment is to create emotionally and physically safe, supportive, and engaging learning environments promoting all students' social and emotional well-being and development. In planning for our re-entry in September, the Student Services, Elementary, and Secondary Re-opening Committees have reviewed the guidance provided by the Department of Health and NYSED for our re-entry in the Fall. We believe that provision of equitable opportunities for educational engagement and success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. We are aware that after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. These supports include academics, as well as the social and emotional well-being of our students. In an effort to coordinate the use of mental health and support staff, each building will review last year's comprehensive counseling program that has been supervised by the Assistant Principal for K-12 Guidance, a certified counselor. The counseling plan, specifically, the social-emotional learning section, goals, and activities will be updated to reflect intervention and responsiveness to students' needs as it relates to COVID-19 prior to school re-opening. The Assistant Principal for Guidance will work with the Assistant Superintendent for Student Services to provide guidance and direction to building-level advisory councils and building-level SEL committees. The building-level committees consist of a school administrator, pupil personnel staff (PPS), and teachers. The focus for each SEL building-level committee is to develop a cohesive and actionable plan, regardless of the re-entry phase to support students and staff; this includes a means to engage students upon

re-opening, i.e., “getting started,” establish a protocol for identifying and actively supporting student and staff’s well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will also consider how to best support students and staff when transitioning between different models of instruction and support.

The second prioritized task will be for building-level SEL committees to review their existing multi-tiered support systems (MTSS) to identify and update activities and connections to community-based organizations to specifically address mental health support, restorative practices, and trauma sensitivity to effectively respond to the needs of our students. Social-Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making adopted from the Collaborative for Academic Social Emotional Learning (CASEL) will serve as the framework to foster common use of language and focus when developing building-wide or grade-level specific activities to promote these competencies and build resilience. Additionally, mental health training will be scheduled to continue building the capacity of our PPS staff and teachers to ensure understanding of the CASEL competencies.

Considering the socioeconomic, cultural, and language diversity of our school district, building-level teams are tasked to identify and select services in a culturally-responsive manner. Our mental health support team and building/district-level administrators remain committed to supporting all students and will continue to access external resources to enhance responsiveness to SEL supports. Guidance counselors, psychologists and social workers are prepared to conduct mental health check-ins, planning and goal setting, opportunities for self-reflection, and social interactions that are developmentally appropriate.

For our staff, all South Huntington employees have access to the Employee Assistance Program (EAP), which offers referrals to free services including face-to-face and virtual counseling. An internal process for staff to request such services through EAP is being revised. Information about all social-emotional supports will be made widely available to the South Huntington staff community through each building's PPS homepage.

School Schedules

For In-Person Instruction, a regularly scheduled school day will be in effect for all grades. The district has collaboratively developed with stakeholders contingent school schedule models for Remote, as well as Hybrid Instruction. The district is prepared to implement any of these models if the situation warrants.

Attendance and Chronic Absenteeism (All Models)

Attendance will remain in effective for all instructional models. Attendance is recorded daily in Grades Pre-K, K-5 and period-by-period in Grades 6-12 for all In-Person instructional days (In-Person and Hybrid models). For all Remote instructional sessions (Remote and Hybrid models), Grades Pre-K, K-5 attendance is recorded in each of the daily virtual sessions and period-by-period attendance is recorded for Grades 6-12. School personnel will communicate and collaborate with parents regarding chronic absenteeism and assist with emergency and extenuating circumstances.

Technology and Connectivity (All Models)

The District has conducted a survey for parents to learn what devices are available to their children in the home and if Internet connectivity is present.

Teachers were also surveyed via their principals for devices and Internet connectivity as well.

The District implemented a 1:1 (6th - 12th grades) initiative several years ago. Teachers in those grade levels had been supplied with Chromebooks as well. Devices have been purchased for Grades K-5 students and teachers for this current school year, making our district a complete 1:1 school district, K-12.

While we await the arrival of these devices, students and some teachers are using devices that were re-purposed from classroom Chromebook carts. Almost 1,000 devices have been loaned out to date.

With respect to Internet connectivity, parents were surveyed during the spring 2020 school closure, and whoever needed connectivity, arrangements were made. Currently, as part of our survey, we have set up an Internet “hotline” for parents to let us know who still needs help in this area. We are evaluating different options on how we can service these parents. Some options include AT&T, Altice, Kajeet, and Verizon. Teachers’ needs in this area have already been addressed. Other options may include working with our local public library to set up times and locations within their building for students for this purpose.

For students that have devices and internet access at home:

- Since we are a Google for Education District, teachers and students use Google Classroom to post and receive assignments, questions, and assessments as well as utilizing Google meet for synchronous instruction.
- Students also receive instruction through a variety of other educational technology tools and platforms, appropriate for their levels like: iReady, Clever, Google Sites, EdPuzzle, PearDeck, Flipgrid, Buncee, Smart Learning Suite Online, Discovery Education, Screencastify, and others.
- Our teachers and students can also use GoGuardian whereby teachers can work with their students either whole class, small group, or individually in a virtual environment. Teachers can conduct formative and summative assessments in this environment

For students that do not have school devices:

- The Chrome browser, that can be downloaded for free on a family device, or mobile devices like iPads, Android tablets and smartphones, is used to receive and complete assignments and assessments on Google Classroom.
- In an emergency case scenario, students that do not have access to any type of internet-enabled device can be provided paper packets that contain assignments and assessments from a building principal.

