

**ALEXANDRIA CENTRAL SCHOOL  
DISTRICT**



**REOPENING PLAN  
Teaching and learning**

**August 2020**

**Category: Teaching and Learning**



**Mandatory Assurance #1:** Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

**Mandatory Assurance #2:** Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards regardless if instruction is delivered in-person, remotely, or in a hybrid model.

**Mandatory Assurance #3:** Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.

**Mandatory Assurance #4:** Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are

accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

**Mandatory Assurance #5:** Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (eg: email, online platform, and/or by phone)

**Mandatory Assurance #6:** Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure that eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

## **Teaching and Learning:**

### **Ensuring continuity of learning through planning for instruction, launching instruction, and ongoing support for instruction**

The COVID-19 crisis and resulting period of school closure has had an impact on all students but conceivably a more significant impact on our most vulnerable students while likely increasing the inequities already in existence. In planning for the return of students to school, districts are encouraged to view all aspects of their plan through a lens of equity to ensure that each decision, action or program supports the needs of all students with a specific focus on our most susceptible students (students with disabilities (SWD), economically disadvantaged (ED), immigrant students, English Language Learner (ELL) and/Multilingual Learners (MLL) and all students who have been historically underserved).

Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

To allow for schools and districts to adapt to complications caused by the pandemic, certain flexibilities

will be authorized, including: flexible student/staff ratio in prekindergarten; extended time for prekindergarten and kindergarten screening to be completed; a waiver allowing districts to convert UPK seats from full-day to half-day (not applicable to Statewide Universal Full Day Pre-K programs); flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences; and when appropriate, districts and charters may utilize remote or virtual work-based learning experiences for CTE and CDOS programs.

New York students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility is essential when planning for the fall, and schools should be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

All schools must provide 180 days of instruction each school year to their students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model.

### **Reopening Plan Mandatory Requirements**

- All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plans must prepare for in-person, remote, and hybrid models of instruction. Instruction must be aligned with the outcomes in the New York State Learning Standards.
- Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

### ***Considerations for Reopening Plans***

- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).

- Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
- Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
- Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.
- Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- Identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
- Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

*Districts exploring possible scenarios for the 2020-21 school year should pair a delivery approach for continuous learning with each scenario and communicate them to teachers, staff, families and students. It is suggested that each class build in learning and practice for remote learning when students are expected to be engaged in synchronous and asynchronous learning.*



*The above image was obtained from guidance provided from the State of Connecticut in the Reopening Guidance Plan. This is for reference only until guidance is received from the State of New York.*

*Scenarios may include:*

#### A. In-person Learning

1. Instructional delivery partially takes place on a digital platform that would easily transfer to a remote or hybrid environment (can be whole group or small group).
2. Focus time and attention to direct teaching and reinforcing of procedures for using tools (Google Classroom or other).
3. Students complete and submit some assignments electronically; the teacher monitors student work through the platform. (i.e. Google Classroom)
4. Ensure all students have access to an appropriate device and internet when practicable.
5. Plan for formative and summative assessments.

#### B. Remote Learning (Virtual)

1. Instructional delivery takes place on a digital platform (can be whole group or small group).
2. Students complete and submit assignments electronically; teacher monitors student work through the platform.
3. Instruction should be synchronous, face-to-face, to the extent possible.

4. Ensure all students have access to an appropriate device and adequate connectivity.
5. Plan for formative and summative assessments.
6. Teachers follow normal daily/class schedule in an inclusive digital environment.
7. Dedicate personnel to follow up with and address connectivity and other technical challenges with families/students.
8. Students will follow their daily schedule and remote into each of their assigned classes of study. (remote and hybrid)
9. All students will have a google classroom at the start of the school year (remote and hybrid)
10. Students will actively participate and complete daily instructional lessons and activities in google classroom.
11. Teachers and faculty will reach out to families and students to support virtual learning.
12. Teachers and faculty will upload lessons of their daily instruction into google classroom.
13. Students who participate in virtual learning will have the same expectations as those participating in in-person instruction.

