

REOPENING PLANS FOR SEPTEMBER 2020

**SOUTH HUNTINGTON U.F.S.D.
BOARD OF EDUCATION MEETING
AUGUST 11, 2020**

THE GUIDING HEALTH PRINCIPLES

School districts are permitted to return students and staff to the school buildings within the State Education and Health Department, as well as CDC Mandates:

- 6-feet social distance in classes and on buses;
- 50% room occupancy limits;
- Enhanced cleaning and disinfecting;
- Limited movement and contact;
- Increased air circulation;
- Morning health Screenings;
- Face Coverings and barriers;
- Contact tracing, testing, isolation, and closure plans.

GUIDING INSTRUCTIONAL PRINCIPLES

- To maximize in-person instructional time within the health and safety guidelines;
- To develop and regularly communicate schedules and parameters that ensure academic fidelity and provide parents and students with predictable structure;
- To ensure that technology is leveraged in an age appropriate and equitable manner;
- To maintain flexibility that allows for differentiation of teaching and learning based upon student and staff needs;
- To employ some type of combination of live instruction, recordings, small group meetings and posted assignments that address the varied learning and teaching styles of students and staff
- To maintain regular communication that allows for parent, student and staff input and modifications throughout the evolving semester.

GUIDING INSTRUCTIONAL PRINCIPLES

- To ensure equity by providing all students and staff with the equipment, connectivity, training, and support for both virtual and hybrid instruction;
- To educate students who choose not to participate in the in-person hybrid model;
- To provide all Academic Intervention, Special Education, and English Language Learning services;
- To be prepared to quickly pivot between in-person and remote instruction;
- To make provisions for faculty and staff who have medical concerns that preclude or limit their in-person work.

THE HYBRID-INSTRUCTIONAL MODEL

- The South Huntington School District's student and staff population numbers, juxtaposed with our building and classroom space measurements, create a hybrid approach, with approximately 50% of students in physical attendance on a given day our primary instructional model.
- Group A - students will be in physical attendance on Tuesday and Thursday and learning remotely on Wednesday and Friday
- Group B - students will be in physical attendance on Wednesday and Friday and learning remotely on Tuesday and Thursday

NOTE: Groups A and B will alternate Mondays for physical in-class attendance.

ELEMENTARY HYBRID MODEL

- Predicated upon a dual-teacher approach, which provides maximum academic engagement on the day students are physically in class, as well as engaging analytical and evaluative activities when they are learning at home.
- The primarily scheduled classroom teacher will conduct in-person lessons with 50% of students who are physically present on a given day, while the teaching partner/support instructor works with the 50% of students (approximately 12 children) in a series of Google Meets, performance-based activities, and collaborative tasks from home.
- The model is then flipped on the following day when the students who are learning at home are now in class, engaged in new material presented by the primarily scheduled classroom teacher, which will in turn be used for teacher guided developmental activities when they are home.

SECONDARY HYBRID MODEL

- Students will also follow an alternating schedule between in-class and remote learning.
- Students and teachers will follow the period-by-period bell schedule (which will be modified to allow for circumstances). The students who are learning remotely on a particular day (while the other 50% of the class is physically present), will have the access to teacher provided materials from the in-class lesson, which could be presented in the form of live streaming, pre-recorded lessons, independent, and/or synchronous activities. Additionally, the district will be rearranging “duty schedules” and enlisting the services of additional certified teachers to provide the maximum number of “office hours” to assist students who are working remotely on the day they are not physically present in class.

REMOTE LEARNING MODEL

- The remote-learning model is intended to provide instruction for those students whose parents do not wish to have them participate in the hybrid arrangement, as well as a fallback position should circumstances limit the scope of our hybrid model.
- There will be teachers who are specifically dedicated to this remote model and the classes will remain intact for a quarterly-marking period at a time.
- Attempts will be made to match teachers with remote needs to students in similar circumstances.