For students who are experiencing chronic, unreliable internet service, but have a device:

- Even if students are not connected to the Internet, they can still work on classroom assignments with their Chromebook in offline mode. The next time students have access to internet access, files sync and are updated so teachers can view and grade assignments. Offline mode needs to be set up, but is easy to do and can happen virtually.

Teaching and Learning

Continuity of Learning Plans

An educational program that is aligned to New York State Learning Standards will be implemented across all grade levels and content areas for all instructional models.

In each instructional model, all opportunities for instruction will be accessible to all students. Parents/Guardians can contact their child(ren)'s teacher via email or call the school's main office with any instructional or technical questions. School communication will be provided in the home language. Multiple communication media, such as telephone, email, text and website postings will be utilized.

The South Huntington School District attests that our collaborative community-based organization (CBO), namely, Family Service League, that operates four half-day preschool classes at the James Kaden Administrative Offices, has submitted a reopening plan that reflects the health and safety guidelines outlined in the NYSED guidance and required by the NYSDOH. Additionally, Family Service League has submitted a continuity of learning plan that addresses in-person, remote and hybrid models of instruction.

In-Person Instruction Plan:

Grades Pre-K, K-12: Teachers will directly instruct all students in all grades and content areas during the regularly scheduled school day in each school and location to the extent that New York State Health and Safety guidance, including but not limited to, transportation, instructional space, and school/location occupancy and/or social distancing permits.

Remote Instruction Plan:

Pre-K Programs

In order to address preschool NYS Learning Standards and the instructional continuum of a full school year, the use of asynchronous and synchronous assignments will be scheduled during the AM/PM session times for remote/virtual learning.

The preschool program at Oakwood Primary Center has four (2.5-hour) sessions scheduled. Family Service League, the district's collaborating community-based

organization (CBO), provides UPK classes held at James Kaden Administrative Offices (JKAO) with a similar program structure.

For virtual learning, preschool students at Oakwood and JKAO will be assigned a group that will meet daily for 45 minutes.

Schedule and Attendance

Group 1/2 – 9 a.m. to 9:45 a.m. (1 classroom teacher and 1 TA will be available for each group session)

9:45 a.m. to 10 a.m. Prep for next group

Group 3/4- 10:15 to 11 a.m.

11 a.m. to 11:40 a.m. Lunch break

11:45 a.m. to 12:30 p.m. Prep

Group 5/6 (PM session) 12:30 p.m. to 1:15 p.m.

1:15 p.m. to 2 p.m. Prep for next group

Group 7/8 – 2 p.m. to 2:45 p.m.

2:45 p.m. to 3:15 p.m. Office hours

Instruction and Support:

- Teachers will create virtual classrooms via Google Classroom. Lessons are created by units. Each instructional unit will have online supplemental activities and materials.
- Students and parents are encouraged to follow up with additional activities and links that are provided.
- Teachers and teaching assistants have office hours for re-teaching, pre-teaching and additional support.
- Daily attendance will be taken.
- Provide students with supplemental materials to practice skills and if necessary, materials to complete assignments.

Grades K-5

Grades K-2 (Countrywood and Oakwood):

Schedule and Attendance

In order to address NYS Learning Standards and the instructional continuum of a full school year, the use of asynchronous and synchronous assignments will be scheduled throughout the school day.

Every day, from 8:30 a.m. to 8:50 a.m., students will have a morning synchronous live “Check-in” with their teacher. Attendance will be recorded, the day’s schedule reviewed and opportunities provided for direct teacher-to-student and student-to-student contact, engagement and feedback. Social-emotional themed activities may also occur.

On Monday, Tuesday, Thursday and Friday of each week, a block of time will be scheduled daily in ELA and also in Mathematics. The ELA block will be scheduled from 9 a.m. to 10:25 a.m. and the Math block from 10:30 a.m. to 11:25 a.m. On Wednesday, a similar block schedule will be followed for Social Studies and Science with teachers scheduling each content area within one of the block time periods. Teachers will teach synchronously during the blocks, but may schedule students into smaller groupings based on sound educational pedagogy, with the understanding that each student must have a minimum of 25 minutes of face-to-face synchronous instruction for each content area. Students, when they are not in a live session during each block, will be working asynchronously on other assigned classwork. Other school personnel will also be available to provide support. Teachers will provide schedules to students and parents/guardians.

Lunch Break: 11:25 a.m. to 12 noon

Each day from 12 noon to 2:30 p.m., students will be working on posted asynchronous assignments. The classroom teacher will provide a schedule for their office hour where they will be available for student and or parent/guardian contact and support. Synchronous Special Areas (Music, Art, Library and/or Physical Education) will be scheduled during this time. Academic Support and related services are also provided during this time period. Each student will be scheduled with one Special Area class per day. Times may be adjusted based on mandated related services. Other school personnel will also be available to provide support.

***Grades 3-5 (Birchwood and Maplewood) will begin their day at 9 a.m. and then follow a similar daily schedule through 3 p.m.**

Morning Session Co-Teaching Classrooms

With regard to ICT Classes, the general educator and the special education educator will coordinate and conduct differentiated learning activities, breaking the class into smaller, integrated groups during live instruction. Within these activities, both teachers will continue to instruct and reinforce new material to students. Teachers will provide instruction virtually implementing one of three co-teaching models that are flexible and conducive to teaching mixed ability groups of students, i.e., teaming, parallel, or alternative teaching.

