

SARANAC CENTRAL SCHOOL DISTRICT



REOPENING PLAN

July 31, 2020

HEALTH & SAFETY

NUTRITION

SOCIAL-EMOTIONAL WELL BEING

FACILITIES

TRANSPORTATION

ATTENDANCE/CHRONIC ABSENTEEISM

SCHOOL SCHEDULES

TEACHING & LEARNING

TECHNOLOGY & CONNECTIVITY

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****Updates to the school reopening plan will be indicated in RED. All previous protocols and procedures will remain in place.**

HEALTH AND SAFETY

Focused on preventive actions, schools will be required to: perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; develop plans to maximize social distancing; develop plans to manage and isolate ill persons until they can be sent home; instruct students and staff in proper hand and respiratory hygiene; require wearing appropriate face coverings; and develop cleaning and disinfecting procedures for the school in accordance with CDC and DOH guidance.

Health Checks:

Using guidance from New York State Education Department, New York State Department of Health, Centers for Disease Control and other key advisors, we have developed a thorough and complex safety plan. There are many steps and many people that will be ensuring your child's safety.

Parents/guardians, faculty and staff will have a key step in the safety process-and that begins at home. According to NYSED guidelines, we are requesting all parent/guardians, faculty and staff perform a quick screening and temperature check each morning before sending them to school.

Temperature checks will be performed randomly each morning as students enter each building.

The questions include:

Has your child (or if an employee-have you):

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 14 days;
- (c) experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days;
- received any fever-reducing medication such as Tylenol, Advil, Motrin, ibuprofen in the past 72 hours and/or;
- traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

If the answer is yes to any of these questions, he/she **MUST** stay home. There is also a list of commonly seen symptoms of COVID-19 to check for. These include (but are not limited to):

- Fever or chills (100°F or greater);
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

If any of these symptoms are displayed, the individual MUST stay home and call their primary care provider to ask for an appointment to be evaluated. A written release from their provider to be able to return to school.

If students/staff knowingly refuse screening before entering school, they will not be allowed to enter the building and will be addressed by administration.

SCSD will continue to communicate information about positive cases, quarantine requirements and changes to the instructional model to the community as needed. This communication will be communicated via email, robo calls, posting on Facebook and the District website.

Health Checks/Concerns:

Upon return to buildings, all faculty and staff will participate in training on recognizing symptoms of COVID-19. Faculty and staff are required to immediately inform the Health Office of any persons who appear to have any symptoms of COVID-19. We will also be performing random screenings at school.

Students and staff exhibiting these signs should be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home.

Management of Ill Persons:

If any student/staff are exhibiting symptoms of COVID, the following actions will be taken:

- ensure their face covering fits properly over mouth and nose
- place face shield over face and mask for added protection
- bring to isolation room
- if student-immediately contact parent/guardian for immediate pick. Pick up should be within 30-60 minutes. Parent will be directed to call emergency contact if this is not possible.
- If staff-direct immediate departure from building and notify admin.

In regard to student pick-up, parent will be instructed to:

- park in front of building
- stay in car
- call school when they arrive
- student will be brought to car by staff in full PPE
- parent will sign COVID-19 Return to School Protocol Form (see Attachment B) and will be given a copy
- parent will be reminded that student will not be allowed to return to school until released by their primary medical provider or the Clinton County Health Department.

The SCSD will coordinate with the Clinton County Health Department (CCHD) for safe return of students and staff to in-person learning post positive diagnosis and isolation or quarantine due to exposure.

Information on vaccination has been made readily available to all faculty and staff.

Return to In-person Learning for Student/Staff After Positive COVID-19 Diagnosis/Contact:

Return will be coordinated with the Clinton County Health Department. This return to school protocol shall include, at minimum, documentation from a health care provider following evaluation, negative COVID-19 diagnostic test result, and symptom resolution, or if COVID-19 positive, release from isolation.

School nurse will follow up with parents of all students, faculty and staff sent home. Parents and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. School nurses will maintain a log of all activity.

A letter outlining screening questions and symptoms of concern will be sent home to every parent (see Attachment A). It will state that this screening tool and a temperature check **MUST** be used every morning for their children. If the answer to any of the screening questions is yes or if the child has any of the symptoms listed, the child **CANNOT** be sent to school. Parent should notify the school nurse and the child's medical care provider to request an evaluation. Child will not be allowed to return to school until released by their medical care provider or the Clinton County Department of Health. Faculty and staff will continue to utilize the daily screening checklist that was provided in July.

Social Distancing:

SCSD will continue to ensure that appropriate physical distancing is maintained of at least 3 feet between students in classroom settings. Cohorting will be continued. 6 foot social distancing will be continued in these circumstances:

- Between adults and between student and adults
- when eating or drinking or other reason that mask must be removed
- acts that require projecting voice or playing wind instrument
- when in common areas and outside classroom, where possible.

Appropriate social distancing (6 feet) will be maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless safety or the core activity (e.g., instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household. Signage will be posted to address distancing.

In the event that individuals are participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes), a distance of twelve feet in all directions must be maintained between individuals.

Personal Protective Equipment and Face Coverings:

Saranac Central School District will follow OSHA COVID-19 guidance for PPE use and will provide PPE to students/staff as directed.

All students/staff must wear face coverings when entering the building, in all public areas (buses, cafeteria, hallways, etc.) and whenever social distancing is not possible. **Acceptable masks are handmade sewn, quick cut, or disposable medical masks. Bandanas, gaiters and vented masks are prohibited.** Students/staff can wear their own masks provided they cover both the nose and mouth and are properly cleaned. If students/staff cannot provide their own masks, masks will be provided for them. A minimum of 2 mask breaks will be provided daily with social distancing to be maintained. If social distancing is maintained, masks can be removed.

Students/staff must have medical documentation excusing them from mask-wearing. In lieu of masks, face shields will be used.

Full PPE, including N95 masks will be provided for school nurses and others who may be working in high risk situations such as custodial/maintenance workers-per OSHA guidelines.

Cleaning and Disinfection:

Cleaning and disinfection will be done per CDC and OSHA guidelines. Cleaning solutions used will be provided by Facilities Director and are OSHA, DEC, CDC, and SED approved for safe use in schools. Cleaning supplies will be available in all classrooms and offices with proper PPE and guidelines for safe usage. Training on cleaning and disinfection will be offered by the Facilities Director. Cleaning and disinfection are the primary responsibility of the school's custodial staff, but they can be assisted by others who have had proper training on safe use of cleaning products.

