



Recovering, Rebuilding, and
Renewing:

School Reopening Plan

2020 – 2021

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Little Flower Union Free School District

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Dr. Philip Kenter	School Business Official
Robert J. Scappatore	Principal
Michael C. Gordon	Asst. Principal / Dir. of Special Education

VISION STATEMENT

“Dedicated to the education of all students.”

MISSION STATEMENT

The mission of Little Flower UFSD is to meet the individual educational, social and emotional needs of all students. We seek to create a learning environment where our students foster the tenants of respect, responsibility and self-worth so they can transition back into their community and take pride in their accomplishments.

INTRODUCTION

The end to the 2019-2020 school year presented unprecedented challenges to students, families, educators, and school districts across the state, country, and world. Yet as we all do in the face of adversity, the Little Flower community adjusted to the new landscape of learning and found a way to finish the year through distance learning, technology-assisted outreach, consistent communication, and collegial support throughout.

The end of the year under distance learning showed us that our students and staff possess the resiliency to overcome such obstacles as the sudden and unexpected closing of schools and inability to learn while face to face, adapting to a new model of education which was outstanding; the distance learning model also showed us many areas we could improve upon, thanks to the feedback of students, parents, and staff, which is reflected within this plan.

On July 13, the NYS Department of Health released a guidance document, [INTERIM GUIDANCE FOR IN-PERSON INSTRUCTION AT PRE-K TO GRADE 12 SCHOOLS DURING THE COVID-19 PUBLIC HEALTH EMERGENCY](#), which provided precautions to help protect against the spread of the coronavirus disease in the 2020-2021 school year. Shortly thereafter, on July 16, the NYS Education Department released their guidance document, [RECOVERING, REBUILDING, AND RENEWING: THE SPIRIT OF NEW YORK'S SCHOOLS REOPENING GUIDANCE](#), which offered a framework to guide schools and districts to plan for a fall reopening, whether that return takes place in person, remotely, or a combination of the two. Both required elements and recommended practices were included in the document.

As a Special Act School District, the Little Flower Union Free School District provides instruction to students in grades 3-12 whose home districts are across Long Island and New York City. Students are referred to the district through local Committees of Special Education, county Department of Social Services, and the NYC BOE/DOE, and referring districts or agencies are billed based on a tuition rate set by the NYSED Rate Setting Unit. All students in enrollment, maximum 120, are classified and have Individualized Education Plans which are implemented by teams of special education teachers, teaching assistants, certified pupil personnel support providers, content area teachers, special area teachers, and individual aides as appropriate, in 8:1:1 classroom settings which offer the opportunity for individualized and differentiated instruction and assessment across all subject areas. Most of the student population are residentially placed with the Little Flower Children and Family Services agency.

Our goal for the 2020-2021 school year is to offer the highest level of instruction and support to students while maintaining the health and safety of students and staff at all times. We recognize the unique needs of our population and their social-emotional well-being is at least as critical to their success as their academics are. While we have developed a plan taking into consideration the NYSED and NYS DOH guidance and the specific needs of our students, staff, and campus, we recognize that this plan may be fluid and adapting to current and future climates and circumstances to maintain both the safety of all stakeholders and the rigor of learning.

Thank you for taking the time to review this plan, which is also available on the [Little Flower UFSD website](#). Wishing for success for all during the 2020-2021 school year.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

Regular and frequent communication between schools, families, and the wider community has always been an essential element of effective family and community engagement. With all the uncertainty surrounding COVID's spread and its impact on local communities, communication and family engagement will be more important than ever this year. When families, schools, and communities work together and keep each other informed, students are more successful, and everyone benefits.

Stakeholder Involvement

In the development of this plan, we would like to recognize the engagement and feedback of the following stakeholders:

LFUFSD Board of Education
LFUFSD Parent and Guardian Survey Respondents
LFUFSD Health and Wellness Committee Members
LFUFSD Safety Committee Members
LFUFSD Administration
Little Flower Children and Family Services Residential Treatment Center Leadership
Little Flower Children and Family Services Health & Wellness Center Leadership
Eastern Suffolk BOCES Curriculum Council
Flanders Fire Department
New York State Council of School Superintendents
Riverhead Fire Department
Suffolk County School Superintendents Association

Continuing Communication

To ensure that all reopening plan elements and protocols implemented during the reopening, communication with stakeholders will take one or more of the following formats:

Parents/Guardians

- Traditional mailings
- Emails
- Calling Post automated calls
- Website posting, including the COVID-19 specific webpage
- Google Form surveys for feedback solicitation
- Individual outreach as appropriate

** Please update the main office of any changes to emergency contact information*

Students

- Mailings to parents/guardians
- Contact directly from teacher in person

- Signage posted throughout building and in classrooms
- Google Form surveys for feedback solicitation
- Communication through cottage staff and/or AOD
- Communication through Microsoft Teams chat feature

District Staff

- District emails
- Memos issued directly, posted in conspicuous areas, and/or emailed
- Signage posted throughout building
- Calling Post automated calls
- Remind app messages
- Google Form surveys for feedback solicitation
- Direct contact to classroom extension

Agency Staff

- Direct contact
- Cottage phone calls
- Emails
- Communication through AOD and cottage supervisors

Visitors

- Communication with security personnel upon arrival/check-in
- Signage posted in lobby
- Direction of staff supervising visit

Training of Health and Safety Protocols

New protocols related to the prevention of and protection from COVID-19 will be communicated before the start of the school year with staff through distribution of a narrated presentation, resources, and/or training videos, and will be the focus of the Superintendent's Conference Day prior to the first day of school. Training will include a healthcare professional as appropriate. Topics will be directed by CDC and DOH guidance and will include:

- Hand hygiene
- Proper face covering and PPE use
- Social distancing
- Respiratory hygiene
- Awareness, identification, and reporting of COVID-19 related symptoms

New protocols related to the prevention of and protection from COVID-19 will be communicated at the start of the school year with students through discussions, videos, presentations, and/or resources, and will be the focus of the first several days with students to ensure comprehensive understanding of such protocols and expected behaviors. Topics will be directed by CDC and DOH guidance and will include:

- Hand hygiene
- Proper face covering and PPE use
- Social distancing
- Respiratory hygiene

- Awareness, identification, and reporting of COVID-19 related symptoms
- Keeping yourself and others safe

Communication will be provided in languages spoken at home by families and written plans made available for those with visual and/or hearing impairments upon request.

COVID-19 Coordinator

DOH guidance recommends that districts should designate a coordinator or other point(s) of contact to be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent communication. Coordinators should be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

The Little Flower UFSD COVID-19 coordinator is Robert Scappatore, Principal, and can be contacted at 631-929-4300 ext. 101 or extension 105, and via email at rscappatore@littleflowerufsd.org.

In the event the coordinator is unavailable, Michael Gordon, Assistant Principal, shall serve as co-coordinator and can be reached at 631-929-4300 ext. 103 and via email at mgordon@littleflowerufsd.org.

The Little Flower UFSD COVID-19 resource person is Adeline Ruiz, Lead Nurse, and can be contacted at 631-929-6200 ext. 7861, and via email at ruiza@lfchild.org.

HEALTH AND SAFETY

The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first in every decision made and every action taken by our schools and districts.

Whether instruction is provided in-person, remotely, or through some combination of the two, schools have an important role to play in educating and communicating with school communities about the everyday preventive actions they can take to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks;
- Healthy Hygiene Practices;
- Social Distancing;
- Personal Protective Equipment (PPE) and Cloth Face Coverings;
- Management of Ill Persons; and
- Cleaning and Disinfection.

Health Checks

As a first precaution in ensuring the health and safety of students and staff begins with health checks and those who are ill or potentially ill staying home. Parents/guardians of day students and cottage supervisors of residential students will be provided with resources from the CDC and DOH regarding signs and symptoms of COVID-19, which may include one or more of the following (updated accordingly):

- 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.

Additional indicators may include the following signs of illness:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

It is the expectation of the district that parents/guardians and cottage supervisors routinely screen and monitor students for any of these symptoms and should students exhibit any of these symptoms to NOT be sent to school and monitored and evaluated accordingly. Students and staff will be encouraged to review and follow the CDC's [Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the local department of health.

Upon arrival at school, all STUDENTS will have their temperature checked by a trained staff member using a non-contact thermal thermometer. Any temperature reading of 100.0° F or higher will be reassessed after 2 minutes; should the temperature still be 100.0° F or higher, that student will either: 1) Return to the cottage or health and wellness center with appropriate staff for monitoring and evaluation, or 2) Await evaluation by the school nurse in a supervised isolation room and, if recommended, return home through parent/guardian pickup or sending school district transportation arrangement.