- Team teaching: Co-teachers deliver instruction to the instructional group at the same time.
- Parallel teaching: Co-teachers teach the same content to separate groups simultaneously.
- Alternative teaching: One teacher works with the large part of the class while the co-teacher works with a smaller group.

Morning Integrated ENL Sessions

The general educator and the ENL educator will coordinate and conduct differentiated learning activities, breaking the class into smaller integrated groups during live instruction. Within these activities, both teachers will continue to instruct and reinforce new material to students.

Utilization of School Support Personnel

School support personnel will assist the teacher(s) directly or assist in small group Google Meet Sessions.

Afternoon Sessions

The students will have a Special (PE, Music, Art or Library) scheduled each day in the afternoon.

Other school personnel will be scheduled to provide grade level/content support with Google Meet Sessions and/or other activities via various instructional tools.

Students will be assigned asynchronous work (both computer and non-computer based) to complete throughout the afternoon.

AIS and ENL support services may be scheduled during this time.

The students will be scheduled to receive services as per the program and related service mandates on their IEP.

The classroom teacher(s) will be available and check student and parental correspondences and will respond accordingly on a daily basis.

Grades 6-12

Live Remote Learning (i.e., Google Meet) will be implemented daily to introduce and support new learning.

Schedule and Attendance

Walt Whitman High School:

Day 1: Periods 1-8 & Day 2: Periods 1-8, all schools Grades 6-12 will adhere to an A, B model. Live instruction will begin at 7:30 a.m. where all students will be required to sign in for a 30-minute active lesson.

Period 1: 7:30 a.m. to 8 a.m.	Period 2: 8:10 a.m. to 8:40 a.m.
Period 3: 8:50 a.m. to 9:20 a.m.	Period 4: 9:30 a.m. to 10 a.m.
Period 5: 10:10 a.m. to 10:40 a.m.	Period 6: 10:50 a.m. to 11:20 a.m.
Period 7: 11:30 a.m. to 12 noon	Period 8: 12:10 p.m. to 12:40 p.m.

Teachers will then be available for a “mandatory” office hour through Google Meets, Monday through Friday, between 1 p.m. and 2 p.m., providing students with the opportunity to get individualized attention and remediation (Department Chairs will schedule, and this will be posted for students).

***Silas Wood 6th Grade Center & Stimson Middle School will begin their day at 8 a.m. and then follow a similar daily schedule with 30-minute class periods.**

All live meetings, Grades 6-12, will be mandatory for students and will count as a participation grade within their average. Attendance must be taken by all academic subjects and assigned classes.

Regular numerical grading will be in effect for all course subjects.

Direct Instruction

- Teacher must be present for full half-hour to be able to ask and answer questions
- Google Meet (primary form)
- Video conferencing
- Use of videos to support instruction
- Google Classroom/Google Suite/Google Hangouts (to be used in combination with live interaction)

Co-Teaching Classrooms

With regards to ICT classes, the general educator and the special education educator will coordinate and conduct separate learning activities, breaking the class into smaller groups during live instruction. Within these activities, both teachers will continue to instruct new material to students. These student groups must be integrated, combining both regular and special education students together and must be adjusted/adjusted to the needs of the lesson /student. Teachers will provide instruction virtually implementing one of three co-teaching models that are flexible and conducive to teaching mixed ability groups of students, i.e., teaming, parallel, or alternative teaching.

Team teaching: Co-teachers deliver instruction to the instructional group at the same time.

Parallel teaching: Co-teachers teach the same content to separate groups simultaneously.

Alternative teaching: One teacher works with the large part of the class while the co-teacher works with a smaller group.

Utilization of School Support Personnel

Classroom support personnel will assist the teacher directly or assist in small group video-conferencing activities.

Student Academic Instructional Support

Walt Whitman High School: To further support the learning needs of students with AIS, Math Lab, Writing Lab and various other supports, school personnel will be available during periods where students are off from academic coursework, or assigned to AIS services, to assist via Google Meets. Within these sessions,

students will get the opportunity to work on topics that they may require assistance with, further supporting the continuity of learning.

Silas Wood & Stimson Middle School: The schools will schedule AIS services, while other school personnel will be available during periods where students are off from academic coursework to assist via Google Meets. Within these sessions, students will get the opportunity to work on topics that they may require assistance, further supporting the continuity of learning.

Mandatory Academic Office Hours

- One hour minimum
- Individual/Small group remediation/enrichment will be the main focus of these meetings
- The only tool for this is video conferencing (Google Meet/Hangout)
- Hours when the teacher is not participating in direct instruction must be posted on each teacher's Google Site for parents/students to access easily should they need to contact the teacher directly.

ELL, Life Skills and Self-Contained Classroom Settings

Within the remote setting, the need to provide a more structured setting for students within the ELL or Special Education population is paramount. In cases where we can maintain social-distancing protocols, students within these settings will be provided a more intensive academic program.

Life Skills/Self-Contained: In cases of remote learning, students within the Special Education program will follow the following schedule:

- Self-contained teachers will create a class section via Google Classroom. Lessons will be created based on the curriculum, the individual student needs, and their IEP goals
- Daily instruction will be scheduled and delivered via Google Meet
- Contact will be made regularly with each individual student via phone calls and emails
- Teacher assistants will help provide direct support with individual students in Life Skills and Self-contained classes two to three times weekly
- Teacher assistants will have 1:1 weekly contact with students in the 15:1:1 and 8:1:1 setting to monitor progress and reteach when necessary

ELL: ELL/SIFE students will be provided with similar intensive academic instruction as well, during remote learning.