SCSD will follow CDC guidelines on "Cleaning and Disinfecting Your Facility," if someone is suspected or confirmed to have COVID-19:

- Close off areas used by the person who is suspected or confirmed to have COVID-19.
- Responsible Parties do not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom, hallway), but they should consult with local health departments in development of their protocols.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection. Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Healthy Hygiene Practices:

Hand Hygiene:

Handwashing is the single, most important defense against COVID-19. All students/staff will be instructed in proper handwashing techniques, respiratory etiquette and proper use of face coverings. Similar information will be given to parents for reinforcement at home. Teachers will promote frequent and proper hand washing including before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

In such situations where handwashing is not possible, an alcohol-based hand sanitizer containing at least 60% alcohol will be available. Stations will be placed throughout common areas with signage for proper use. Student use of alcohol-based hand sanitizers should always be supervised by adults to minimize accidental ingestion and promote safe usage; supervision is required for elementary school students.

Respiratory Etiquette:

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.

A supply of tissues should be available in each room. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing, and handling dirty tissues or other soiled material.

Health Offices:

School health offices will be equipped with all OSHA required PPE needed to care for student or staff who has developed COVID-19 symptoms. Each health office will be required to have an isolation room to separate students, faculty, or staff with symptoms of COVID-19 from others until they can go home. A separate adjoining room with 2-person capacity is required. Room must contain only chairs and any necessary medical equipment. Students who are waiting to be picked up will remain under the visual supervision of a staff member who is socially distanced.

PPE requirements for school health office staff caring for sick individuals must include both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (i.e., goggles or face shield) should be added. When caring for a suspect individual with COVID-19, gloves, a gown, and a fit-tested N-95 respirator should be used, if available (or surgical face mask and face shield, if not available), as well as eye protection. Please consult CDC guidance for additional information. Guidelines for cleaning and disinfection must be followed.

Signage:

SCSD will post signs throughout the school and will regularly share similar messages with the school community, consistent with DOH COVID-19 guidelines regarding public health protections against COVID-19. Signage should be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Adhere to social distancing instructions
- Report symptoms of, or exposure to, COVID-19
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

District Health Communication:

SCSD will send parents/guardians letters directing them how to screen students at home for signs of illness by multiple means inclusive of but not limited to written communication, via SCS website, email, text, short videos and parent forums.

Vendor/Visitor Protocol:

Per directive of NYSDOH and NYSED, visitors to facilities are discouraged. All visitors will be questioned at entrances via intercom to establish need for visit. No written sign in or sign out books will be used. Main office staff will visualize, document student name, time of pick up/drop off, reason and adult name.

Vendors are subject to health screening procedures per SCSD policy.

NUTRITION

Saranac Central School District will include the food service director in the reopening plan discussions to help: provide all enrolled students with access to school meals each school day whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means, in the languages spoken by families.

Required Personal Protective Equipment (PPE):

- Food Service Workers will be required to wear the following at all times while in district buildings:
 1. Gloves
 2. Face Covering/Mask
 3. Face Shield (if applicable)
- Face coverings/masks, gloves, and hand sanitizer will be available for use while Food Service Workers are engaged in food preparation or serving and/or present in food preparation or serving areas.
- Food Service Workers will be required to use and dispose of Personal Protective Equipment (PPE) properly. The Food Service Director will oversee this process daily.
- Food Service Workers will maintain social distancing to the maximum practical extent.

The following plan includes three possibilities:

- All students returning to school.
- Hybrid version to include use of facilities and remote learning.
- Remote learning only.

All Students Returning to School:

All students will have the ability for a grab and go breakfast which is typical within the district. Lunch will no longer be served buffet style, but students will be provided options in the morning by their teachers. This information will be given to the kitchen staff. Students will then enter the cafeteria/gymnasium with a card in their hand that represents a selected option (A, B, C, etc.) Families that have opted for remote learning will be able to pick up meals at each school during designated hours. For those medically fragile students who will pursue remote, homebound instruction during periods of full in-person instruction, bagged breakfasts and lunches will be made available for pick-up, as during periods of school closure/remote instruction.

Daily staff health screenings will be conducted. The kitchen staff will be provided instruction upon the start of the school year and throughout as new guidelines surface regarding the most up to date health and safety guidelines. Signage has already been posted within the kitchen workspace. Cash will not be accepted, pre-payment or payment online only. Vending machine use will be restricted. Necessary arrangements will be made to meet the needs and requirements of any medically fragile or high-risk students.

Specific kitchen staff will have the task of putting together meals for students with allergies, making them as close as possible to the regular menu. Nutrition labels will be provided for all meals and they will be marked in red. The staff members (kitchen and food area) will be educated and provided a list with student individual allergies.

Hand sanitizer will be placed in the entry way of all locations where meals will be eaten. Lunch monitors will ensure all students appropriately use the sanitizer prior to entering. If hand sanitizer stations are not available sanitizing wipes will be provided with each lunch. As students leave, the same procedures will be used. There will be signage throughout hallways and lunch rooms providing instruction on how to use hand sanitizer and the appropriate way to wash hands thoroughly. Education to students regarding food/beverage sharing will be given at the beginning of the school year. There will also be signage and monitors in places where meals are eaten to discourage sharing of food/beverage.

Kitchen staff, food area monitors, and custodial staff will be involved in the cleaning and disinfection of each cafeteria between groups of students. Education to all staff involved will be provided at the beginning and throughout the year along with thorough instructions on storage of supplies. All chemical cleaners and disinfectants will be used according to the manufacturer's recommended instructions. Staff will wear all required PPE when cleaning and using chemicals. All staff will follow US CDC Guidelines for Cleaning and Disinfecting Your Facility. Staff members will be trained on operating procedures, proper cleaning techniques, proper use of chemicals and PPE. All chemicals will be stored properly and kept out of reach of children.

Kitchen staff will be updated regularly on any changes in the Child Nutrition Program. Meal patterns will follow the appropriate guidelines. Yearly training and professional standards will be kept up to date. We will be in constant contact with NYSED regarding any changes.

When appropriate, all correspondence with families will be provided in the desired language. We currently have no students in the LEP households. Robocalls, school website and mail will be used to provide information to families.