#### C. Remote Learning (Paper)

1. Students use hard copy textbooks and/or work packets.
2. Establish a plan for submission of student work.
3. Teachers make group or individual calls (typically phone calls) to students to support student progress.
4. Teachers maintain records of student completion of work at the end of the day, week or as defined in local policy.
5. Plan for formative and summative assessments.

#### D. Hybrid Learning

A combination of in-person and remote learning is utilized using the in-person bell schedule

#### **Equity Considerations**

*Plan for inclusive practices for every model of instruction for all students including ELL/MLL, ED, and SWD.*

1. Complete an equity audit to determine any gaps or needs for all stakeholders.
2. Address the developmental needs of learners at each level of schooling. (i.e., instructional time, instructional groupings, diagnostic assessments, etc.)
3. Identify, diagnose and address geographical barriers (WiFi limitations etc) to ensure that all students have the same access to materials.
4. Recognize that some students may not have equal access to technology, support, or resources to complete work remotely.
5. Develop and communicate parameters and expectations with all educators to ensure an environment is maintained in which all students feel the power to speak and are respected.
6. Devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas

of cultural differences, bias and blindness.

## Professional Development

1. Cultural competency, cultural responsiveness, and racial equity understanding and practices, are foundational professional development needs for all educators.
2. Focus areas for professional development may include:
  - a. Self-care and trauma-informed practices
  - b. Determining essential/priority standards
  - c. Methods to engage students during remote learning
  - d. Instructional strategies such as differentiation, Universal Design for Learning, and project-based learning
  - e. Technology tools and platforms
  - f. Effective formative feedback/assessment
  - g. Safety and behavior expectations
  - h. De-escalation and intervention techniques
  - i. Grading policies and procedures
  - j. Balancing synchronous and asynchronous learning
  - k. Tools and training for universal screening

## Teaching and Learning Considerations

*In preparing for School Year 2020-2021, LEAs will need to provide support for students based on the scenario being implemented. Develop and communicate parameters and expectations with all educators to ensure a learning environment is maintained in which all students feel the power to speak and in which they are respected. In addition, devise a comprehensive plan for all stakeholders which will effectively address and embrace the ideas of cultural differences, bias and blindness.*

*The items below outline many of these considerations:*

### A. Planning for Instruction

1. Use an inclusive return-to-learning work group to plan for instruction.
2. Evaluate the effectiveness of remote learning and determine what was successful.
3. Identify the content knowledge and skills from previous grade levels that serve as prerequisite skills and knowledge for on-grade-level learning.
4. Determine the most critical gaps with vertical and grade-level teachers by prioritizing standards.
5. Prioritize vulnerable student groups for face-to-face instruction. Engage general and special education staff in discussions to identify vulnerable students - e.g. learning, behavioral, socio-emotional, or other.
6. Plan for potential shifts in instructional pacing and instructional delivery for the following situations: on-site, remote learning for some or all students, unexpected school closures, staggered schedules. Consider the impact on families for each of these options.
  - a. Plan grade level content instruction based on prioritized standards.
  - b. Plan weekly or daily opportunities for SEL.
  - c. Plan integrations across disciplines.