Hybrid Instruction Plan:

Pre-K

Pre-K (Oakwood and JKAO)

In order to address preschool NYS Learning Standards and the instructional continuum of a full school year, the use of asynchronous/synchronous assignments and in person instruction will be scheduled during the AM/PM session times within the hybrid model.

Within the hybrid model, preschool class enrollment will be reduced by 50% and attend school on an A/B day schedule following the primary building schedule. Upon reopening for hybrid, the number of students in each of our preschool classrooms at Oakwood Primary Center and the James Kaden Administrative Offices, operated by Family Service League, will be reduced by 50% to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six-feet apart.

Schedule and Attendance

Although the class size will be reduced, the preschool schedule at Oakwood Primary Center and James Kaden Administrative Offices will not be affected. AM session: 9 a.m. to 11:30 a.m. and the PM session: 12:30 p.m. to 3 p.m. Family Service League UPK classes will be scheduled as follows: AM session: 8:45 a.m. to 11:15 a.m.; PM session: 12:30 p.m. to 3 p.m. The days of program operations will be consistent with the primary school schedule for in-person learning. Daily attendance will be taken.

Grades K-5 Hybrid

In order to address social-distancing guidelines, 50% of the students will be instructed in person each day, while the other 50% is instructed remotely. To assist families with their childcare planning, there will be two set days each week where students will be in person in the school and a rotating Monday.

**K-12 we are working to schedule the alternating days by siblings to assist families with childcare needs.*

Schedule and Attendance

Student Group A will be physically attending school every week on Tuesday and Thursday, while Group B will be attending school every week on Wednesday and Friday, with Mondays being shared as the alternating day each week.

Attendance is recorded for both the in-person, as well as the hybrid learning days. School personnel will communicate and collaborate with parents regarding chronic absenteeism.

In-Person (Hybrid Model) Learning Day

Lessons taught by classroom teacher or one of the two members of an ICT team in the classroom. Integrated co-teachers will implement a co-teaching model to instruct heterogeneous groups of learners, i.e., parallel teaching. Within this model, co-teachers teach the same content to separate groups simultaneously.

AIS support will be a collaboration between the classroom teacher(s) and AIS support teachers

While in school, students will visit Art, Music, Library, PE using a rotating schedule

Attendance will be taken each day

Remote (Hybrid Model) Learning Day

Students will be taught via Google Meets by either one of the two members of an ICT team or other school personnel in collaboration with the classroom teacher(s), while maintaining integration of student groupings using a co-teaching model such as parallel teaching, alternative teaching, or teaming that accommodates the learning needs and curriculum. Additionally, school personnel will be available to provide other virtual support.

The classroom teacher(s) will provide to students and families, in advance, a schedule of the daily/weekly learning sessions.

AIS support will be a collaboration between the classroom teacher(s) and AIS Support Teachers.

Attendance will be recorded each day for each remote instructional session.

Remote Learning Instructional Expectations

Classroom Teacher(s) are responsible for the planning and/or coordination of the planning with AIS Support Teachers and/or other school personnel.

For students learning remotely, there will be a morning Google Meet "Check-in" mirroring the start of the instructional day at each respective building with either the classroom teacher(s) or other school personnel.

There will be several live Google Meet Learning sessions scheduled with either an ICT teacher, AIS support teacher and/or other school personnel, throughout the day in various content areas with the understanding that for each of these sessions, students must have a minimum of 25-minutes of instruction.

In order to address NYS Learning Standards and the instructional continuum of a full school year, the use of live conferencing of new materials is prioritized for students remotely.

While ensuring that NYS Learning Standards, as well as the instructional continuum of a full school year are addressed, teachers may utilize the following instructional tools:

- Pre-Recorded Lesson: The classroom teacher(s) may pre-record their lesson or choose a lesson that was pre-recorded by other school personnel and utilize it in a Google Meet session
- Video Recording of the Live Classroom Lesson: The classroom teacher(s) records a live lesson and utilizes it in a Google Meet session by other school personnel
- Students will also be provided with posted assignments, including in Special Areas, utilizing various tools via Google Classroom to work on asynchronously

The classroom teacher(s) will be available and check student and parental correspondences and will respond accordingly on a daily basis.

The students will be scheduled to receive services as per the program and related service mandates on their IEP

The students will be scheduled to receive bilingual education services maintaining the integrity of the Dual Language Program for English Proficient and English language Learners within the student groupings.

English Language Learners will be scheduled to receive the mandated units of study in integrated and stand-alone ENL for their proficiency level.

Life Skills, Self-Contained students will be scheduled to come to school every day. The same consideration will be given to ENL newcomers (SIFE).

Grades 6-12 Hybrid

To comply with social distancing guidelines, we will operate with approximately 50% capacity of our student population in person, as the other 50% attend classes remotely. The schedule will assist parents with childcare scheduling by providing set days within the week when students are in-school and at home (2 each), with an alternating day to be shared amongst both student groups.

**K-12 we are working to schedule the alternating days by siblings to assist families with childcare needs.*

Schedule and Attendance

Student Group A will be physically attending school every week on Tuesday and Thursday, while Group B will be attending school every week on Wednesday and Friday, with Mondays being shared as the alternating day each week.

Attendance is recorded for both the in-person, as well as the hybrid learning days. Schools will communicate and collaborate with parents regarding chronic absenteeism.

In-Person (Hybrid Model) Learning Day

While maintaining social distancing, students will follow their schedule to all 8 periods of instruction (Day 1/Day2). This schedule is based upon the set days of the week assigned to each group (Maroon/White) and will alternate between groups on Mondays.