All space in the cafeterias and gymnasiums will be utilized to ensure appropriate social distancing of six feet. Signage will be placed on the floors to ensure this happens. Where social distancing is not available barriers will be in place for students.

Hybrid:

All students, that are physically in the buildings will have the ability for a grab and go breakfast which is typical within the district. Lunch will no longer be served buffet style, but students will be provided options in the morning by their teachers. This information will be given to the kitchen staff. Students will be eating all meals in their classrooms to maintain cohorts. Students that are learning remotely will have the ability to pick up meals at each school. For those medically fragile students who will pursue remote, homebound instruction during periods of full in-person instruction, bagged breakfasts and lunches will be made available for pick-up, as during periods of school closure/remote instruction.

Daily staff health screenings will be conducted. The kitchen staff will be provided instruction upon the start of the school year and throughout as new guidelines surface regarding the most up to date health and safety guidelines. Signage has already been posted within the kitchen workspace. Cash will not be accepted, pre-payment or payment online only. Vending machine use will be restricted. Necessary arrangements will be made to meet the needs and requirements of any medically fragile or high-risk students.

Meals will be provided in the classrooms with kitchen staff and monitor aware of student allergies. Meals will be labeled in red to distinguish between allergy and regular meals. For the students learning remotely allergy meals will be made available for pickup. Specific kitchen staff will have the task of putting together meals for students with allergies, making them as close as possible to the regular menu. Nutrition labels will be provided for all meals and they will be marked in red. These meals will be

constructed in their own area. The staff members (kitchen and food area) will be educated and provided a list with student individual allergies.

Hand sanitizer will be available in all classrooms for hand hygiene before and after meals. An alternative will be to provide sanitizing wipes with meals to allow students to use before and after. There will be signage throughout hallways with instruction on how to use hand sanitizer and the appropriate way to wash hands thoroughly. Education will be provided for students that are learning remotely. Education to students regarding food/beverage sharing will be given at the beginning of the school year. There will also be signage and monitors in places where meals are eaten to discourage sharing of food/beverage.

Meals will be provided in student classrooms which will be their cohort throughout the day. The monitors, teachers, and janitors will clean up after meals and at the end of the day. In the high school where students will be changing rooms all staff will be responsible to help with cleaning and disinfecting prior to the next group of students entering a room. Detailed policies and procedures will be implemented and followed. All chemical cleaners and disinfectants will be used according to the manufacturer's recommended instructions. Staff will wear all required PPE when cleaning and using chemicals. All staff will follow US CDC Guidelines for Cleaning and Disinfecting Your Facility. Staff members will be trained on operating procedures, proper cleaning techniques, proper use of chemicals and PPE. All chemicals will be stored properly and kept out of reach of children.

Kitchen staff will be updated regularly on any changes in the Child Nutrition Program. Meal patterns will follow the appropriate guidelines. Yearly training and professional standards will be kept up to date. We will be in constant contact with NYSED regarding any changes.

When appropriate, all correspondence with families will be provided in the desired language. We currently have no students in the LEP households. Robocalls, school website and mail will be used to provide information to families.

Meals will be provided to each student in the classroom where they will be social distanced. Signage will be placed on the floors to ensure this happens. Where social distancing is not available barriers will be in place for students.

Remote:

Meals will be offered to all students. Meals will be dropped off, typically twice a week, using the school buses.

Daily staff health screenings will be conducted. The kitchen staff will be provided instruction upon the start of the school year and throughout as new guidelines surface regarding the most up to date health and safety guidelines. Signage has already been posted within the kitchen workspace.

Specific kitchen staff will have the task of putting together meals for students with allergies, making them as close as possible to the regular menu. Nutrition labels will be provided for all meals and they will be marked in red. These meals will be constructed in their own area. They will be labeled in red and placed in specific coolers that are labeled for allergies. The staff members (kitchen and food area) will be educated and provided a list with student individual allergies.

Educational handouts will be sent home for students to review. There will also be education available on the website for appropriate handwashing technique.

Kitchen staff will be provided education on any changes in the Child Nutrition Program. Meal patterns will follow the appropriate guidelines. Yearly training and professional standards will be kept up to date. We will be in constant contact with NYSED regarding any changes.

Communication to families will be done using robocalls, the school website, and mail. The appropriate language for individual students will be used. Currently the district has no students from LEP households.

SOCIAL-EMOTIONAL WELL BEING

The Social emotional well-being of our children will continue to be a primary focus among our reopening plans. Throughout this unprecedented shift to a new way of teaching and learning, our dedicated educators and support staff will continue to serve our community, connecting students and families with resources necessary to engage in learning amidst this pandemic. Per state mandates, our district and buildings have a comprehensive developmental school counseling plan in place and is reviewed as needed to meet the current needs of our students. These plans continue to develop and evolve under the direction of state regulations and guidance as well as well as our certified school counselors and administrators. To better support our students and families, we will continue to utilize our systematic processes to begin the school year with these needs in mind. Each school within the district has a functioning representative group to provide guidance and develop plans to address student needs within their building. All stakeholders are represented and provide feedback to inform the counseling plan.

Students will participate in a weekly “check-in” model regardless of the model of instruction we will utilize. This will be completed by a multitude of providers such as administration, teachers, paraprofessionals, counselors, or the school psychologist(s). This model will be done in conjunction with parents and guardians and be done through various options such as telephone, email, Zoom, and possibly in-person meetings. In this new way of teaching and learning, it is integral that all students and staff are attending to their emotions and the partnerships continue with families.

Collaboration with local community organizations has resulted in additional support and resources for our Saranac students, staff and families. To that end, many community agencies will support the district in our next steps such as: Champlain Valley Family Services, Behavior Health Services North, The United Way, local pediatricians, the Department of Social Services, and Clinton County Sheriff’s Department. Our counselors, school psychologists, and staff in collaboration with these agencies will continue to work to identify resources daily that will be able to support our students and families. First, and our counselors and psychologists are ready to call, email, teleconference, and meet in person for counseling needs. Individual building teams will meet regularly to discuss and develop a plan for action when students are in need.

The District will assign specific days to be utilized for professional development regarding the ongoing Covid-19 public health emergency and methods to support student’s emotional health. Through our research validated Second Step Program, our certified school counselors and psychologists will continue to provide supports to strengthen coping and resilience skills for students. Administration in concert with our certified school counselors, will continue to monitor the need for additional emotional support for our faculty and staff and provide resources as necessary.