STAFF, VISITORS, and VENDORS/CONTRACTORS will submit to a temperature check using a non-contact thermal thermometer AND affirm their status of the following statements:

- I have not 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 had symptoms of COVID-19;

- I have not tested positive through a diagnostic test for COVID-19 in the past 14 days;
- I have not experienced any symptoms of COVID-19, including a temperature of greater than 100.0° F, in the past 14 days; and
- I have not 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.

In the event any party presents a temperature of 100.0° F or higher, they will be reassessed after 2 minutes; should the temperature still be 100.0° F or higher, OR any individual NOT affirm ALL of the above statements, they will be denied access to the building. STAFF will be required to return home for monitoring or to seek medical evaluation for assessment of symptoms.

The district and agency have both implemented an essential-only visitor policy to reduce the number of non-student and non-staff traffic on the campus. Only essential vendors and/or contractors will be permitted entry, and all efforts will be made to assign work outside of regular school hours when possible.

Healthy Hygiene Practices

While health checks will provide a level of protection by preventing notably- and potentially-ill persons from entering the building, a second level of health and safety protection against the spread of illness is the promotion, education, and use of healthy hygiene practices, including hand hygiene,

Signage will be posted throughout the building to promote proper practices related to mask use and removal, glove use and removal, proper washing techniques, and proper hand sanitizing techniques, in addition to social distancing, covering coughs/sneezes, and CDC/DOH posters specific to COVID-19. These laminated posters will be prominently displayed in hallways and high-traffic areas, in student and staff restrooms, cafeteria, gym, and in classrooms for display and discussion by teachers.

Staff will be required to view training videos through Frontline PD and CDC/DOH, and to view a prepared PowerPoint presentation focusing on healthy hygiene practices to prevent the spread of COVID-19. The opening of school Superintendent's Conference Day will focus on related training and protocols for all staff to ensure student and staff safety this school year.

Students will have all healthy hygiene practices reviewed in an age-appropriate manner. Resources will be provided to teachers and support staff for introduction, review, and practice of healthy hygiene practices. All student-based resources will be shared with cottage supervisors for review with students in residential placements and with parents/guardians for day students to promote and sustain common language around healthy hygiene practices.

The lead nurse and nursing staff will be available to staff on conference days and to students during the school day to promote, monitor, and support healthy hygiene practices including upon

arrival to school, after restroom use, before and after meal times, and other times throughout the day to sustain a safe and healthy learning environment.

Social Distancing

A third health and safety precaution in preventing the spread of illness is social distancing. Social distancing is defined as maintaining at least 6 feet of space between you and another individual. The following considerations have been made in promoting social distancing and ensuring its ability to be practiced:

- Reduced capacity in school building
- Use of largest classrooms
- Student groupings (cohorts)
- Push-in models to reduce class changes
- Classroom configuration and use of space
- Elimination of excess furniture
- Use of additional school and/or campus spaces
- Marking of hallway directions for person traffic
- Modified arrival/dismissal times and procedures
- Modified bell schedule and hallway passing procedures

All students, staff, and other in the building shall maintain a minimum of six feet when traversing all hallways; and must follow a right-hand one-way direction of travel at all times. Classrooms are pre-spaced with student desks situated six feet from one another and six feet from where the teacher sits/stands and maintains a desk and chair/computer. Students entering the school must stand six feet apart from each other when exiting buses for day students, or coming from the on-site residences. Upon lining up to leave at the end of the school day, students will be called to leave one classroom at a time; and must stand six feet apart from one another in the hallways.

This will be enforced by teachers and staff; all of whom will be required to wear PPE throughout the school day. During lunch, students will enter the cafeteria using the one-way system, maintaining a distance of six feet each. They will pick up their lunch with a “Grab and Go” system of pre-made lunches, on disposable trays, then leave and go back to their desks in their classrooms, again using the one-way system, being at least another six feet away from the inbound line entering the cafeteria.

Adequate spacing shall be provided for each student engaged in physical activities either in the gymnasium or outdoors in the athletic field. The same protocol applies to music students, wherein the music room is of considerable size and such arrangement can be made so that students can participate safely while enjoying their music. This includes ensuring that each student maintains a distance of twelve feet in all directions in both the music room as well as in the gymnasium.

All hallways shall be marked with signage to remind all persons to distance themselves from others when moving within the building. Further, we will implement a one-way system in all hallways, wherein students and staff will follow a right-hand approach when traversing hallways going from one classroom to another.

This will also be followed when students leave a classroom to use the closest restroom, water dispenser, cafeteria, gymnasium, music room, as well as when entering and leaving the school. Staff will enforce hallway distancing at the beginning and end of the school day, as well as with all period changes, which will be limited to reduce hallway traffic. Students assigned a one to one aide will follow the guidance of their assigned aide, who will accompany that student at all times. Students are never left alone or allowed to go anywhere without the knowledge of their immediate teacher and/or an aide or security accompanying them at all times.

Personal Protective Equipment (PPE) and Cloth Face Coverings

A fourth health and safety precaution to prevent the spread of illness is the widespread use of masks/face coverings. All faculty, staff, visitors and contractors will be required to wear a mask at all times as per DOH and NYSED guidance. If any such person does not have their own mask, the school will provide them with a disposable two-ply mask. Staff may be issued District-provided masks at their request. Staff may also be issued face shields and protective disposable gloves to wear at their request. Face coverings may only be removed during appropriate meal times, during core activities which require sight of face and mouth (i.e. speech sessions), during mask breaks, and only during the practice of social distancing.

Students will be strongly encouraged to wear masks/coverings during school. Students will be educated about the transmission of the disease and have access to masks during the school day. Mask breaks will be limited throughout the day and will be provided as needed.

Special arrangements will be made for students with special needs that cannot reasonably wear a face covering either at all, or for long periods of time. In those instances, case-by case decisions will be made by the Assistant Principal or Principal, as to the best means to protect both the student and staff. This may include providing said student with an alternative, such as a cloth face covering, a shield, desk space that has more spacing than the required six feet, or limited isolation for class duration.

Management of Ill Persons

A fifth health and safety precaution to prevent the spread of illness is appropriate management of suspected or actual ill persons. This constitutes any individual demonstrating one or more of the identified COVID-19 symptoms, and may be a student, staff, or other individual.

In the event a person(s) presents as potentially ill, they will be isolated from the population in a designated area of the school or in the Health and Wellness Center and await evaluation by a member of the nursing team.

STAFF or other adults will be released from their duties to seek additional medical advice if symptoms cannot be determined to be related to other chronic conditions which may present the same symptoms, such as asthma, allergies, or gastrointestinal conditions.

STUDENTS will be seen by a member of the nursing team in the isolation room or escorted to the Health and Wellness Center by nursing staff for evaluation. Parent/guardian and/or cottage staff will be notified by a member of the nursing team or school administration about the potential illness and arrangements for the child to return home or to the cottage will be made.

In accordance with [Education Law § 906](#), “[w]henver...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law⁷. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.”

School staff will immediately report any illness of students or staff to the school nurse or administrator. Such reports will be made in compliance with FERPA, and Education Law 2-d. If there are several students waiting to see the school nurse, students will be socially distanced and utilize additional isolation areas as necessary, with appropriate staff supervision and use of PPE. School nurses and other school health professionals assessing or providing care to ill students and staff will follow [Transmission-based precautions](#) which includes the use of appropriate PPE.

Training and awareness will also include the symptoms of [Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#) which is a serious condition associated with COVID-19 in children and youth. Staff will notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:

- fever
- abdominal pain
- vomiting
- diarrhea
- neck pain
- rash
- bloodshot eyes
- feeling extra tired

Staff will call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs:

- trouble breathing
- pain or pressure in the chest that does not go away
- new confusion
- inability to wake or stay awake
- bluish lips or face
- severe abdominal pain

If a student or staff member reports having tested positive for COVID-19, school administrators will notify the local health department to determine what steps are needed for the school community.

Returning to School After Illness

The district will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and has a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#). CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

COVID-19 Testing

The decision of whether a test needs to be conducted will be determined by a healthcare provider or the local department of health, NOT the school district, as per [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#).

Collaboration with the lead nurse, school physician, and Suffolk County DOH will identify who in the community is responsible for referring, sourcing, and administering testing in the event that large-scale testing at the school is needed.