Attendance is recorded each period.

Remote (Hybrid Model) Learning Day

Students will follow their 8 periods of instruction at their regularly scheduled times (alternating on Mondays) utilizing specific forms of direct instruction.

In all learning modes, attendance will be regularly taken to ensure all students are present within the classroom. Attendance will be recorded in all types of learning

scenarios via Google classroom, various classroom activities and procedures (do now, exit ticket, Google Meets, etc.). In all cases these attendance procedures are to ensure that students are active during their scheduled classroom time through these timed activities.

Remote Learning Instructional Expectations

In order to address NYS Learning Standards and the instructional continuum of a full school year, the use of live conferencing of new material is prioritized as the main method of instruction.

If teachers are able to ensure that NYS Learning Standards, as well as the instructional continuum of a full school year are addressed, the following instructional tools may be utilized in place of the live conferencing:

- Pre-Recorded Lesson: The lesson is recorded in advance by the teacher and will be posted at the start of the student’s class to ensure attendance. Students will then work on posted assignments via Google Classroom.
- Video Recording of the Live Classroom Lesson: All recording of classes must be posted by mid-period of that class. In this scenario an introductory activity (Do Now) must be given to ensure student engagement and attendance.

Co-Teaching Classroom

With regard to ICT classes, the general educator and the special education educator will coordinate and conduct “live” learning activities with those students that are learning remotely during their regularly scheduled class time. Within these activities, one teacher will continue to instruct the “in-person” students, while the other works with the “virtual” students “remotely.” Remote activities include:

- Google Meets
- Live Conferencing

Co-teachers will provide daily instruction virtually implementing a co-teaching model, i.e., teaming, parallel teaching, or alternative teaching, in heterogeneous groups.

ENL, Life Skills and Self-contained Classroom Settings

Within the hybrid setting, there is the need to provide a more structured setting for students within the ENL or Special Education population. In cases where we can maintain social-distancing protocols, students within these settings will be provided a more intensive academic program.

Life Skills: In the hybrid model, students within the Life Skills program will be given the opportunity to follow their everyday physical schedule for “in person” classes. This schedule will allow all core-subject areas, electives and related services, to be provided to the students within the Life Skills program within a normal school setting.

ELL (Newcomer): Students identified with learning deficiencies such as SIFE will be provided everyday physical instruction, when possible.

Self-Contained: In cases where we are able to, ENL and Special Education students will be provided everyday physical instruction, when possible.

Utilization of “In-Class” Support Personnel: The classroom teacher will continue to instruct the “in-person” students, while support personnel work on learning activities with the “remote” students. Remote activities include:

- Google Meets
- Live Conferencing

Student Academic Instructional Support

Walt Whitman High School:

To further support the learning needs of students with AIS, Math Lab, Writing Lab and various other supports, school personnel will be available to assist via Google Meets and/or live video conferencing. Within these sessions, students will get the opportunity to work on topics for which they may require assistance, further supporting the continuity of learning.

Silas Wood & Stimson Middle School:

Will schedule AIS services, while other school personnel will be available during periods where students are off from academic coursework to assist via Google Meets. Within these sessions, students will get the opportunity to work on topics that they may require assistance, further supporting the continuity of learning.

Special Education and Student Services

South Huntington's reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public 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 in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the potential changing health and safety conditions that could exist during this school year. Our district is committed to ensuring that students with the highest level of need and services will be accommodated to attend school five days a week, to the greatest extent practical, and adheres to health and safety guidelines for students and staff. The details of how special education programming and services will be delivered within each learning environment as a part of the district's reopening plan are as follows:

In-Person

- Students in Grades K-5 self-contained classes (8:1:1, 15:1:1) and Life Skills Vocational Program (LSVP; 12:1:3) in Grades 7-12 will receive services as per the program and service mandates on the student's IEP during the school day.
- Students enrolled in integrated co-teaching classes and/or self-contained classes (15:1:1) in Grades 6-12 will receive as per the program and service mandates on the student's IEP during the school day.
- Resource room and related services (counseling OT, PT, and speech, etc.) will be provided as per the ratio, frequency, and duration outlined in the student's IEP.

Remote (Virtual)

Note: For remote services, the district will follow guidance from OSE's guidance documents in March and April, 2020.

Resource Room (K-12):

- Special education teachers assigned to resource room services will set up Google classrooms that post a variety of resources to assist students with content areas.
- Teachers will provide instructional support either individually or small groups via Google Meet or via telephone to address IEP goals.

- Supplemental lessons/activities may be created based on the students' IEP goals.
- Teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.

Integrated Co-Teaching (Grades K-12):

- Special Education and General Education teachers assigned to an integrated co-teaching class (ICT) will follow the district's alternating day schedule and will collaborate with posting assignments on district approved mediums, e.g. Google Classroom, Google Website, etc., and also links to online learning sites.

Teachers will provide instruction virtually implementing one or more of the three recommended co-teaching models that are flexible and conducive to learning needs of students that are grouped heterogeneously, i.e., teaming, parallel, or alternative teaching. These co-teaching models will allow teachers an opportunity to both accommodate and modify presentation of content and learning objectives to ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

- Team teaching: Co-teachers deliver instruction to the instructional group at the same time.
- Parallel teaching: Co-teachers teach the same content to separate groups simultaneously
- Alternative teaching: One teacher works with the large part of the class while the co-teacher works with a smaller group; this model could be implemented for virtual instruction 1-2 times per week.
- Special education teachers may be scheduled to provide extra support during office hours at the end of the day for students to address and monitor IEP goals through small group instruction via Google Meet.
- Teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.