We will keep the community updated on resources available on our website and multiple modes of communication.

FACILITIES

Schools and school districts should promote social distancing while maintaining existing safety requirements designed to protect students. To accomplish this, schools may expand their physical footprint or change the way they utilize space. Schools should also continue to meet or exceed ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

Offices:

- Polycarbonate barriers will be installed at each receptionist's desk
- Floors will be marked off for 6' social distancing
- All office personnel will have to complete the self-screening process prior to arriving to the school

Classrooms:

Each classroom teacher will be assigned two classrooms in order to increase the ability to social distance. A second adult (teacher, teaching assistant, or teaching aide) will be assigned to each teacher to assist with supervision and instruction between the two classrooms.

- Masks must be worn at all times by the teacher and students when social distancing is not possible. Teachers and the 2nd adults will determine when students can remove their masks.
- The unit ventilators in each room are designed to pull fresh air in while they are running.
- Students and Teachers are required to complete health and temperature screening as outlined in the Health and Safety Section prior to entering the building.

General Building:

- Everyone in the building will be required to wear a mask when they are not able to social distancing or the possibility of not being able to social distancing is present.
- All 4 campuses have at least one water fountain per 100 students.
- Congregating of faculty and staff will not be allowed in break rooms. There will always be a limited amount of faculty allowed in those rooms.
- Fire drills will be conducted so that everyone is spaced out far enough to social distance.
- Bathrooms will be cleaned numerous times throughout the day. A daily log will be kept showing who cleaned it.
- In the event that students eat in one of the cafeterias they will be socially distanced, and a barrier will be provided as a second level of protection.
- Support staff will have to complete the self-screening process prior to coming to work. Visitors to our buildings will need to answer the screening questions and have a temperature check prior to entering the building.
- Custodians will be given a refresher course in cleaning and disinfecting. A periodic review and updates on new products will also be offered.
- Students will be taught process for transitioning through hall ways.
- All alcohol-based hand -rub dispensers are installed in accordance with FCNYS 2020 section 5705.5.
- The lead water testing will be conducted this year (2020-21).

- Our 2020 building condition survey will be scheduled to take place before January 1.
- Any changes or additions that we do will comply with the 2020 New York State Uniform Fire Prevention and Building Code.

TRANSPORTATION

The school bus is an extension of the classroom and services should be provided to all students with consistency and equity. Each district will be required to: perform regular school bus disinfection measures; train school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train staff regarding the wearing of masks. Students will wear masks and social distance on the bus. Districts will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities – just as they always have.

Buses and Bus Stops:

- All drivers and passengers will always be required to wear a mask while on the bus. Students will not be denied transportation if they do not have a mask as one will be provided for them. We will encourage parents to please make sure their child has a mask every day.
- Students who have a disability preventing them from wearing a mask will not be required to do so, but arrangements must be made with and documentation given to the district office ahead of time.
- Students will be limited to one child per seat on the bus unless they are family members living in the same household then they can sit in the same seat. Seats on the bus will be marked to show where the child can sit. We will be utilizing an alternating pattern through each row of seats. Starting in the back row the student in the seat on the left would sit near the window while the student in the seat on the right would sit near the aisle. The row in front of them would have the student in the seat on the left now sitting near the aisle while the student on the right would sit near the window. This pattern would continue in each row thus resulting in the student not sitting directly in front of another student. It could happen in a seat with family members sitting together but for the most part we would eliminate that as much as possible.
- We will encourage buses to unload students at the school one bus at a time to eliminate crowding and help to maintain social distancing better. We will also have a policy in place for the end of school dismissal, so all students aren't trying to load at the same time as well.
- Any driver or bus monitor that must come into direct contact with a student will be required to wear gloves when necessary.
- No hand sanitizer will be allowed on the bus. Because it is combustible it should not be kept on school buses and transported. Hand sanitizer can be obtained while at school.

Communication Between District and Parents:

- We will require parents not to send their children to school or board the bus if their child has been sick and/or has a fever or has had a fever in the last 24 hours as per the Health and Safety section of this document.
- Saranac Central will send out a survey to all parents regarding transportation and provide them with an “opt-out” option for to and from school transportation. Parents transporting students will allow for a much more efficient and safer transporting situation for the arrival and dismissal of students.
- Remind students/parents/guardians that social distancing requirements need to be adhered to at the bus stop as well.

- Students will be taught the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Students will be taught and provided periodic reminders on the proper use of social distancing and how to maintain it as much as possible.

Training:

- We will have periodic refresher courses for staff members to go over the proper procedure for cleaning and disinfecting school buses. They will be updated on any new products being offered in our area.
- Staff will be trained and provided periodic refresher courses on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Staff will be trained and provided periodic refresher courses on the proper use of social distancing and how to maintain it as much as possible.

Cleaning and Disinfecting:

- Buses and other transportation vehicles will be cleaned and disinfected daily after every run.
- A logbook will be kept in each vehicle documenting the date, time and name of person performing the cleaning.
- Director of Facilities or the head bus driver will make frequent inspections to make sure that the buses are being cleaned according to schedule.

Bus Garage:

- Mechanics and bus drivers are always to wear a mask. If a mechanic is working alone in the garage, they will be allowed to remove their mask to work.
- There will be no gathering in the break room. Social distancing must always be adhered to.
- There will be hand sanitizer provided at the bus garage. Drivers will be asked to wash hands and to use sanitizer before getting on the bus and as soon as they get off the bus. Mechanics will be asked to wash hands as frequently as possible and use sanitizer.
- A cloth mask has been provided to each driver. Disposable masks will be on site just in case they forget to bring theirs or is the one that they have happened to break or get contaminated.
- All transportation personnel will need to complete the self-screening process as outlined in the health and safety position of this document.

ATTENDANCE AND CHRONIC ABSENTEEISM

Schools are required and responsible for developing a mechanism to collect daily attendance, regardless of the instructional setting. Saranac policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school.

State Aid Purposes/Reporting Purposes:

Attendance of any student of compulsory age, who resides in the district, must be reported in the Student Information Repository System (SIRS). Reporting of daily attendance is directly connected to the state aid the district receives. Therefore, attendance will be taken regardless of the model of instruction being used.