- d. Develop 2-3 week-long distance learning units for use during unexpected school closures.
  - e. Assess the effectiveness and appropriateness of digital tools and online platforms - communicate district expectations to educators.
  - f. Examine and possibly redefine the components of instructional blocks to allow for adequate and effective pacing.
  - g. Implement instructional strategies that reflect best practices and increase student engagement.
  - h. Define learning goals and success criteria for demonstrating learning and active participation.
  - i. Provide opportunities for students for choice in assignments and assessments.
  - j. Offer small group interventions for students learning remotely.
  - k. Provide manipulatives and utilize differentiated materials and strategies for students learning remotely.
  - l. Use collaborative project-based learning strategies to increase engagement and to reinforce student organizational skills such as planning, scheduling and time management. Engage your special education staff to consider any obstacles that collaborative learning might present for students with special needs.
7. Establish communication with families to prepare them for potential disruptions in instruction and create an environment of shared responsibilities.
  8. Teachers and related service providers will report daily attendance using attendance standardized management/participation tools. Attendance expectations will continue to reflect the ACS Code of Conduct. Attendance and engagement will be monitored regularly to identify concerns and the need for intervention.
  9. Develop a plan to assess student learning progress and gaps at the beginning of and throughout the school year. Many students may have learning gaps when school reopens and some teachers may wait to see how the students progress and then measure the gap.
    - a. Identify the subjects and grade levels that would benefit from a no-stakes, early in-the-year assessment.
    - b. Ensure instructional planning includes a focus on monitoring student progress through formative assessments that measure student thinking and skills.
    - c. Create a plan that supports in-person and remote administration of assessments.
    - d. Ensure continuity of instruction through the use of curriculum maps, pacing guides and/or calendars.
    - e. Embed unmastered critical standards into the scope and sequence for the year and avoid teaching all unmastered standards at the beginning of the year.
    - f. Prepare scaffolded instructional supports for students who may need support with prerequisite knowledge and skills to be successful in their current grade level. In particular, focus on serving ELLs, SWDs and other special populations.
  10. Consider integrating flipped instruction into various subjects.
  11. Prepare classroom learning plans at least two weeks in advance to address unexpected absences due to quarantine or illness.
  12. Review all online learning environments and resources provided to students to determine Education Law 2-d compliance to ensure student data privacy.

## B. Grouping Students for Instruction

1. Consider grade level teams, looping, or various models of reaching students in an effective manner.



2. Consider variations in instructional models across grade levels such as in-person instruction for younger students and remote instruction for older students.
3. Consider grouping students by the same class and teacher to form a cohort so each team can function independently.
4. Rotate Physical Education, Music, and Art classes in the schedule. Review newly amended CDC guidelines to ensure special area instruction is conducted safely. Examples include refraining from having students share art supplies or apparatus in PE.
5. Bring the teachers to the classrooms rather than the classes to the teacher.

#### C. Curriculum and Integration

1. Consider aligning the ELA Curriculum to support Science and Social Studies concepts through reading, writing, listening and speaking about history, science and mathematics.
2. Integrate Physical Education, Health, Music, and Art instruction with core curriculum concepts.
3. Plan an Independent Reading Program - give students some choice but keep them reading. Utilize library staff or teachers to present book talks (maybe virtually) and to serve to connect students with books.
4. Use videos or abridged pieces of literature to build background knowledge.
5. Choose learning materials that are culturally inclusive and promote equity.

#### D. Grading and Assessment

1. Grading practices should:
  - a. Reflect student learning and mastery of grade-level standards.
  - b. Provide students with high quality, personalized feedback in a consistent manner.
  - c. Be clear, consistent and communicated to students and families.
  - d. Provide students with regular and targeted feedback to promote understanding and growth.
  - e. Clearly communicate to students and families if grades earned during an emergency closure can negatively impact a student's overall grade.
2. Assessments should:
  - a. Include a plan and schedule to provide access to all for diagnostic universal screeners.
  - b. Provide student choice to demonstrate mastery.
  - c. Require critical thinking and application.
  - d. Include student self-assessment.

#### F. Professional Development

1. Plan and offer ongoing, personalized and differentiated professional learning for teachers and staff.
2. School staff should receive training on remote learning protocols and systems including how:
  - a. and when this method of instructional delivery should be used
  - b. to record attendance and absences
  - c. to utilize a learning management system and other digital tools
3. Teachers should have opportunities to plan collaboratively and participate in professional development as they prepare to deliver instruction in new ways to:
  - a. meet across and within grade levels to plan for instruction and develop strategies for adjusting existing curriculum to support continuous learning.
  - b. develop plans to assess student learning progress and gaps at the beginning of and

- throughout the school year
- c. develop instructional support plans to fill potential gaps in student learning

4. Professional development should be provided to design equitable instruction for both remote and in-person instruction.