Contact Tracing

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus.

The district will cooperate with state and local health department contact tracing and will assist public health departments in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited along with a current phone number; and
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the [New York State Contact Tracing Program](#).

Confidentiality will be maintained as required by federal and state laws and regulations. School staff will not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

School Closures

The district will collaborate with the local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

Administration will consider closing school if absentee rates impact the ability of the school to operate safely. The district may choose to modify operations prior to closing to help mitigate a rise in cases. The district will consult the school physician, lead nurse, and/or the local department of health when making such decisions.

Medically Vulnerable/High-Risk Groups

Specific groups have been identified by the CDC/DOH as being at increased risk for complications from COVID-19 and may be afforded provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely. Upon request of the parent/guardian, the district will consider accommodations for the needs of these students in the school community.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - o chronic lung disease or moderate to severe asthma
 - o serious heart conditions
 - o immunocompromised
 - o severe obesity (body mass index [BMI] of 30 or higher)
 - o diabetes
 - o chronic kidney disease undergoing dialysis
 - o liver disease
 - o sickle cell anemia
 - o children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Transitioning these students back to school requires:

- Planning and coordination of:
 - o school health services personnel
 - o special education personnel
 - o pupil personnel services and
 - o administration.
- Being aware that such families are already under significant stress and COVID-19 has made their situations more critical.

Alternate plans created for the student by the district in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:

- Additional PPE for staff caring for such students;
- Assigning only one staff member to care for the student; and/or
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

Finally, if the parents/guardians choose not to send their child back to school, the district will provide instruction remotely.

Cleaning and Disinfection

The sixth health and safety precaution to prevent the spread of illness is thorough and appropriate cleaning and disinfection of the building, all of which will comply with CDC's [Reopening Guidance for Cleaning and Disinfection](#) with specific guidance for schools, and the [Cleaning and Disinfection Decision Tool](#) to aid in determining what level of cleaning and/or disinfection is necessary. School wide cleaning includes classrooms, restrooms, cafeterias, libraries, offices, and playgrounds.

A cleaning plan including staff training will be developed based on these guidance documents and on OSHA's [Control and Prevention](#) guidance and will align to the following framework:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Disinfection using [US Environmental Protection Agency \(EPA\)-approved disinfectants against COVID-19](#). Where disinfectants are used, products will be registered with EPA and the [NYS Department of Environmental Conservation \(DEC\)](#). Frequent disinfection of surfaces and objects touched by multiple people is important;
- When [EPA-approved disinfectants](#) are not available, alternative disinfectants may be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions);
- Identification of cleaning and disinfection frequency for each facility and area type; and
- Maintaining logs that include the date, time, and scope of cleaning and disinfection in a facility or area.

Though cleaning will be primarily the responsibility of the custodial staff, teaching and all other staff will be instructed and reminded of their individual responsibilities to maintain cleanliness and good health. This includes providing a supply of paper toweling, disinfectant, sanitizing wipes and hand sanitizer for each classroom, to be kept away from students and secured in the teacher's lockable cabinet for their usage and for their classrooms. Teachers will have the opportunity to sanitizing their own high-touch items more frequently, including desk, chair, cabinet, telephone, computer keyboard and any other items they use such as a calculator, stapler, tape dispenser, as well as overall surface areas.

Custodial staff will ensure daily cleaning and disinfecting of all surface areas, including handrails, knobs, door handles and pulls, window handles, room air conditioner knobs, water fountains and gathering areas such as lobbies and both entrances.

Custodial staff will also clean and disinfect all hallways, classrooms, offices and work areas, as well as all restrooms. Restrooms will be especially sanitized with disinfecting products to kill viruses and reduce the spread of germs. All toilets, urinals and sinks will be additionally treated with specific product that addresses those points of contact. There will also be a well-stocked supply of said products and gloves, maintained in all staff restrooms. All restrooms will be regularly checked throughout the day and thoroughly cleaned at the end of the school day. Student restrooms use paperless air hand dryers, and staff restrooms utilize a combination of automatic and pull-out paper towel dispensers.

Contractors will be hired and brought in to further sanitize all floors and carpet areas and the ductwork of the central heating and air conditioning/ventilation system. This is in addition to regularly changing all filters every two weeks with MERV 8 or higher filters.

Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Case

Custodial staff will provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.

Custodial staff will follow CDC guidelines on [Cleaning and Disinfecting Your Facility](#) if someone is suspected or confirmed to have COVID-19, which includes:

- Closing off areas used by the person who is suspected or confirmed to have COVID-19;
- Opening outside doors and windows to increase air circulation in the area;
- Waiting a minimum 24 hours before you clean and disinfect, unless waiting 24 hours is not possible;
- Cleaning and disinfecting of all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas after utilizing all of the required PPE as provided by the school district; and
- Inspection of the area post-cleaning by the Facilities Director before reopening it.

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.

Safety Drills

All schools must conduct safety drills in accordance with Education Law § 807, which requires 8 evacuation and 4 lockdown drills each school year. When planning drills under the healthy and safety and social distancing protocols, we have planned to modify drill procedures to minimize risk of spreading infection.

Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site;
- If utilizing a “hybrid” in-person model, such as one where students attend school alternate school days to reduce the occupancy of the school building, we will be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

Modifications to Lockdown Drills may include, but are not limited to:

- Conducting lockdown drills in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing; and
- Conduct lockdown drill in classroom without “hiding/sheltering” but provide an overview of how to shelter or hide in the classroom.

Any modifications to safety drills will be determined by the administration and facilities supervisor and communicated accordingly with staff.

FACILITIES

The district shall implement and comply with all mandatory facilities-related requirements including, but not limited to: General Health and Safety Assurances; Fire Code Compliance; Doorways; Emergency Drills; Inspections; and Lead Testing.

Additional considerations related to safe use of facilities include:

- Time management to reduce congestion and traffic;
- Leaving doors *without* fixed closers or fire ratings to improve air flow and ventilation;
- Plastic separators in high-traffic areas and spaces where social distancing may be difficult to maintain;
- Alcohol-based hand rub dispensers placed throughout the building for sanitization where hand-washing is not readily available; and
- Dividers (stanchions) to manage traffic flow and congestion in high-traffic areas.

In planning for reopening, use of the facilities (single school building) was thoroughly evaluated for expansion of use of space suitable for safe and meaningful instruction as to reduce the per-classroom capacity and considered the guidelines recommended for required square footage.

Larger spaces traditionally used for other purposes (e.g. library, conference rooms, cafeteria, etc.) may serve as instructional space to accommodate increased social distancing, subject to the

approval of the Office of Facilities Planning. Management of person traffic flow has been migrated through adjusted scheduling based on grade level and class. Hand sanitizing stations have been placed throughout the building at common areas and entrances.

The district may use additional campus space owned by the Little Flower Children and Family Services agency to reduce building capacity. In the event the district utilizes such space, approval would be granted by the Office of Facilities Planning through a Temporary Quarters application.

The district will maintain its current level of restrooms available to students and staff, increasing the cleaning and disinfection of these areas with cleaning logs, posting signage for appropriate hygiene practices in all restrooms, and limiting the number of users to single-use. Drinking water stations will be available to refill personal containers only.

Ventilation improvements have been planned for increased frequency changes of filters and upgrades to MERV-8 filters or higher at the HVAC intake and outtake points, and in classroom and office climate control units.

CHILD NUTRITION

The district contracts with the Little Flower Children and Family Services agency to prepare and serve daily breakfast and lunch under the Child Nutrition Program. Students in residence receive their breakfasts prior to arriving at school. Day/commuter students receive prepackaged breakfasts upon arrival each day and eat in their homeroom classroom, which will be spaced to follow social distancing protocols. Lunch will be served as a grab-and-go model, with meals prepared for students to take back to their classroom and/or cottage. No students will be utilizing the cafeteria for dining purposes.

Under the classroom plan, classes will follow a staggered lunch schedule so that only one class per time utilizes the cafeteria to pick up their meal and return to their classroom, reducing hallway traffic and allowing students to eat lunch following social distancing protocol. Under the cottage model, students will return to their respective cottages with their school lunches and eat with their cohort-style cottage mates under supervision of their cottage staff. All allergies and dietary restrictions are maintained by food service staff and classroom teachers and updated at least annually.

Under a remote learning environment, or for students who do not return based on parent choice, availability of meals will be provided through the district website as it was during the spring 2020 closures. See [March 16, 2020 Update: Meals During COVID](#).