Attendance will be taken by the classroom teacher. Any illness will be reported to the school nurse. Any attendance concerns not related to illness will be reported to the school counselor and/or

school psychologist in conjunction with administration. Students and parents will be given information on this procedure in the opening days of school.

Instructional Purposes:

Reporting Attendance for each course is required to track the instructional hours/minutes mandated by NYSED and for meeting the 180 days in session requirement. This information is directly tied to the state aid the district receives. In middle school and high school, it is the responsibility of the students to attend class. Students must follow attendance procedures that their classroom teachers have in place. Attendance is important and it is each student’s basic responsibility as a member of the school community. Regular attendance is directly related to academic and career success.

Failure to attend class daily, regardless of instructional model, may affect a student’s grade and could result in loss of credit, referral to school counselors, or a Pupil in Need of Supervision (PINS) referral through Clinton County Family Court. Notification, as required by NYSED Commissioner’s Regulations Section 104.1(i)(2)(vii) and Saranac policy will be sent to parents/guardians when students reach each/any of the successive levels of course attendance via written format.

Reporting Purposes:

The compulsory attendance law in New York State requires that all children between the ages of six and sixteen be provided with a program of instruction, either at a public school or elsewhere. The object of the compulsory attendance law is to see that children are not left in ignorance, that from some source they receive the instruction that will fit them for their place in society. It is the responsibility of the district to take attendance collected and enter it into the SIRS.

Chronic Absenteeism:

The New York State Department of Education requires the district to report Chronic Absenteeism through a Chronic Absenteeism Accountability Report. Chronic absenteeism is an accountability measure used to determine accountability status under New York State’s plan to comply with the “Every Student Succeeds Act (ESSA)”. Students are considered chronically absent if they were enrolled for 10 or more instructional days, in attendance for at least one of those days, and absent (excused or unexcused) for 10% or more of their enrolled instructional days.

SCHOOL SCHEDULES

The Saranac School District created a comprehensive plan for a schedule that includes in-person instruction, remote instruction or a hybrid of both in-person and remote instruction. In all three instructional models, a cleaning and disinfecting schedule has been established and will be adjusted as necessary. Models will shift in accordance with state guidelines and shifts will be communicated with families and students in order to prepare for those changes.

The district will survey families and offer a remote learning option should either an in-person or hybrid model be determined, and a family not feel comfortable with that option.

In-Person Instruction:

The In-Person Instructional Model is 100% in-person. This would follow the students regular school day and 6-day cycle schedule, with concessions made to increase safety measures. The bell schedule may

be altered to allow less traffic in the hallways, teachers may travel to cohorts instead of students when possible, and all learning spaces may be utilized as classroom spaces to meet the needs of 6ft spacing.

Some classroom spacing will reduce to 3 feet.

Remote Instruction:

The Remote Learning Model is 100% remote instruction. Remote learning will connect and reinforce the in-person classroom instruction. During this model of instruction, students will receive an agenda and/or weekly assignments to make this more efficient for students and families. As in all models, students will be required to submit their assignments by their teacher-given due dates. The regular school day will be followed in terms of collecting/posting assignments, unless alternative arrangements are made between the teacher and student. Under this model, students, their classmates, and their teacher interact in a specific virtual place, like Zoom, at a specific time. In addition, their teacher(s) will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, so they have the ability to access and satisfy these requirements within a flexible time frame.

Hybrid Instruction:

The Hybrid Learning Model is a combination of remote and in-person instruction. A general outline is below:

Pre-K -6:

- In school daily using MES, SES, and MS buildings utilizing all staff.
- **Pre K –6 will be in school daily**

Grades 7-12 using HS building utilizing all staff:

- These students will attend by rotating two days in the building and four days in remote instruction in the following cohorts: 7th and 8th grade, 9th and 10th grade, and 11th and 12th grade.
 - *When 7/8 graders are in the building, 9/10 and 11/12 are remote.
 - *When 9/10 graders are in the building, 7/8 and 11/12 are remote.
 - *When 11/12 graders are in the building, 7/8 and 9/10 are remote.
 - **All special area classes may be remote.
 - ***Teachers travel to classrooms when possible for less traffic among student cohorts.
- **Grades 7-8 students will be in person daily**
- **Grade 9-12 students will be in person daily 3 of each 6 days in the cycle**

Starting in this way allows for all students to be seen within the first week and a half of school, delivery of health and safety information, distribution of 1:1 device, training in necessary technology, and an introduction to the three models of instruction that may be used at any time with little notice.

TEACHING AND LEARNING

The SCSD has established three plans to address teaching and learning. The models include In-person instruction whereby all students return to all four buildings, a Hybrid model which includes some face to face instruction for all students as well as remote instruction, and a fully Remote model to provide instruction to students off site. Each plan was developed to ensure the safety and well-being of all the students, faculty and staff while continuing to provide instruction.

All Students Return:

In person learning will require all students to return to their respective school for instruction. We will continue to meet all curriculum standards as well as regulatory requirements. Instruction will be delivered face to face by highly qualified teachers. Daily interactions will occur in order to assess growth toward meeting the NYS Learning Standards and adjust instruction to meet student needs. Art, PE, music and library will be integrated into the core content areas delivered by the cohort instructor (classroom teacher) in conjunction with the special area teacher.

The District will utilize multiple platforms, such as, Zoom, Microsoft Office, email, Schoology, School Messenger, phone, text, and apps to continue to communicate with families. This model is most similar to our traditional approach with adjustments made to ensure that we are meeting health and safety recommendations as provided by the CDC and Local Health Department.

Hybrid Model:

The hybrid model of instruction allows for a combination of face to face instruction for all students in grades Pre-K through 6th grade. This model includes a combination of face to face instruction as well as remote instruction for students in grades 7 through 12.

Students in grades Pre-K through 6th grade will attend school on a daily basis. They will be placed in classrooms at Morrisonville Elementary School, Saranac Elementary School and the Middle School. These students will be assigned to receive instruction by a highly qualified teacher.

Students in grades 7 through 12 will attend school on a rotational basis as well as receive remote instruction. The High School will be used for the in-person portion of their instruction. These students will attend by rotating two days in the building and four days in remote instruction in the following cohorts: 7th and 8th grade, 9th and 10th grade, and 11th and 12th grade.

***When 7/8 graders are in the building, 9/10 and 11/12 are remote.**

***When 9/10 graders are in the building, 7/8 and 11/12 are remote.**

***When 11/12 graders are in the building, 7/8 and 9/10 are remote.**

*****All special area classes may be remote.**

Our facilities will continue to remain open.