Self-Contained (8:1:1, 12:1:3, 15:1:1-Grades K-12):

- Self-contained teachers will create a class section via Google Classroom. Lessons will be created based on the curriculum, the individual student's needs, as well as their IEP goals.
- Daily instruction will be scheduled and delivered via Google Meet.
- Contact will be made with each individual student via phone calls and emails.

- Teacher assistants will provide direct support with individual students in Life Skills self-contained classes 2x-3x weekly.
- Teacher assistants will have 1:1 weekly contact with students in the 15:1:1 and 8:1:1 settings to monitor progress and reteach when necessary.
- Teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.

Related Services:

- Related Services (Counseling, OT, PT and Speech) will be provided as per the student's IEP or 504 Plan. Service providers will arrange a schedule with the student/family and adhere to a consistent schedule.
- Speech, OT, PT, and Counseling services will be direct services to the student provided via teletherapy, i.e., two-way videoconferencing or telephonically; the platform must be agreeable between provider and parent.
- Providers will routinely communicate progress pertaining to IEP or 504 Plan and document such exchanges in IEP Direct.
- Providers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.
- Group sessions may be modified to individual sessions depending on the needs and availability of the student. Individual sessions will not be modified unless approved by the CPSE/CSE.
- Students who receive non-mandated counseling or behavioral intervention support, i.e., ERSS, will be seen as regularly scheduled. Providers will document meeting dates and times via Google Sheets.
- Social Workers, Psychologists, Behavior Specialists, and Guidance Counselors will schedule group and individual student mandated sessions that are coordinated within the building and student class schedule.

Hybrid

Resource Room (Grades K-12):

- All attempts will be made to provide resource room services in person; however, services may need to be provided virtually due to student or provider schedules. Ratio, frequency, and duration will be implemented as mandated by the student's IEP.
- Resource room teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct
- Special education teachers assigned to resource room services will set up Google classrooms that post a variety of resources to assist students with content areas.

- Teachers will provide instructional support either individually or small groups via Google Meet or via telephone to address IEP goals.
- Supplemental lessons/activities may be created based on students' IEP goals.

Integrated Co-Teaching (Grades K-12):

- Teachers will provide a balance of instruction in person and virtually to their assigned groups of students. They will implement one of three recommended co-teaching models, i.e., teaming, alternative, or parallel teaching, to instruct students in heterogeneous groups. These co-teaching models will allow teachers an opportunity to both accommodate and modify presentation of content and learning objectives to ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.
- Teachers can utilize the parallel teaching model, wherein co-teachers teach the same content to separate groups simultaneously. Within the hybrid model, the teacher will instruct students in the classroom, while the other works with students virtually.
- Teachers can utilize the teaming model, wherein both teachers deliver instruction to the instructional group at the same time.
- Teachers will utilize alternative teaching wherein the special education or general education teacher meets with a smaller group of students to either introduce or review lesson content.
- Teacher assistants will be assigned to support small groups of students by the classroom teacher(s).
- Co-teachers will establish a Google Classroom to post assignments, learning sites, and communicate with parents and students.
- Teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.

Self-Contained (8:1:1, 15:1:1) - Grades K-5:

- The students will attend school on a daily basis within a classroom setting that adheres to the district's health and safety guidelines.
- The students will be scheduled to receive services as per the program and related service mandates on their IEP.
- Teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.

Self-Contained (15:1:1) - Grades 6-12:

- Teachers will provide daily instruction in person or virtually within assigned groups following the school's A/B day schedule.

- Teachers will establish a Google Classroom along with various links to online learning sites.
- Teachers and teaching assistants will provide extra support for students to address and monitor IEP goals through small group instruction in person or via Google Meet.
- Teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct

Self-Contained - LSVP - Grades 7-12 (12:1:3):

- The students will attend school on a daily basis within a classroom setting that adheres to the district's health and safety guidelines.
- The students will be scheduled to receive services as per the program and service mandates on their IEP.
- Teachers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.

Related Services (Grades K-12):

- Students will meet with the provider in person and/or virtually based on their IEP mandate.
- Speech, OT, PT, and Counseling services provided virtually, i.e., teletherapy, will be direct services to the student via two-way videoconferencing or telephonically; the platform must be agreeable between provider and parent.
- Group sessions may be modified to individual sessions depending on the needs and availability of the student.
- Providers will collect data to monitor each student's progress towards the annual goals and document such data via IEP Direct.

Special education programs and services of the South Huntington School District will provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with 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's Assistive Technology specialists will review the needs of all students who require assistive technology or augmentative communication. These specialists will make contact with each family to ensure the technology used is in good working order and to provide support to families who may need assistance with their student's technology. Our building-level school psychologists will review unique accommodations or supplementary aids and services and work with teachers to ensure that students are receiving these vital

services. Students who require the support of a teaching assistant or aide will continue to be provided with this support, either virtually or in person. Accommodations and modifications will be adhered to as mandated by the student's IEP or 504 plan.