TRANSPORTATION

Little Flower UFSD, while a public school district, acts as an educational services provider through contracts with local districts and social welfare agencies, and thus, transportation is arranged for and provided by the sending district or agency. The district has issued a memorandum to all transportation companies whom drop off and pick up students at the direction of their contacting district or agency to articulate the expectations of compliance with all district reopening plan specifications and requirements regarding transportation, and the Little Flower UFSD will support respective plan implementation to the best of its ability.

SOCIAL EMOTIONAL WELL-BEING

All students must be supported social-emotionally in order to excel academically. Social-emotional wellness is of even greater importance given the student population at Little Flower, with many students having extensive trauma histories and mental health needs. Fortunately, social-emotional learning (SEL) is well-entrenched in the core of the district’s operations for both students and staff. Our approach is based on the following SEL competencies:

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES



By developing core intra-and inter-personal competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, students and adults build capacity to thrive by building a variety of protective factors, including increased

resilience, stronger empathy, heightened self-efficacy and agency, and more. SEL is not synonymous with mental health, but it does provide a foundational set of competencies that serve as tools to navigate challenges in healthy, productive ways. SEL is guided by learning standards as per the framework referenced above.

Design for Social and Emotional Learning Standards

Social and emotional learning (SEL) is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success. There is strong research base indicating that these SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance.

The SEL goals, standards, and benchmarks were initially developed by a broadly representative group of teachers, school administrators, student support staff, human services professionals, and parents with expertise in child development and learning, curriculum design, and instruction. After the standards were written, public comment and feedback provided the writing team with information used in revising the standards before adoption by the ISBE.

Criteria for SEL Standards

The standards and benchmarks were expected to meet the following criteria:

- Be clear and meaningful to educators, students, parents and the community
- Include an appropriate combination of knowledge and skills
- Be specific enough to convey what students should learn, but broad enough to allow for a variety of approaches to teaching and aligning curriculum
- Be specific enough to allow for classroom assessments to measure student progress

The SEL Standards Framework

Goals: The three SEL goals are broad statements that organize the knowledge and skills that compromise SEL content. Each goal has an explanation of why it is important.

Learning Standards: The ten SEL learning standards are specific statements of the knowledge and skills within a goal that students should know and be able to do. Taken together, the standards define the learning needed to achieve the goals, but each is general enough to apply to learning across the entire range of grade-level clusters. Standards are broader learning targets used to align curriculum, instruction, and assessment.

Benchmarks: The benchmarks are learning targets that are more specific than standards. They specify developmentally appropriate SEL knowledge and skills for each standard at one of five grade-level clusters: early elementary (grades K-3), late elementary (grades 4-5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). The benchmarks are not designed to be all-inclusive; instead they highlight important, representative features of each standard that instruction should emphasize at each grade-cluster. Benchmarks increase in developmental sophistication and become more rigorous from one grade-level cluster

to the next. In addition, the SEL benchmarks lend themselves to being taught in integrated ways across the 10 standards within each grade-level cluster.

Performance Descriptors: The performance descriptors are the most specific learning targets that build upon the standards and benchmarks. They will be designed to help educators select and design curricula, classroom activities and instruction, and performance-based and other assessments aligned with the standards. Descriptors are also helpful in mapping curriculum or validating what a school or district has already developed and implemented. Performance descriptors offer a representative, rather than exhaustive, list of learning targets that provide greater detail of the specific SEL knowledge, reasoning, and skills highlighted in the standards.

The SEL curriculum intends to:

- Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
- Build upon existing SEL strengths as a foundation for student and staff growth through instruction and practice.
- Examine opportunities to leverage community school strategies to support and sustain SEL skills and strategies.
- Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.
- Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan.
- The district's or school's counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).

Comprehensive District-wide and School-wide Plans

In addition to a comprehensive guidance plan developed in collaboration with guidance counselors, school psychologists, social workers, and other pupil personnel services, the district has fully implemented the [New York State Mental Health Education Framework](#) and has an intensive support system for students and staff. Elements of the district-wide model include:

- The Sanctuary Model
- Positive Behavior Interventions and Supports (PBIS): The GIANT Matrix
- Multi-Tiered Support System (MTSS)
- Restorative Practices
- Behavioral Support Team
- Therapeutic Crisis Intervention
- Additional supports for students
- Additional supports for staff

Stakeholder Engagement in Plans

Plans are collaboratively reviewed by members of the administration, pupil personnel support team, shared decision making committee, health and safety committee, PBIS committee, and

wellness committee. Annual surveys as part of the school climate data collection process are sent to parents/guardians. Agency mental health team members are consulted as appropriate to coordinate services between the school and agency for residential students.

Mental Health and Wellness Supports

The district has a comprehensive system to support students and staff in regard to mental wellness and social-emotional well-being.

The Sanctuary Model

[The Sanctuary Model](#) is a theory-based, trauma-informed, trauma-responsive, evidence-supported, whole culture approach that has a clear and structured methodology for creating or changing an organizational culture. As an organizational model, all staff, students, and parents/guardians have been indoctrinated through the intake process and conferences. Teachers, service providers, and behavior support personnel follow the Sanctuary Model check-in process for daily meetings when speaking with students through the online classroom, be it through assignments, online discussions, phone calls, or synchronous learning in 1:1 or group settings. The staff provide classroom SEL support through activities and discussions based on the Four Pillars of Sanctuary. The model is also utilized at staff meetings and other professional meetings in the district as a guide and support for staff, with each staff member completing a card they keep with identification badges that detail how they prefer to receive support in times of crisis.

The Sanctuary Model is a non-hierarchical, highly participatory, “trauma-informed and evidence-supported” operating system for human services organizations, which helps them function in a humane, democratic and socially responsible manner and thereby provide effective treatment for clients in a clinical setting, which has been adopted to the school setting and, in collaboration with the Little Flower Children and Family Services agency, we are a certified Sanctuary Model site.

The GIANT Matrix PBIS Model

PBIS stands for Positive Behavioral Interventions and Supports. PBIS organizes adults and students to create a social-culture in our school that will encourage positive behavior interactions, while discouraging problem behaviors. This social-culture will lead to safer environment where students achieve academically and build positive relationships with each other and with adults.

Through this PBIS model have come School Wide Expectations, known as the GIANT Matrix:

- Give respect
- Initiate safety
- Achieve success
- Nurture responsibility
- Teamwork

The GIANT Matrix informs much of the student code of conduct and behavioral support system, and all behavioral conversations are rooted in one or more of these tenets. The PBIS model is

supported by two lead coordinators and has a committee which meets at least monthly to discuss student performance, incentives, and plans to support students in need.

Multi-Tiered Systems of Support

MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive.

A strong set of universal interventions designed to support social emotional well-being will be crucial to our collective success as students and adults return to instruction and the school environment with increased needs. The supports represented in the universal tier are foundational to secondary and tertiary supports. In general, universal interventions should be effective for most students, but targeted and intensive supports will be needed to address student needs that could not be met with universal interventions. A strong foundational tier helps ensure that schools are not overly identifying students and adults for tier 2 and 3 supports, which allows them to more strategically allocate resources for the higher tiers.

Restorative Practices

Addressing behavior that is inappropriate from a whole child perspective requires students' and adults' acquisition of, and practice in using, all five SEL core competencies, and is strengthened by an understanding of and sensitivity toward Adverse Childhood Experiences (ACEs) and trauma-informed practices.

Restorative practices are processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior. It focuses on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior. Replacing traditional discipline with restorative alternatives offers opportunities for youth to learn from mistakes and may reduce disciplinary disparities and negative outcomes.

Recognizing and using the inherent value of misbehavior as an opportunity for social and emotional learning. The district will provide restorative circles that bring together everyone who is most immediately affected by the incident. We will utilize dialogue leading to understanding and action to set things right and repair and restore relationships. Through restorative practices

students' needs for social and emotional learning will be supported in positive ways. Conflicts are often managed by gathering in circles, following circle guidelines, and using restorative questions as a framework for a dialogue in which understanding is reached and there is opportunity for creating mutually acceptable agreements about how to make things right. We will be giving voice to existing unspoken questions.

The leaders in the restorative practices will utilize simple and clear language. Questions should be about inquiry and not advocacy. This will build trust and connectedness. This methodology will eventually lead to intimacy and authenticity. The district will prescribe to using a sequence of events in establishing a circle pattern. The purpose of the circle will be stated. The guidelines will be taught in a manner that they will be remembered. The closure will be established in the checkout rounds. Debriefing will take place with colleagues once the session is completed.