Our plan will increase in-person instruction for students in grades 7-12. Our greatest challenge is regarding space.

Saranac Elementary 5th graders will return to their home building from the Middle School.

Morrisonville Elementary 4th graders will return to their home building from the Middle School.

6th graders will continue to attend in person every day.

7th and 8th graders will increase from attending in-person from 2 days per 6 day cycle to every day. In addition, the 7th and 8th graders will be housed in the Middle School as opposed to the High School.

High School students will increase from attending in person from 2 days to 3 days per 6 day cycle.

In order to accommodate the increased in-person instruction, tents will be utilized in some areas to continue to provide appropriate physical distancing (for example during meals, special area instruction, etc.)

The education program will be aligned to the NYS Learning Standards. Students will have regular substantive interaction with their teacher(s). This will be evident daily through 1:1 instruction, group instruction, remote instruction to include Zoom, Schoology, TEAMS, email, or telephone communication.

Equity will be evidenced through access to the school building. Within this model, students in Pre-K through 6th grade will attend school daily. Student in grades 7-12 will have the opportunity to attend school on a rotational basis and have access to a learning support center daily. For students learning on a remote capacity, teachers will establish office hours and clear communication with times they are available for support to students and parents.

We will continue to be available by telephone, email, Schoology or in person. We also will continue to offer a technology support line as well as the learning support center.

Our Pre-K Coordinator will continue to work with Adirondack Helping Hands to ensure that the agency follows health and safety guidelines outlined in the NYSED guidance and NYS Dept. of Health.

Remote:

Materials will be delivered on an as needed basis to student's homes. Parents will be communicated through email, recorded messages through phone calls, information posted on the website, and other online platforms. Educators will also be connecting with families frequently through the use of email, Microsoft Teams, SchoolTool, and several other online platforms.

District administration continues to share pertinent information with families via email, School Messenger, and by posting information to the website. A tutorial on the features of the District Learning Management System (LMS), Schoology, was created and posted to the website for families to access. Additionally, based on student feedback, a video showing where students can locate teacher assignments has been created and posted as a resource.

Teachers will reach out to families in multiple ways (phone, email, our LMS, ZOOM/TEAMS, etc.). Expectations regarding items such as attendance, the format of individual classes/the school day, and grading procedures will be shared at the building level. Students in grades 3 through 12 will be provided with individual laptops. A small number of Kajeet devices are available for students/staff who do not have reliable internet service. Synchronous instruction will occur in whole group and small group settings via video conferencing platforms such as ZOOM or TEAMS. Instruction will occur through screen sharing and requires students to interact directly with the teacher during the class.

Instructional packets will be provided in regular intervals to students with limited/no internet access to address current course material. Grade level/content teams will reach out by phone to provide instructional guidance and offer assistance. Additionally, instructional packets will be picked up in regular intervals so that teachers review and provide appropriate feedback to students. Instructional meetings may be set up in the parking lot of school to avail students to an internet connection. We have collected information of spots around our community (i.e.. fire stations and community town offices) that offer internet access for individuals who need it. This list will be distributed to those students and staff as needed. Instructions for reporting technology issues and requesting a repair are listed on the website.

Individual Pre-K – 5 classroom teachers (and additional support staff) log student attendance based on student engagement as mentioned above. Teachers of grades 6-12 communicate student's meaningful

presence with their respective building offices. Students (or families) who have not demonstrated engagement for the week will then be contacted via follow-up phone call, through outside supports, etc.

Grade level Counselors will check in frequently with at risk students, and with the different content and grade level teams. This information will be coordinated with administrators, the Department of Social Services, and others to help with the monitoring of students and their engagement.

The Districts Pre-K Coordinator will maintain regular contact with the CBO (Adirondack Helping Hands) through phone, email and site visits. Frequent contact will occur between the Pre-K Coordinator and the CBO to assure that the CBO maintains the latest health guidelines and recommendations from New York State. In addition, The Pre-K Coordinator will maintain close contact with the CBO in order to assess their adherence to the District's Continuity of Learning Plan.

TECHNOLOGY AND CONNECTIVITY

Districts Must:

Sufficient access to a computing device and high-speed broadband is essential for educational equity. Districts and schools must: have knowledge of the level of access all students and teachers have in their places of residence; to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.

- Districts must have the knowledge of the level of access of our students
- Districts must provide devices to students and teachers who do not have sufficient access
- Districts must provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models

Districts Should:

Districts should provide instruction using technology and IT support for students, teachers, and families.

Districts should provide professional development for teachers and leaders on designing effective online/remote learning experiences and best practices for instruction in an online setting.

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship. Sufficient access to computing devices and high-speed internet is essential for educational equity. Even before the COVID-19 pandemic, the inequitable access to technology and internet services in students' places of residence was a priority to be addressed. The closure of New York schools and subsequent shift to remote learning only highlighted this urgent need. The period of remote learning due to school closures presented significant challenges, especially due to the digital divide, but also unprecedented opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections. The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. As schools plan for reopening, technology and connectivity must remain essential areas of focus.

In preparation for the utilization of in-person, remote, and hybrid models during the 2020-21 academic year, Saranac CSD, plans to provide students and teachers who need them, for use in their places of residence, with access, to the extent practicable, to:

- All students in grades 3-12 will be issued a lab top for their use. We will assess the needs of the students and families in grades pre-K – 2 and will be able to provide some laptops for their use.
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot). We are aware of the issue related to internet access in our communities. Unfortunately, many of the areas that do not have internet access also do not have adequate cellular coverage, making hotspots an ineffective method of internet access. We are working to provide as many options as possible.

In the limited cases where students may still lack internet access in their places of residence, despite best efforts, districts and schools must ensure that all efforts are being made to provide some form of internet access availability, such as by boosting WIFI signals to parking lots. All four Saranac Central Campuses have boosted signals in the parking lots for remote access. We are also hopeful that there will be some allowable access to our buildings to ensure appropriate connectivity.

Reopening Plan Mandatory Requirements School and District Reopening Plans must include information on how the school will:

- Have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence.
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

While the mandatory shift to remote learning in Spring 2020 has highlighted the work that must be done to ensure all New York State students have equitable access to technology, it also revealed a significant capacity for innovation. Districts and schools are encouraged to reflect on lessons learned during remote learning, and to assess the effectiveness of digital tools, platforms, and resources utilized.