ELEMENTARY REMOTE MODEL

- Elementary school remote learning will begin at each of the school building's scheduled start time with a 25-minute homeroom-style session.
- Students will then engage in a 90-minute English Language Arts block, where new material will be presented. This blocked ELA time will include small group live instruction (for at least 25minutes), synchronous and asynchronous activities, and cooperative work.
- The students and teachers will then move into a 60-minute Math block, which once again will include live instruction of new material (of at least 25 minutes), as well as synchronous and asynchronous activities and cooperative work.
- The students and staff will then take a 35-minute lunch break.
- The afternoon sessions will include “specials” such as art, music, and physical education, as well as academic intervention and related services.

SAMPLE ELEMENTARY REMOTE SCHEDULE

OAKWOOD/COUNTRYWOOD EXAMPLE:

8:30 a.m. to 8:55 a.m.

Check-In Homeroom Period

9 a.m. to 10:25 a.m.

ELA Teaching and Learning Block

10:30 a.m. to 11:25 a.m.

Math Teaching and Learning Block

11:25 to 12 Noon

Lunch

12:05

Special Areas—Art, Music and P/E,
Student Services, IEP Provisions, Extra
Help, Academic Intervention Services

SECONDARY REMOTE INSTRUCTION

- The secondary-level Remote instruction will follow the full 8-period daily schedule (classes will be 30-minutes in length with a 10-minute break).
- Students are expected to be in attendance during these classes, and the teacher will provide new material through Google Meets, video conferencing, audio prompts, Google Suite, and Google Hangouts to be used in combination with live interactions.
- In addition, teachers will be available for office hours (via Google Meets), to provide individual attention, remediation, and extra help.
- Again, period-by-period attendance is required, class participation will be factored into students' averages, and traditional grading systems will apply.

TECHNOLOGY AND CONNECTIVITY

Our District has a 1:1 device initiative, which provides all 6-12 grade students with Chromebooks, and immediately upon last spring's closure, ordered these devices for all K-5 children and the incoming sixth-grade class. While the order is backlogged until October due to international demand, we have surveyed families regarding their home computer and internet access and are taking steps, such as repurposing Chromebook carts and labs, to ensure that every child is connected on September 1st; we are also in the process of increasing the District's bandwidth.

HEALTH & SAFETY

- We will provide information and training to staff to recognize signs of illness in students and colleagues and to direct symptomatic persons to the school nurse, where they will be assessed and assisted accordingly.
- The District is training a contact tracing team and will, upon a positive COVID-19 test, be quarantining the infected student or staff member, as well as all individuals with whom that infected individual has had school building or bus contact.
- The District will be making immediate COVID-19 testing contacts through Huntington Hospital available for any suspected cases and testing needs.
- We will require staff to self-report their daily temperature along with a daily questionnaire. Students will be encouraged to have their temperature checked and recorded via application prior to bus pickup or school arrival. Students will also have their temperature checked prior to arrival at school will be temperature screened at school, and any student or staff member who has a fever or COVID-19 symptoms will be sent directly to a designated isolation.
- Visitors, guests, contractors, and vendors who visit schools will be screened and processed according to the protocols delineated above.

HEALTH & SAFETY

- The District will post Signage throughout each school building, which instructs 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. Signs will be posted in both English and Spanish.
- The District will provide accommodations to all students and staff who are at high risk or live with a person at high risk of COVID-19.
- The District will require all employees, adult visitors, and students to wear a cloth or surgical face-mask covering.
- The District will enable students to have multiple mask breaks throughout the school day.
- District will maintain an adequate supply of face coverings for school staff, students who forget their masks, and PPE for school health professionals.

HEALTH AND SAFETY

In accordance with both NYS Health Department and CDC guidelines, we will enhance daily classroom, bathroom, hallway, and common area cleaning procedures as follows:

- All areas will be disinfected in their entirety with Virex 256, through an electrostatic sprayer, ensuring complete coverage of all surfaces, window latches, blinds, door handles, walls and floors.
- Students can no longer assist with tasks such as erasing the boards.
- Furniture will be aligned to comply with social-distancing guidelines.

HEALTH AND SAFETY/TRANSPORTATION

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.

HEALTH AND SAFETY/TRANSPORTATION

- The students will be instructed to board the bus from the back forward.
- Seating will be limited to every other staggered seat, with each child taking the first seat available. The seat behind the bus driver will not be occupied.
- Social distancing and safety signage will be prominently posted.
- All passengers and drivers must wear a cloth 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.