Therapeutic Crisis Intervention

Little Flower proudly implements the [Therapeutic Crisis Intervention \(TCI\)](#) training program for child and youth care staff. Developed by Cornell University, TCI presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. The ability of the entire organization to respond effectively to children and young people in crisis situations is critical in establishing not only a safe environment, but also one that promotes growth and development.

Behavioral Support Team

The district has a seven-member support team dedicated to the safety of the students through use of a behavior support room when students need space or in times of crisis, to support students in transitioning into and out of the school on a daily basis, to support the intake and enrollment process, to provide additional support in classrooms as needed, and to implement the TCI program with fidelity.

Additional supports for students

The district's pupil personnel services team includes two psychologists, a social worker, and a guidance counselor who provide direct access and support for students, allowing for low caseloads and increased support opportunities. The PPS team also regularly push into classrooms and co-teach lessons related to SEL topics.

Residential students also receive a comprehensive mental health program from a team of social workers, counselors, and medical staff who meet regularly to discuss student progress and collaborate with school personnel on behavior plans and related issues and concerns.

Additional supports for staff

All employees have access to the Employee Assistance Program through district subscription through Eastern Suffolk BOCES. One of the primary functions of the Employee Assistance Program (EAP) is to provide crisis intervention, assessment and referral services to employees, retired employees and their families. Throughout the years, individuals, couples and families

have come to get assistance with many different types of problems. Problems that, to some degree, were affecting the quality of their lives and/ or the lives of people they care about.

The district also runs a wellness committee which is committed to keeping in touch with all staff and offering monthly and/or weekly opportunities to address one's personal mental and physical well-being through conversation, activity, and exercise.

Professional Development and Training

Professional learning and growth, outlined in the district professional learning plan and updated annually, is critical to sustained SEL success. Training in SEL and mental health and wellness is available to staff through request (e.g. workshop, conference, speaker) and offered regularly by the district.

Sanctuary Model resources are shared monthly in alignment with the building's Sanctuary Theme, staff members participate on and share out from Core Team and Steering Team committees, and recertification through the Sanctuary Model occurs every three years.

Therapeutic Crisis Intervention is required for all new staff members in a multi-day format, and all staff members participate in refreshers every six months. Two school staff members are certified TCI trainers.

COVID-specific training videos, including staff-to-student interactions, are available through Frontline PD and will be required viewing for all staff.

Medical staff will be available at pre-opening conference days to present and discuss COVID-specific items and ways to address the topic with, and support, students.

Resources specific to supporting students through such a crisis as a pandemic, developed by the Suffolk County School Superintendents Association Reopening Task Force, will be disseminated to staff for consideration in lesson planning and support services.

SCHOOL SCHEDULES

To maximize in-person instruction, the district considered measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- finding alternative spaces on the campus to allow for more in-person instruction;
- adjusting class or work hours, where appropriate and possible;
- limiting in-person presence to only those staff who are necessary to be at the school during normal school hours;
- maintaining or increasing remote workforce to accommodate social distancing guidelines;

- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts (e.g., alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).

As the district's goal is to have as much in-person instructional and contact time in the safest manner possible, the following sample schedules offer maximum instructional time while reducing the number of students in the building at any time and on any day.

Prioritization was given to having elementary and middle school students in on five-day schedules; LIVESS (life-skills) programs will be five-day with a blend of classroom and in-cottage/offsite on campus instruction; high school students will attend core and some elective classes in-building on an A/B schedule, with their off-day courses being both online and cottage push-in/campus pull-out.

These models will allow for appropriate social distancing and safety provisions while offering a quality learning opportunity. While these sample schedules are posted within this plan, it should be understood that as health data, circumstances, student/staff/building needs, or DOH/NYSED/Executive Orders change, schedules will need to be adjusted to reflect our ability to respond which may alter start/end times, number of periods, and/or format of instructional delivery.

The sample schedules on the subsequent pages are for reference only and are subject to modification based on health and safety, spacing, student, and staff needs.

Sample Elementary/Middle School Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:50	Prep	Prep	Prep	Prep	Prep
8:50 - 9:05	Check In Group (SEL)	Check In Group (SEL)	Check In Group (SEL)	Check In Group (SEL)	Check In Group (SEL)
9:05 - 9:50	Math	Math	Math	Math	Math
9:50 - 10:35	Push in Elective	Push in Elective	Push in Elective	Push in Elective	Push in Elective
10:35 - 11:20	ELA	ELA	ELA	ELA	ELA
11:20 - 12:20	Lunch Disinfect Classroom Duty Prep	Lunch Disinfect Classroom Duty Prep	Lunch Disinfect Classroom Duty Prep	Lunch Disinfect Classroom Duty Prep	Lunch Disinfect Classroom Duty Prep
12:20 - 1:05	SCI	SCI	SCI	SCI	SCI
1:05 - 1:50	Push in Elective	Push in Elective	Push in Elective	Push in Elective	Push in Elective
1:50 - 2:35	SS	SS	SS	SS	SS
2:35 - 2:50	Check Out Group (SEL)	Check Out Group (SEL)	Check Out Group (SEL)	Check Out Group (SEL)	Check Out Group (SEL)

Sample High School Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:50	Prep				
8:50 - 9:05	Check In Group (SEL) In school	In cottage	Check In Group (SEL) In school	In cottage	Check In Group (SEL) In cottage
9:05 - 9:50	A Day Group Math	B Day Group Online Learning	A Day Group Math	B Day Group Elective push-in/pull-out	A Day Group Math
9:50 - 10:35	A Day Group ELA	B Day Group Online Learning	A Day Group ELA	B Day Group Elective push-in/pull-out	A Day Group ELA
10:35 - 11:20	A Day Group Science	B Day Group Online Learning	A Day Group Science	B Day Group Elective push-in/pull-out	A Day Group Science
11:20 - 12:20	Lunch Disinfect Classroom Duty Prep	Lunch in cottage	Lunch Disinfect Classroom Duty Prep	Lunch in cottage	Lunch Disinfect Classroom Duty Prep
12:20 - 1:05	A Day Group Social Studies	B Day Group Elective push-in/pull-out	A Day Group Social Studies	B Day Group Online Learning	A Day Group Social Studies
1:05 - 1:50	A Day Group Elective	B Day Group Elective push-in/pull-out	A Day Group Elective	B Day Group Online Learning	A Day Group Elective
1:50 - 2:35	A Day Group	B Day Group	A Day Group	B Day Group	A Day Group
2:35 - 2:50	Check Out Group (SEL)		Check Out Group (SEL)		Check Out Group (SEL)

Sample Life Skills Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:05 - 8:50	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep	Teacher Prep
8:50 - 9:05	Check In Group in Cottage (SEL)	Check In Group in Cottage (SEL)	Check In Group in Cottage (SEL)	Check In Group in Cottage (SEL)	Check In Group in Cottage (SEL)
9:05 - 11:20	AM Routine Teacher push into cottage	AM Routine Teacher push into cottage	AM Routine Teacher push into cottage	AM Routine Teacher push into cottage	AM Routine Teacher push into cottage
11:20 - 12:20	Work Based learning	Work Based learning	Lunch in Cottage	Work Based learning	Work Based learning
12:20 - 1:05	Lunch break on the job (packed lunch from AM preparation)	Lunch break on the job (packed lunch from AM preparation)	Classroom Instruction	Lunch break on the job (packed lunch from AM preparation)	Lunch break on the job (packed lunch from AM preparation)
1:05 -2:35	Work Based learning	Work Based learning	Classroom Instruction	Work Based learning	Work Based learning
2:35 - 2:50	Check Out Group (SEL)	Check Out Group (SEL)	Check Out Group (SEL)	Check Out Group (SEL)	Check Out Group (SEL)

BUDGET AND FISCAL MATTERS

Little Flower Union Free School District is located in the Town of Riverhead, County of Suffolk, State of New York. It is a Special Act School District with a nine-member Board of Education. As a Special Act School District, the School is contracted by other school districts and three principle agencies, New York City Department of Education, Nassau County Department of Social Services, and Suffolk County Department of Social Services, of whom all send students of special needs to the School for education.

Most of the students are in-residence, living on-site, as provided by Little Flower Children and Family Services Residential Treatment Center. As such, said school districts and departments of social service contract Little Flower Union Free School District to provide education to the students of whom they contractually authorize to be in attendance.