Considerations for Reopening Plans:

The following recommendations should be considered as schools develop reopening plans:

- Survey parents and guardians to determine the level of access to computing devices and high-speed internet to which students have access in their places of residence.
- Ensure surveys are crafted to gather useful data.

An indication of “access” to a device in the home, in many circumstances, does not ensure the student is able to access the device at the specific times and/or for the length of time necessary to be successful in a remote or online setting. In many families, “access” could mean multiple children sharing a single device, sometimes with one or more adults who themselves are attempting to work remotely.

Similarly, craft questions about internet access to produce usable data. Merely asking whether a not a student has “access” would not provide useful context for informing decisions on instruction. Many students are in situations where multiple household members are connecting

to the internet through a prepaid cell phone with a limited data plan, or the student must drive fifteen miles to a parking lot where WIFI is free.

- Provide professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings.

This will be available through NERIC Model Schools and possibly other vendors.

- Provide instruction to students to build digital fluency.

General instruction will be provided through classroom and special area teachers. Additional instruction will be provided through the technology teachers and library media specialist.

- Adjust Information Technology (IT) Support as necessary to support teachers, students, and families. The following innovative strategies identified by NYS educators may be possible considerations for increasing IT support:

Tech-Savvy Staff: Designate staff members to provide ongoing support with technology to students, teachers and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

- Ensure student data privacy and security will be maintained and that the school and/or district are in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.
- Consider streamlining the number of different tools that students will be expected to utilize after an assessment of the effectiveness of digital tools, platforms, and resources utilized during school closures.
- Provide both support and flexibility to students when designing remote/blended/online learning experiences.

Work with colleagues, students, and families to identify multiple effective structures and supports. Review the data from our Panorama survey that was provided to students and teachers at the end of the school year and utilize the feedback received to improve processes, structures and supports.

Building Principals will coordinate structures and supports that include, but are not limited to, consistent methods of communication and times that communications are sent, predictable deadlines, and the provision of instruction in multiple modalities (recorded video, recorded audio, written translation).

Provide flexibility to decrease stress and increase equitable access for students and families.

- One area requiring flexibility is printing. Many students do not have access to a printer, especially if libraries are closed. Consider alternative learning activities that do not require students to print.
- Saranac CSD will look to explore other examples of flexibility including, but are not limited to, weekly instead of daily deadlines and choice boards with activities

requiring varied levels of technology access. For students with extremely limited internet access, schools may wish to provide materials and assignments on a flash drive or other file storage device.

SPECIAL EDUCATION

Whether services are provided in-person, remote and/or through a hybrid model, The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Special educators will be collaborating with related service providers, instructional paraprofessionals, general educators, and others who support children in Special Education, ensuring that recommendations for activities are appropriate and accessible regardless of the delivery setting. The collaboration that took place during the spring closures will continue into the new school year to provide students with their IEP services.

In many cases, the individual circumstances of staff and student health and safety may dictate the availability of in-person services, including speech, occupational therapy, physical therapy, and hearing services. There may be times when teletherapy services are the safest and most appropriate. Once school begins, therapists will be scheduling students for in-person services or synchronous teletherapy services, depending on the individual needs and schedule of students. These services will be delivered individually or in small groups. Schedules will need to accommodate the time needed to sanitize these rooms after each student or small group.

Safety Measures:

All staff working with students with disabilities will be provided masks, gloves, and hand sanitizer. Classroom teachers whose room includes students who are hearing impaired will be provided with clear face masks to allow for lip reading. Speech therapists will also be provided with clear masks to use during speech therapy sessions with students.

Case Managers:

In an effort to provide social/emotional and academic support to students and families, special education case managers will maintain regular and consistent communication with families. This communication will be weekly and in a manner that is convenient for the family. If a student receives related services (speech, OT, PT, Teacher of the Deaf) that service provider may assist in reaching out to families, however, a communication log will be kept and updated by the case managers.

Self-Contained Classrooms:

The District maintains four 12:1:1 classroom for students with severe disabilities and/or those who are NYS Alternately Assessed. The instruction in these classrooms is highly individualized, therefore, whenever possible, the District will give consideration to having these students attend on a daily basis.

15:1 Classrooms:

Special Education services will be delivered as outlined on the IEP. In the event of remote instruction, the District will give consideration to having these students attend in-person on specified days.

Resource Room:

This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area such as math or reading. In person and remote

resource rooms will follow the Commissioner's Regulations 200.6 (f). The resource room will support general education through small group review, reinforcement of skills, remediation of

learning deficits, pre-teaching new concepts, and supplementing reading or math instruction. In the remote setting resource room will be provided through an approved online platform and phone calls. Teachers will provide instruction as outlined in each student's Individualized Education Plan (IEP). Teachers will monitor progress regularly. In both virtual and in-class resource rooms, teachers will teach study skills and focus on the goals and objectives identified in each student's IEP.

Consultant Teacher Services:

The Saranac Central School District provides direct and/or indirect Consultant Teacher Services to students with disabilities in general education classrooms K-12. Special education consultant teachers providing services collaborate with general education teachers to plan instructional accommodations and modifications for students with disabilities in general education settings. Such students would generally possess good coping skills and would be able to advocate for themselves. The direct consultant service (Integrated Co-Teaching model) offers students with disabilities the opportunity to receive instruction in regular education classes with non-disabled peers, as the special education teacher "pushes into" the regular education class to provide the service to the student. In the case of remote learning, the special education consultant teacher will provide a combination of attending virtual classrooms and reaching out to individual students to provide assistance. They will modify any materials and activities to ensure the student is supported academically and has the ability to meet success.

Support Staff:

Teaching Assistants and Student Aides will continue to support identified students in the appropriate settings. During periods of hybrid and/or remote instruction, these paraprofessionals may be asked to support instruction in other ways.

School Counseling Services:

The school psychologist or school counselor is responsible for the provision of IEP mandated counseling for individual students as prescribed by the Committee on Special Education. These services are provided to those students whose psychosocial needs interfere with their ability to benefit from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming the social or emotional challenges that interfere with the educational process. In a virtual setting, Counseling Services will be provided through teletherapy platforms of provider/family preference. Counseling session notes will be kept by the psychologist/counselor. During virtual sessions, communication with parents will occur weekly.