HEALTH AND SAFETY/TRANSPORTATION

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/Windows 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.

HEALTH & SAFETY/FOOD SERVICE

- 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.
- Shared 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.

HEALTH & SAFETY/CHILD NUTRITION ACCESS

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 and other designated areas 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.
- All surfaces will be cleaned during the break between each 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.

SOCIAL-EMOTIONAL LEARNING (ALL MODELS)

- Each building has developed a comprehensive counseling program that has been supervised by a certified counselor. The counseling plan will be reviewed during the summer of 2020, prior to school reopening, to update building goals and activities to establish multiple tiers of support for social-emotional learning.
- 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 support teams.
- Pupil Personnel Service (PPS) staff will coordinate building-level activities and support protocols to facilitate transition of students back to school.

SOCIAL-EMOTIONAL LEARNING (ALL MODELS)

- Building-level support teams will coordinate with teachers and staff to identify, plan, and implement developmentally appropriate activities that address the following social-emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. (Collaborative for Academic, Social and Emotional Learning Framework.)
- Under the guidance of the district team, each building will implement its multi-tier support system (MTSS) activities and personnel to be proactive and responsive to the social-emotional development and behaviors of students.

SPECIAL EDUCATION

Regardless of the learning model—*in-person, hybrid or remote*—all students with disabilities will 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.

Meaningful parental engagement (in the family's preferred language) regarding the provision of services to their child will continue both officially through the CPSE/CSE and regularly through a variety of processes and settings and will be maintained regardless of the instructional model (in-person, hybrid or remote).

In-person services will be of the highest priority to the highest needs' students—we are recommending having our Life Skills and self-contained students in class every day, regardless of the model choice.

SPECIAL EDUCATION

A concerted effort will be taken to ensure that regardless of the learning model and subsequent restrictions, students will, to the greatest extent possible, be provided services in full accordance with their IEP.

Regardless of the chosen instructional model, our teachers of record, integrated co-teachers, resource room instructors, and self-contained teachers will be monitoring, charting and communicating to parents and relevant educators the degree of student progress and achievement.

The district/building-level special education and counseling teams will provide initial and ongoing assessments to gauge changing student needs and work with the parents and caregivers through the CSE process to determine and implement the appropriate compensatory services (if any).

SPECIAL EDUCATION

Our faculty and staff will receive in-service guidance relative to the need to continue the typical special education referral process, while simultaneously understanding that a deficiency resulting from school closures and learning model issues may not be a reason for a referral.

Our District team will leverage available technology to ensure timely attention to all evaluation and reevaluation deadlines, as well as CSE and CPSE matters and procedural safeguards and written notice requirements remain in effect.

Our District team will analyze each potential program model and consult with our assistive technology specialists to determine how any technology, which might be leveraged in a specific instructional model, will juxtapose with their students' individual disabilities and provide recommendations where appropriate.

ATHLETICS

The New York State Athletic Council has delayed the start of the Fall sport season until September 21, 2020. However, it does not look like that will be a reality. The default plan is to hold all three seasons in a truncated manner beginning January 1, 2021.

MUSIC

The restrictions on Band and Chorus are incredibly restrictive at 12-feet. This makes concerts, musicals, etc., nearly impossible.

We are going to allow some sort of small group contact at the secondary level, but at the elementary grades will be redeploying the music staff members for more direct support.

CO-CURRICULAR ACTIVITIES

We are permitted to have clubs in a limited fashion provided their activities can stay within all social-distance requirements, and the building be cleared in time for the daily, deep cleaning process. This is a big question, but not a pressing issue just yet.

NEXT STEPS . . .

A declination survey, which asks people to communicate if they will be opting their children out of our Hybrid Instructional Model and electing for a full Remote Learning Program, will be emailed to homes Tuesday night, August 11, 2020.

The survey will also contain a similar question for students who normally receive district provided transportation. For students participating in the Hybrid Model, the response of maintaining transportation or electing to provide their own transportation arrangements is required.

Parents will have until Monday, August 17, 2020, to communicate their choices, which will be in effect for a 10-week interval.