Little Flower Union Free School District charges a monthly tuition fee to these respective school districts and departments of social service, as authorized by the Rate Setting Unit of the New York State Department of Education, for each student in attendance.

In accordance with New York State Education Law, a special act school district is not authorized to establish or maintain a fund balance, as it does not receive income from any tax base. Further, it is not allowed to have or maintain any reserve funds such as a traditional New York State school district.

Further, it will be evident that the challenges faced by this district are unique in comparison to others; wherein, this district does not have any reserve or fund balance money to draw upon to provide for the direct costs necessary to implement the multiple facets of this plan.

This may result in decision-making which may require Little Flower Union Free School District to perform budget transfers within its current limited operating budget to purchase disinfecting supplies, equipment, and personal protection equipment that was never budgeted and could cause a shift in the formula allocating direct versus non-direct costs at the end of this school year. That shift could directly impact the district in its final reconciliation rate for the next upcoming year's authorized tuition fees.

ATTENDANCE AND CHRONIC ABSENTEEISM

Attendance and record-keeping of outreach and student engagement is maintained on a daily basis through a range of data collection models, regardless of in-person, remote, or hybrid learning environments.

In-person instruction attendance is maintained daily through the district student management system, Power School, and reported in accordance with NYSED regulation, including reporting in the Student Information Repository System (SIRS). Students who are not in attendance are contacted by the student attendance officer or designee to verify an absence as excused or unexcused. Instances of chronic absenteeism are addressed on case-by-case bases with a collaborative effort between school staff, parents/guardians, students, and agency healthcare staff. Cases of educational neglect will be reported accordingly.

Remote instruction attendance is maintained through student logon records within the Microsoft Teams online environment; communication logs through shared cloud documents completed by behavior support staff; and case logs maintained by related support personnel. Within a remote learning environment, students have a minimum of three individual instances of non-contact for longer than two consecutive days are reported by staff to administration for investigation and follow-up.

TECHNOLOGY AND CONNECTIVITY

In the spring school closure period, the district surveyed all families for whom required a loaner device and access to the internet. Devices were provided to all parents/guardians upon request, and resources for Internet Service Providers in their respective communities (Nassau, Suffolk, or NYC) who were providing pandemic-related internet access, was disseminated. Residential cottages were equipped with 2-4 desktop computers and used Wi-Fi to allow participation in the remote learning model.

Under the reopening plan, the device rollout in the event remote learning is implemented across the district or for specific students with special circumstances necessitating remote learning will be similar to the spring rollout. (See [Device Launch](#) and [Login Credentials](#) updates.

- The district will notify parents/guardians of the need to implement remote learning;
- The district will provide instructions on the technology requirements of the remote learning model to determine if a school loaner device is needed;
- The district will provide instructions on how to request a loaner device;
- Parents/guardians will arrange a time to pick up or accept a loaner device and sign an acknowledgement form;
- Parents/guardians and/or students will have access to remote technology support as available; and
- Parents/guardians will arrange a time with the school to return the device upon completion of the remote learning model.

TEACHING AND LEARNING

It is the mission of the district to provide excellent and equitable education for all students. The New York State Next Generation Learning Standards will be successfully implemented through the proposed instructional models outlined below. District curriculum will be modified to address learning gaps caused by the pandemic closures beginning in March 2020. All students will be assessed as soon as is reasonably practicable and appropriate to identify specific learning gaps and individual remediation plans will be developed.

Continuity of Learning Plan 2020-2021

The district has considered the health and safety of students and staff alongside the need for quality instruction, and presents the following three scenarios for learning, based on current health data and NYS orders:

In-person Model (Reduced Capacity 1)

This model provides all students (other than those solely assigned to remote instruction) with direct contact with instructional staff, while reducing building capacity by approximately 35%.

- Instruction may take place in:
 - An assigned classroom(s)
 - Another location in the school building
 - The students' assigned cottage (residential only); or
 - Another location on the campus.
- Students will follow a six-period day which includes all core and elective courses.
- Lunch will be grab-and-go and be consumed either in classrooms or in cottages (residential only).

Elementary and Middle School students will receive instruction in the building five days per week with minimal changing of classrooms, utilizing special area push-ins when appropriate. (See Section: *School Schedules – Sample Elementary/Middle School Schedule*)

LIVESS students will receive instruction in the building, in their cottages, and in other areas of the campus (work-based learning experiences) across five days per week. (See Section: *School Schedules – Sample Life Skills Schedule*)

High School students will receive instruction in the building 2-3 days per week on an A/B rotating schedule and special area push-in/pull-out instruction in cottages (residential only) or other areas of the campus on opposite days of in-building days, in addition to supplementary distance learning instruction. (See Section: *School Schedules – Sample High School Schedule*)

Hybrid Model (Reduced Capacity 2)

In the event health and safety needs necessitate a further reduction in building capacity, this model provides in-person instruction to all students to a lesser extent than the In-Person Model but reduces building capacity by approximately 50%.

- Instruction will take place in the building for a half-day session, AM or PM, with an assigned teacher for one- or two-hour period blocks with one or no class changes.
- Session times will be 9:00 – 11:00 AM for morning sessions and 12:00 – 2:00 PM for afternoon sessions. Sessions will be assigned by building administration based on scheduling and course offering needs.
- Students will attend five days per week ONLY during their assigned AM or PM session. Day students will be assigned to AM sessions only.

- Students will be assigned distance learning instruction on the session opposite the in-person session, which will occur either at home (day students) or in cottage (residential students).

SAMPLE HYBRID	AM Session	PM Session
Student 1	In-person learning	Distance learning
Student 2	Distance learning	In-person learning

Distance Learning (Remote Learning) Model

In the event the school building is ordered to close for all in-person instruction, the distance learning model will utilize Microsoft Teams as the learning platform. All classroom teachers, special area teachers, and service providers will manage classrooms aligned to their current schedules and students will be placed into these classrooms.

Login credentials and devices (as required) will be provided in advance of the Teams launch with resources and support documents.

Instruction will be provided in multiple formats including:

- Synchronous learning: teachers are broadcasting lessons live and students engage in the lesson in real-time with their teachers and classmates, which occurs following a “bell schedule.”
 - Synchronous learning schedules will be developed and disseminated in advance of the Teams launch. Synchronous learning schedules will be truncated schedules mirroring students’ current schedules and will require students to access devices and high-speed internet.
 - **Responsibilities of the Online Learner during Synchronous Learning:**
 - To be present at the designated time the teacher has indicated to be online.
 - To be responsible, caring, upstanding digital citizens that make responsible decisions.
 - To follow all code of conduct regulations online. Students who do not will be subjected to disciplinary actions.
 - To be active participants in online discussions and activities.
 - To use appropriate, clear, and concise language when communicating with teacher and peers.
 - To maintain confidentiality and be careful with the sharing of one’s own personal information as well as that of others.
 - **Responsibilities of the Online Teacher during Synchronous Learning:**
 - To create an environment that promotes meaningful learning and social

connection between teachers and students and amongst students with one another.

- To engage students in meaningful learning opportunities in the real time format.
 - To set a respectful tone that promotes positive speech in the class.
 - To promote social emotional learning and mental health practices
 - To speak to students individually and maintain confidentiality, while respecting one's role as mandated reporter.
- Asynchronous learning: teachers will post recorded video lessons and/or narrated presentations for students to access outside of synchronous periods by a designated date and time. Lessons will be meaningful and differentiated.
 - Activity Posts: teachers will post activities and related assignments to be completed and submitted by students at a designated date and time.
 - Outreach: teachers, service providers, and support staff contact students and/or parents/guardians through the Microsoft Teams platform or other mutually agreed upon format (Zoom, Google, phone, etc.). All outreach will be appropriately documented.

In the event health and safety conditions allow, and in cooperation with the Little Flower Children and Family Services Residential Treatment Center leadership, residential students may receive instruction in cottages by school staff on a modified schedule under the distance learning model. Schedules and staffing will be determined by cottage population and course needs.

New York State Learning Standards Alignment

The current COVID-19-related school closures have presented challenges and opportunities for ensuring continuity of student learning. Because of time constraints, teachers and students at all grade levels need support in addressing the required standards identified in the NYS Learning Standards. Knowing that we could not replicate a full school day or the full scope of the fourth quarter curriculum last school year and in the current environment, the curriculum team worked closely to identify New York State Standards of Learning priorities for focus.

Priority Standards are a carefully selected subset of the total list of the grade-specific and course specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course. These have been determined by each department and grade level.