Related Services:

Speech and Language Therapy:

The goal of speech and language therapy is the early identification of communication disorders and the remediation of articulation and phonological deficits, stuttering, voice disorders, and receptive and expressive language problems, which adversely affect a student's educational performance. Services are provided either individually or in small groups at a frequency rate and location established by the Committee on Special Education. In a virtual setting, Speech/Language Services will be provided through teletherapy platforms of provider/family preference. Speech/language session notes and progress monitoring will be done through the Cleartrack program as well as noted in a written session note. During virtual sessions, communication with parents will occur weekly.

Occupational Therapy:

Occupational therapy as a related service focuses on the functional evaluation of the student's activities of daily living skills, and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve optimal physical and cognitive functioning of the student in his or her daily life tasks. The occupational therapist assesses skill levels and, upon receipt of an appropriate prescription, provides remediation in the areas of deficit such as postural control, motor planning, visual perceptual skills, hand skill development and sensory processing. The therapist may also provide alternative materials, environmental modifications, in-direct consultation to facilitate independence and generalization of those skills. Occupational therapy may be provided individually, in a small group, or as a consultant to the classroom teacher, based on the recommendations of the Committee on Special Education. In a virtual setting, occupational therapy will be provided through teletherapy platforms of provider/family preference. Occupational therapy session notes and progress monitoring will be done through the Cleartrack program as well as noted in a written session note. During virtual sessions, communication with parents will occur weekly.

Physical Therapy:

Physical therapy as a related service is, upon prescription, directed towards developing and maintaining the student's physical potential for independence in all educationally related activities. A major focus of physical therapy is to develop the student's ability to safely handle the school environment and gross motor skill development. Physical therapists address the gross motor skills of students within the educational environment. This can include orthopedic and neurological issues. Students who receive direct physical therapy typically have difficulty with loco-motor skills, balance, low muscle tone, or limited range of motion. In a virtual setting, Physical therapy will be provided through teletherapy platforms of provider/family preference. Physical therapy session notes and progress monitoring will be done through the Cleartrack program as well as noted in a written session note. During virtual sessions, communication with parents will occur weekly.

Itinerant Services for the Hearing Impaired:

Services are designed to provide direct specialized instruction to students with hearing impairments. The service provider may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Teacher of the Hearing Impaired provides direct service and consultation service. Direct service entails support of all general education curriculum, modification of special curriculum of a particular class, and direct instruction of auditory skills such as discrimination, auditory comprehension. Consultation service entails maintenance and troubleshooting of hearing equipment, consult with staff regarding meeting hearing needs in the classroom, consult with audiologists regarding appropriate amplification, and reinforcing advocacy skills with the student. In a virtual setting, hearing impaired services will be provided through teletherapy platforms of provider/family preference. Hearing impaired session notes and progress monitoring will be done through the Cleartrack program as well as noted in a written session note. During virtual sessions, communication with parents will occur weekly.

CSE and CPSE Meetings:

The District will follow IDEA and the Commissioner's Regulations 200 when planning for and conducting virtual IEP team meetings. IEP meetings will be held primarily remotely to limit the number of people in a building. The Chairperson will arrange for families, teachers and/or service providers to participate. All IEP attendees will be notified 10 days prior to the date of the meeting. The invite will include the date, time, phone number and/or the online platform being used. The NYS Procedural Safeguards will be provided for parents to reference as needed. Case managers will maintain communication with parents prior to the IEP meetings.

Students who are overdue for initial screenings and/or re-evaluations because of COVID-19 related delays will be prioritized, and a schedule will be created for processing assessments by the CSE/CPSE Office. Students who are new to the district will have their IEPs reviewed and will receive an initial placement in a timely manner.

BILINGUAL EDUCATION and WORLD LANGUAGES

English language learners in the Saranac CSD will be identified through a process that follows the Commissioner's Regulations Part 154. These students will be provided with all the required units of study under the NYSED regulations. Regular communication will be of the utmost importance with these families and will be offered in the families preferred language and mode of communication.

STAFFING AND HUMAN RESOURCES

All Saranac District teachers will hold a valid and appropriate certificate for their teaching assignment except where otherwise allowable under the Commissioner's regulations. Dependent on the model we utilize this year faculty and staff will be utilized in some new and different ways. For example, under the hybrid model we will need to utilize every faculty and staff member in order to create the best socially distanced environment for all students, faculty, and staff. There will continue to be a teacher of record for each classroom and that teacher will ultimately be responsible for the educational plan of their students. The second adult under the hybrid plan will be there to supervise and support the teacher in their second classroom that will be utilized to socially distant.

All teachers and principals will be evaluated pursuant to the SCS District approved APPR plan. Any changes to this plan will come through collective bargaining.

APPENDIX A

Administration: Javier Perez, Superintendent of Schools ~ Danielle McAfee, Business Manager
Officers of Board: Lisa Dew, Clerk ~ Holly Weightman, Treasurer
Board of Ed.: Tracy Allen-Waite, Pres~Charlene Favaro, Vice-Pres.~Amy Belair~Dan Ashline-Beaudet~Jules LaPoint~Chris DeLutis~Norman Lewis

Saranac Central School District

PO Box 8, Saranac, New York 12981 Tel. (518) 565-5600 ~ Fax (518) 565-5617

COVID-19 Reopening Safety Plan – Phase IV Acknowledgement Form

I certify that I have received this plan and acknowledge that I have read it, understand it, and will abide by the policies, practices, and conditions set forth.

Signature

Date

Print

Please read and initialize each statement below.

I acknowledge that I will prescreen myself prior to work each day. If I have a fever, chills, cough, shortness of breath or difficulty breathing, unusual fatigue, unusual muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea, I will not come to work.

I acknowledge that if I travel to a state identified by New York State as a “Restricted State,” I will not return to work until completing the required 14 day quarantine. Per Executive Order 202.45 New York employees will forgo their paid sick leave benefits from New York COVID-19 paid sick leave law if they engage in non-essential travel to high risk states.

I acknowledge that if I come in close contact with a confirmed or suspected case of COVID-19, I will not return to work until 14 days after that contact.

I acknowledge that if I test positive for COVID-19, I will inform the Superintendent of Schools, Javier Perez. Mr. Perez will not disclose your name to anyone other than a representative of the Clinton County Health Department.