The South Huntington School District is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children's education during the reopening process. For CSE/CPSE meetings, parents will be provided alternative means to participate, such as video-conferencing or teleconferencing via Google Meet. Translation support will be provided, where appropriate. Communication between a student's teacher and/or service provider is essential across all learning models. Therefore, teachers and service providers are encouraged to establish a consistent method of communication, i.e., email, text, or mail, with the parent/guardian to ensure timely delivery and feedback about progress and updates about their child's performance in school. Additionally, parents will be able to communicate with teachers through online platforms such as Google Classroom, Infinite Campus or via telephone during office hours. Teachers will communicate specific goals addressed and progress to the parent/guardian on a monthly and quarterly basis. Information related to educational progress and other relevant reporting documents may be sent via email or mail, depending on the preferred delivery method conveyed by the parent/guardian. All relevant documentation of the student's progress shared with the parents will be maintained to communicate to CPSE/CSE when making a determination of student needs and evaluating the effectiveness of services.

The South Huntington School District will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. The District is ultimately responsible for the provision of FAPE, hence, it is necessary to ensure that settings will best facilitate effective service delivery and student progress monitoring. Out-of-district placements or approved preschool/school-age programs that were decided upon by the CPSE/CSE for the 2020-2021 school year will receive a formal request from the District to provide details regarding the provision of services, reporting, communication with parents,

and sharing resources within all three models, in person, virtual (remote) and hybrid. This request is also being sent to related service providers/agencies to outline their methods for delivering occupational, physical and/or speech therapies to student(s) approved to be on their caseload to fulfill the mandated IEPs. This request is also being sent to related service providers/agencies to outline their methods for delivering occupational, physical and/or speech therapies to student(s) that were approved to be on their caseload and provide assurance that they can fulfill direct services to students as per the IEP mandate and document provision of services.

The South Huntington School District will maintain records to document the implementation of IEP goals via IEP Direct. The documentation will include, but will not be limited to: Narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-2021, a record of what instruction and services were provided, attendance, a record of formative, summative, and standardized assessments and their results, as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory service records. Revisions or additions to a student's IEP while schools are closed due to COVID-19, a CPSE/CSE meeting or a written agreement with the parent to amend the IEP without a meeting will be practiced. The parent will receive a copy of the amended IEP and PWN with proposed changes in the preferred delivery method expressed.

The South Huntington School District will remain responsible under IDEA to identify, locate and evaluate all students who are in need of special education and related services. Special education administrators at the district level will provide explicit guidance to building-level school psychologists that all parent referrals and requests for referrals should be considered as per the Commissioner's Regulations. Before referring a student for special education, it is expected that building-level teams must consider multiple sources of data, rule-out factors, i.e., attendance, educational history, program placement and access to RtI services that may have influenced the student's progress before/during school closure. Building teams will follow the district's RtI guidance manual to identify rule-out factors to determine if the referral is warranted, and if the reason for underperformance is due to school closures and changes in the provision of education. CPSE/CSE administrators will continue to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. Initial and annual review meetings will be held via video or teleconference.

Bilingual Education and World Languages

In-Person Instruction: English language learners at all levels of proficiency and subgroup will be provided with the appropriate units of study in ENL and bilingual education, according to their program of enrollment. Elementary schools will continue to provide integrated ENL through dually certified teachers and/or co-teaching models with coaching and supports. Secondary schools provide ENL and bilingual services exclusively through dually certified teachers. Communication with parents will continue to be a focus, capitalizing on multilingual staff and audiovisual means to reach all parents, and the district's 1:1 Chromebook initiative will enhance our in-person instruction through the many resources, strategies and tools teachers have learned to incorporate in over 85-hours of professional development that will continue in August.

Remote Instruction: ELL/MLLs will be provided the full extent of the Bilingual Education and ENL Units of Study remotely. The Google Classroom platform will be organized to facilitate teacher collaboration at all grade levels (ENL and classroom; Dual Language teams; grade-level teams) for both the synchronous and asynchronous components of the program. The common platform will also facilitate parent engagement and support through a consistent system. At the elementary schools, Integrated ENL Units of Study will be implemented through co-planning and co-teaching in the same Google Classroom, to leverage professional expertise to scaffold and differentiate for MLLs. Stand-Alone ENL Units of Study will be conducted through ENL Google Classrooms, with synchronous times that do not conflict with core instructional sessions. Bilingual Education Units of Study will be provided in the Dual Language program by allocating 50% of the virtual instructional time to English and 50% to Spanish, both for synchronous and asynchronous sessions. At the secondary level, units of study are provided exclusively to program teachers with dual or multiple certifications, both for the ENL and the Bilingual Education program.

Hybrid Instruction: ELLs will be provided the full extent of the Bilingual Education and ENL Units of Study in a combination of remote synchronous, asynchronous and in-person instruction. Collaboration and co-planning will be structured for both the remote and in-person components, leveraging the ENL and BE professionals' expertise in scaffolding for the different proficiency levels. Integrated ENL Units of Study will be implemented in both in-person and virtual environments, with differentiation and flexible groupings by dually certified teachers or co-teachers. Stand-Alone ENL Units of Study will be conducted by the ENL teachers both in-person and through their own ENL Google Classroom for synchronous and asynchronous instruction.

Bilingual Education Units of Study will be provided in the Dual Language program for our elementary schools: Bilingual teachers will provide instruction in Spanish, with students participating in English lessons 50% of the time and in Spanish lessons 50% of the time, both for in-person and virtual days. Transitional Bilingual teachers will continue to provide the required services through a combination of in-person and virtual instruction, in each of their courses, following the school schedule described above, conducting live instruction and asynchronous learning experiences in the target language. Teacher assistants and support personnel (Bilingual and English speaking) will support the small groups necessary to maintain social-distancing protocols.