Equity in Rigor of Instruction and Teacher Contact

Equity is at the heart of all instructional decisions in the district, especially after learning the experience of students, families and staff from the latest closures. All instructional plans have been developed so whether instruction is delivered remotely, in-person, or in our hybrid model it is equitable for all students in terms of opportunities for instruction, interactions with teachers and State standards-aligned instruction.

	Opportunities for Instruction	Interaction with Teachers	State Standard Aligned Instruction
Distance Learning	Daily schedule for synchronous learning in all subject areas with appropriately certified teachers scheduled for that day, including related services.	Whole and small group synchronous learning with appropriately certified teachers. Individually scheduled outreach sessions.	Focus standards have been identified in all content areas across grade levels and all instruction will be delivered based on these standards .
In-Person Learning	Regular daily schedules are followed for instruction in all subject areas scheduled for that day.	On in-person learning days students will have contact with teachers for the entirety of the instructional day	Focus standards have been identified in all content areas across grade levels and all instruction will be delivered based on these standards .
Hybrid Model	Students will have in-person instructional opportunities on days they are scheduled for in-person learning. On these days all teachers will optimize instructional time while scheduling independent practice for days students are scheduled for off-site or distance learning.	On in-person learning days students will have contact with teachers for the entirety of the instructional day. On off-site or distance learning days students will have interaction with teachers through Microsoft Teams.	Focus standards have been identified in all content areas across grade levels and all instruction will be delivered based on these standards .

Communication Plan

See Section: Communication/Family and Community Engagement – Continuing Communication

Academic Intervention Services

Regardless of the instructional model, students who qualify for AIS will receive such support, which may come in the form of a separate period, additional individual support during a period, or individual support remotely with his or another designated teacher.

Grading Policies

Grading policies will follow district, departmental, and/or teacher-developed guidelines but consideration will be given to circumstances out of a student's or family's control within the instructional models.

Quarterly grades and progress reports will be populated as normal and sent to parents/guardians following the schedule as usual. Teachers will communicate specific grading policies with students and parents/guardians through traditional methods (handouts, syllabi, etc.) or through Microsoft Teams in a remote environment.

Assessments

Regardless of the instructional model, student assessment is critical and opportunity is present within each model. Under the in-person and hybrid models, assessment will include:

- formative and summative measures;
- diagnostic instruments; and
- formal and informal tools.

To appropriately assess student skills and progress toward standards in the distance learning model, assessment will transition to:

- online platforms (i.e. Kahoot);
- teacher designed exams and surveys;
- photo/digital work submissions;
- project-based learning assignments; and
- other assessment formats as determined by respective teachers.
-

CAREER AND TECHNICAL EDUCATION (CTE)

The district does not offer NYSED-approved Career and Technical Education programs. Any students who attend CTE programming do so through their sending district. In the event students are enrolled in a CTE program and will be attending a half-day in-district and half-day at a CTE campus, the district will accommodate each student's schedule in collaboration with their sending district and CTE center.

On-campus work-based learning experiences (WBLE) for students to earn hours toward a Career Development and Occupations Studies (CDOS) diploma or credential will continue as appropriate under all healthy and safety guidelines detailed in this document.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

The district does not participate in New York State Public High School Athletic Association sports and athletics.

Any extracurricular activities will be suspended or adjusted to fit within the traditional school day.

SPECIAL EDUCATION

As a special act school district, our entire population are students with disabilities referred to us through Committees on Special Education from local districts or through departments of social services, in which case the Little Flower UFSD serves as the host CSE. All of our programming is designed around student IEPs, class sizes are modeled in an 8:1:1 setting, and all instruction is delivered by, or in consultation with, a certified special education teacher(s).

Provision of FAPE

The district is dedicated to providing a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parental engagement regarding the provision of services to their child; collaboration between the Committee on Special Education (CSE) and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents. A Free and Appropriate Public Education will be delivered to all students across all instructional models, whether it be in-person, remote learning, or a hybrid of the two.

Parent Engagement

Parents/guardians will stay informed via communication through district correspondence and Pupil Personnel office personnel in their preferred language or mode of communication. Initial reopening models and schedules, and any subsequent changes made by the district or under NYS orders, will be communicated with parents/guardians and agency representatives in custody of students.

Any CSE meetings or subcommittee meetings, or discussions pertaining to and change in a student's educational programming based on academic, social-emotion, or health needs, will be arranged around parent/guardian availability and will accommodate their preferred mode of engagement, be that phone conference or video meeting.

Committees on Special Education (including Annual Reviews)

As a special act school district, Little Flower regularly communicates and collaborates with the CSEs of all sending districts and departments of social services. Whether the instructional model under reopening be in-person, remote, or hybrid, all CSEs held by LEAs or Little Flower are carried out with maximum stakeholder involvement including residential representatives, school district representatives, and of course, parent/guardian attendance. The district has considered the needs to sustain CSE meetings across learning platforms and is prepared to hold and participate in CSE meetings as necessary and required.

Access to All IEP Components

Until schools return to normal operating conditions, the district will continue to follow the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio, etc.).

The district will follow the continuum of services as outlined by NYSED. The district will document the programs and services offered on each individualized IEP, and will also document programs and services offered via documentation and data collected (attendance, logs, progress reports) from each session provided to the student.

Students will be provided with the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability needs of students in accordance to their IEP, regardless of educational platform (in-person, remote, or hybrid). This will include, but not be limited to:

- Access to the general and/or special education curriculum;
- Access to support services (i.e. AIS);
- Access to related services (counseling, speech, OT/PT, other services); and
- Access to behavior support personnel.

This will be accomplished through one or more of the following:

- In-person instruction/direct contact in the school;
- In-person/direct contact off site of school but on campus grounds; or
- Remotely through phone and/or video conferencing (telepractice).

Documentation of Services

Under the in-person model, documentation of services provided in accordance with IEPs will follow its usual manner, including attendance, case notes, progress notes, progress reports, benchmark assessments, educational/psychological assessments, and anecdotal notes.

Under a remote or hybrid model, when traditional documentation is not available or feasible, documentation may take the form of recorded (with consent) phone or video conferences, online/cloud-based communication and service delivery logs, and online attendance through the

remote learning platform(s). All digitally maintained data will comply with FERPA and Education Law 2-d requirements.

Progress Monitoring

Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

During the in-person and hybrid models where students are physically in the building for full- or part-time days, the progress monitoring will utilize the usual method of triannual benchmarking using the STAR-R and STAR-M assessments in the fall, winter, and spring. Students meetings certain baseline criteria will be provided will additional support services within a response to intervention model.

During remote learning, alternatives to the STAR assessments are currently being evaluated, which may allow for progress monitoring using online adaptive platforms which provide feedback to teachers and align with NYS Learning Standards, district curriculum, and IEP goals.

Compensatory Services

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance of extended closures, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CSEs will make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year.

Each student will be assessed formatively and summatively upon return to school. Students who present significant regression due to the closures and extended time in distance learning models will be referred to the CSE, who will convene to determine if compensatory services are to be provided to address such regression.

In the event compensatory services are agreed upon, the school, parent, student (as appropriate), and other stakeholders (e.g. service providers) will determine the delivery model for such services.

Provision of Services

Consistent with previously issued OSE guidance, the district will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the

health and safety requirements that must be in place when schools resume, the school may not be able to provide all services in the same mode and/or manner they are typically provided.

The district will determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities in accordance to the various types of instructional models including in-person and remote learning. When providing remote services, the district will continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

Initial Evaluation/Reevaluation

Special education evaluations (i.e., initial and reevaluations) will be conducted whether in-person or remotely within required timelines and guidance from OSE. The use of technology will be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs will review records to determine which students are due for an initial evaluation or reevaluation and will address any backlog of evaluations. Freeport Public Schools will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Procedural Safeguards and Prior Written Notice Requirements

- School districts must continue to provide the procedural safeguards notice to parents.
- School districts must continue to provide parents with prior written notice in a reasonable time before a change in the identification, evaluation, educational placement or provision of FAPE to the student.
- The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice may be provided to the parent by email if the parent elected to receive documents by email.
- Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and telepractice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to COVID-19.

BILINGUAL EDUCATION AND WORLD LANGUAGES

The district does not have an English as a New Language (ENL) program and thus does not service English Language Learners (ELL).

STAFFING

The district adheres to all NYSED certification requirements and regulations in regard to its professional and certificated staff, including administrators, teachers, teaching assistants, and pupil personnel service providers. To provide as comprehensive an educational experience as possible for students, the district may exercise flexibilities allowed under COVID-19 including:

- Use of certified teachers to provide instruction for up to 10 hours per week out of their certification area (incidental teaching); and
- Use of substitute teachers for 40 or more days (up to and/or exceeding 90 days with NYSED approval).

TEACHER AND PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW §3012-D/APPR)

The district will fully implement its currently approved [Annual Professional Performance Review](#) (APPR) plan this school year, which includes:

- Identified Student Learning Objectives (SLOs) as the bases for student performance evaluation;
- Teacher evaluation (as required under APPR) based on observational and student performance components; and
- Principal evaluation based on observation/site visit and student performance components.

Should circumstances necessitate collectively bargained amendments to the plan, all NYSED and NYS laws and regulations will be followed.

STUDENT TEACHING

As appropriate, the district will continue to partner with Institutes of Higher Education to support the development of pre-service teachers through student teaching placements in the district, following all health and safety guidelines and protocols.

GLOSSARY OF TERMS BY TOPIC

Bilingual Education and World Languages

Bilingual Education Program (BE): A research-based educational program comprised of the following instructional components: 1) Language Arts, which includes Home and English Language Arts; 2) English as a New Language; and 3) Bilingual content areas.

Emergent Multilingual Learner (EMLL): Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.

English As a New Language (ENL) Program: A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as "English Learners," and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Former ELL: Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a ½ unit of Integrated ENL or other services as approved by the Commissioner.

Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

Multilingual Literacy SIFE Screener (MLS): A state-wide diagnostic tool that was created to determine SIFEs' literacy levels in their home language in order to provide or to design appropriate instruction for SIFE.

New York State English As a Second Language Achievement Test (NYSESLAT): The New York State English As a Second Language Achievement Test is an assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12th grade.

New York State English As a Second Language Identification Test for English Language Learners (NYSITELL): An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student's enrollment in the NYS public school system.

Students with Inconsistent or Interrupted Formal Education (SIFE): ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).

World Languages: Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with classical languages, which no longer have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Career and Technical Education

Career and Technical Education (CTE): A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards of career development and occupational studies as a framework. It includes the specific disciplines of agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education.

Career and Technical Student Organization: An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career Exploration Internship Program (CEIP): A registered work-based learning program that offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn $\frac{1}{4}$, $\frac{1}{2}$, or 1 unit of elective or CTE sequence credit.

CDOS Credential: An exit credential that meets the definition under section 100.6(b) of Commissioner's Regulations

CDOS 4+1 Graduation Pathway: A Regents Diploma graduation pathway which allows a student to graduate with a high school diploma if the student meets the graduation course and credit requirements; passes four required Regents Exams or Department approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the NYS CDOS Commencement Credential.

Cooperative Career and Technical Education Work Experience (CO-OP): A registered work-based learning program that provides an important link between the classroom and the workplace for students age 16 and older. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

General Education Work Experience Program (GEWEP): A registered work-based learning program open to any student 16-21 years of age who is enrolled in school. These work experiences can be a paid or unpaid and must be registered with the NYSED Career and Technical Education Team and be re-registered every five years.

NYSED-Approved CTE Program: An approved program of study that meets both the requirements under Perkins V for a program of study as well as Section 100.5(d)(6) of Commissioner's Regulations. Approved programs may be utilized to meet the 4+1 CTE graduation pathway.

Perkins Act: The primary Federal source of CTE funding to support CTE instruction and field support. The act was reauthorized for the fifth time in 2018 as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

School-Based Enterprise: A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course.

Supervised Clinical Experience: Supervised clinical experience involves students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification in the health care discipline for which the students are being prepared.

Training Plan: A document developed by the work-based learning coordinator in conjunction with the student and other appropriate school personnel that outlines the tasks, goals, and objectives to be accomplished during a student's work-based learning experiences.

Work-Based Learning: Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

Work Experience Career Exploration Program (WECEP): A registered work-based learning program open to students 14-15 years of age who are considered "at risk". These work experiences must be paid and must be registered with the NYSED Office of Career and Technical Education and be re-registered every two years.

Early Learning (Prekindergarten)

Diagnostic Screening: A preliminary method of distinguishing from the general population those students who may possibly be gifted, those students who may be suspected of having a disability and/or those students who possibly are limited English proficient; as defined in 8 NYCRR 117.2(f).

Eligible Agencies: An eligible agency, as defined in 8 NYCRR 151-1.2(b), are providers of child care and early education, a day care provider, early childhood program or center or community-based organization including, but not limited to, approved preschool special education program, Head Start, nursery schools, libraries and museums which meet the minimum standards and requirements.

Statewide Universal Full-Day Prekindergarten: Programs for three- and four-year-old students that incentivize and fund state-of-the-art innovative prekindergarten programs to encourage program creativity.

Universal Prekindergarten: Programs that provide three- and four-year-old children with universal opportunity to access Prekindergarten programs as set forth in 8 NYCRR 151-1.
Voluntary Registered of Nonpublic Nursery Schools and Kindergartens: Programs for preschool children between the ages of three and five years as outlined in 8 NYCRR Part 125.

Health and Safety

Aerosol Generating Procedures: Procedures performed on patients which are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.

Cleaning: The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Cloth Face Covering: Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.

Disinfection: A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Fit Testing: A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-facepiece seal with a chemical agent.

Hand Hygiene: Hand washing with soap and water or alcohol-based hand sanitizer

Metered Dose Inhaler (MDI): A device that sprays a pre-set amount of aerosolized medicine through the mouth to the airways.

***N95 mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles.

Nebulizer: An air compressor machine when used with a nebulizer cup, tubing, and mouthpiece or face mask delivers aerosolized medicine to the airways in a fine, steady mist.

Peak Flow Meter: An asthma management device used to measure a person's ability to push air out of the lungs.

Personal Protective Equipment (PPE): Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eye wear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).

Respiratory Hygiene: Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.

Spacer: A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.

Standard Precautions: A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which

healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Surgical Mask: Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer's nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

Transmission Precautions: When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.

Valved Holding Chamber: A type of spacer that has a one-way valve at the mouthpiece. A VHC also traps and holds the medicine giving more time for the student to take a slow, deep breath reducing the amount that settles in the mouth and throat.

**Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn't prevent the wearer from spreading the virus.*

Social Emotional Learning

Adverse Childhood Experiences (ACEs): Potentially traumatic events that occur in childhood (0-17 years).¹⁸

18 Centers for Disease Control, (2020) Preventing Adverse Childhood Experiences

Multi-Tiered Systems of Support (MTSS): An evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions).

Pupil Personnel Services (PPS): Staff which includes school counselors, school social workers, school psychologists, mental health counselors and school nurses.

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Social Emotional Learning (SEL): The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."¹⁹

18 Centers for Disease Control, (2020) Preventing Adverse Childhood Experiences

19 Collaborative for Academic, Social, and Emotional Learning. (2020) What is SEL?

Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Questions related to this guidance may be directed to reopeningguidance@nysed.gov

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it

impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Trauma-Responsive Practices: Practices that help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

Special Education

Annual Review: An evaluation, conducted at least annually by the committee on preschool special education (CPSE)/committee on special education (CSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

Assistive Technology Devices: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device.

Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

Child Find: A process which requires all school districts to identify, locate and evaluate all students with disabilities, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of special education and related services.

Committee on Preschool Education (CPSE)/Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of Education Law that determines a student's special education needs and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21.

Compensatory Services: Services provided to students with disabilities to remedy the school district's failure to provide a student with a disability with "appropriate services" during the time the student was entitled to FAPE and was denied appropriate services.

Free Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an individualized education program.

Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational needs of a student with a disability.

Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides students with disabilities the right to receive a free appropriate public education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.

Initial Evaluation: Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her special

education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

Least Restrictive Environment (LRE): Placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Reevaluation: The evaluation procedures that are conducted at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

Special class: A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

Supplementary Aids and Services and/or Program Modifications: Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

Telepractice: Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

Teaching and Learning

Academic Intervention Services: Additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

Device: A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini-tablets are not sufficient devices for learning purposes.

Equivalent: At least 180 minutes of instructional time for instruction delivered in a traditional face to face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

Hybrid (blended) model: A combination of in person and remote learning.

In-person instruction: Instruction that takes place with students in attendance at the school building.

Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.

Unit of Credit: The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

Unit of Study: means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

All the Time Access: is a reference to the National Educational Technology Plan, which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Sufficient access to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.