ELL Identification Plan for all Models:

In all instructional scenarios, South Huntington schools will continue to conduct a centralized ELL screening process, immediately after registration, including the parent orientation. Potential ELL/MLLs will be placed in the appropriate Bilingual Education or ENL program provisionally until screening results are available for permanent placement, with Bilingual Education as the default program for ELLs whose home language is Spanish.

- For students who registered in the spring, mostly incoming Kindergarten students, we are conducting ELL screenings by appointment, starting on August 3rd, at a school building exclusively designated for this purpose, observing safe ELL screening protocols to guarantee social distancing.
- For students who register over the summer and in the 2020-2021 school year, South Huntington Schools will complete the ELL identification process at central office by appointment or at the time of registration, conducted by the BE/ENL Coordinator or by a certified and trained registration teacher. Our bilingual registration and ELL screening staff are available to support parents throughout the online registration process. Computer stations will be available to parents at our central office. Registration documents are available in English and Spanish, the home language of approximately 95% of our ELL/MLLs. Bilingual staff and Proprio Translation Services will be used for low incidence languages. Parents who register in South Huntington are greeted and assisted by bilingual staff at every step of the process, to guarantee communication in the language and mode preferred by each family.

In all instructional models, teacher collaboration is supported by the common, consistent instructional schedule. We will continue to support Dual Language and ENL/classroom teams with additional planning hours, and Bilingual/ENL content teachers to collaborate within each academic department for secondary school. The district is supporting further collaboration by compensating teachers to create and compile a repository of virtual lessons in Spanish and in English for all grade levels. Our virtual and hybrid learning plans address the need for predictable routines that is key for ELLs with the flexibility that our ELL/MLL families will need in this scenario. The proposed elementary schedule allows for student access to core instruction in small, manageable, mixed-linguistic groups where ELLs interact with English proficient peers and core content, and for time devoted to virtual tutorials and individualized support. The secondary schedule allows for learning continuity in each course of enrollment.

Through extensive PD provided by the learning continuity team, our teachers have learned to utilize virtual tools to provide opportunities for language development targeting listening, reading, speaking and writing through interactive activities, video recording, writing, and feedback, using flipped learning and a “preview and review” structure. Our district has purchased a number of tools that have proven effective for ELL/MLLs, such as Screencastify, Raz-Kids (English and Spanish), Brain-Pop Spanish and ELL, Ed puzzle, Kami, PearDeck, Amplify Science, iReady (instruction and assessment), Discovery Science, etc.

Through the Google Classroom platform, synchronous instructional sessions and asynchronous learning sessions will be implemented with varied and flexible co-teaching structures in both the hybrid and virtual models. Professional Development is ongoing and focuses on the use of tools for quality interaction in remote settings. We provided over 15-hours of interactive webinars on virtual co-teaching and over 70-hours on remote teaching platforms, tools and strategies, with special consideration to language learning and supports. Our Bilingual Education and ENL teachers have consistently attended Long Island’s RBERN *Tune-in Tuesdays* and *Follow-up Fridays*. Embracing the spirit and letter of the NYS Blueprint for ELL Success, our Learning Continuity team plans PD sessions in coordination with the BE/ENL Department to include ELL considerations at the center of workshop offerings, focusing on the use of home language resources for all teachers, as we set up webinars and workshops for the end of August. Recognizing that the school closures have exacerbated pre-existing gaps in access to technology, particularly for our ELL/MLLs, our district has implemented a Chromebook initiative to distribute devices to all students in grades K-5. Our secondary schools have operated with a 1:1 Chromebook initiative for several years. Throughout the summer, our parents of ELL/MLLs continue to receive

assistance with technology and replacement of devices; we have identified families with limited access to the internet and are able to provide alternative means of access. Our district will address the possible learning loss occurred during school closures for our ELL/MLL through a variety of strategies and supports. Summer 2020 virtual programs are in place for English Language Learners at all grade levels to begin addressing possible learning loss and to prepare students for a more successful school year. A parent-engagement component is implemented through the “*Juntos Podemos*” meetings described below. Adaptive platforms for individualized learning continue to be available to our students throughout the summer, while bilingual Teacher Assistants provide individual assistance and tutorials for identified ELL/MLLs, with a specific focus on families of Students with Interrupted Formal Education (SIFE). We will continue to provide Extended Day support virtually.

We provide consistent communication, support and training for our families, in the preferred language and mode of communication, so that parents can ask questions, voice concerns, and request support beyond providing translated notices. As schools re-open, our district will re-assign bilingual non-instructional staff to support parent communication. Our main district website has a Spanish translation of all notices. In addition, our BE /ENL and Dual Language websites function as a hubs of information for our ELL/MLL families, who can access a wealth of updated resources in Spanish and English, both in written and audiovisual forms, including information about the OBEWL Parent Hotline. The adoption of a common, uniform platform for virtual instruction is intended to provide consistency to families K-12, as we continue to hold weekly virtual meetings in Spanish through the summer and school year. Parents easily join our weekly “*Juntos Podemos*” with the school provided Chromebooks to ask questions, voice concerns, and learn strategies that include Social-Emotional Learning.

Teacher and Principal APPR Plan

The district will work collaboratively with the teachers’ and administrators’ associations to ensure that all teachers and principals will be evaluated pursuant to the district’s approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

For each school, all teachers will be in compliance with the Commissioner’s regulations and/or Educational Law with regards to certifications and teaching assignments.