## ***Early Learning***

### **Prekindergarten**

All children are capable of learning, achieving, and making developmental progress through access to a high-quality Prekindergarten program. When planning for the reopening of Prekindergarten programs, care must be taken to ensure that the needs of our youngest learners are addressed, whether instruction is provided in-person, remotely, or through a hybrid model. It is essential that districts, schools, and eligible agencies, including Community Based Organizations (CBOs), operating Prekindergarten programs create a plan for providing continuity of instruction for in-person, remote, and hybrid learning models.

### **Reopening Plan Mandatory Requirements**

- Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.
- All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.
- Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in this guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

### **Health and Safety Considerations**

State-administered Prekindergarten Programs should follow all guidelines set forth by the New York State Department of Health when planning for 2020-21 Prekindergarten programming. The following health and safety guidance should also be considered:

- Family style eating should not be practiced due to social distancing requirements and for health and safety requirements.
- For classrooms without an interior bathroom, an adult should accompany each child to and from the bathroom outside the classroom and ensure that proper hand washing protocols are followed.
- Napping materials should be sanitized daily and, to the extent practicable, assigned to individual students for the school year.
- Center-based and small group learning is a critical component of a Prekindergarten instructional program. Districts, schools, and eligible agencies (including CBOs) should:
  - avoid centers that include multiple students using it at one time, such as water/sand tables, sensory tables, etc.;
  - provide students with individual sets of materials to avoid sharing of common items; and
  - follow proper sanitation guidelines from the Department of Health after children have been at a learning center or in small groups.

### **Instructional Practices and Programming Considerations**

- While the Department recognizes the importance of teacher and student interaction and peer interaction as part of the best practices of Early Learning, districts, schools and eligible agencies (including CBOs) should refrain from strategies and practices that encourage physical contact, such as hand-holding buddy systems.
- When developing remote learning plans, districts, schools and eligible agencies, (including CBOs), should be cognizant of the amount of time young learners are spending directly viewing screens. Time spent learning remotely can be devoted to authentic learning activities at home. For suggestions on websites and activities, please visit [NYSED's Continuity of Learning webpage](#).

### **Budget and Fiscal Considerations**

- For Universal Prekindergarten (UPK) and Statewide Universal Full-Day Prekindergarten (SUFDPK) programs that intend to operate in person, the maximum grant payable will continue to be based on a system of 1.0 Full Time Equivalency (FTE) calculated by combining the number of prekindergarten students in full-day and half-day programming.
  - If a program decides to convert Prekindergarten seats from full-day to half-day, the maximum grant payable would be proportionately reduced based on the decreased FTE.
  - The FTE calculation and maximum grant payable will be determined by the number of full day and half-day students enrolled as of December 1, 2020, not on Basic Education Data System (BEDS) day only for the 2020-2021 school year.
- As set forth in Education Law 3602-e, districts receiving UPK funding will continue to be required to set aside at least 10% of their allocation to collaborate with eligible agencies, including CBOs, to deliver prekindergarten instruction. To make available as many Prekindergarten seats as possible, while keeping social distancing factors in place for in-person learning, districts should consider partnering with eligible agencies, as defined in Education Law 3602-e, beyond the 10% minimum collaboration requirement
- If a district or program decides that it is not feasible to operate a UPK or SUFDPK program in the 2020-2021 school year, the UPK allocation/SUFDPK grant award will remain available for the 2021-2022 school year unless action is taken by the legislature.
- Districts and schools that operate a full-day Prekindergarten must describe in their reopening plan how they will provide Continuity of Learning in an in-person, hybrid, or remote model that is aligned to the Prekindergarten standards. Regardless of the instructional model chosen, districts can count such participating students as 1.0 FTE.
  - Eligible agencies, (including CBOs), that are running an in-person, full-day program must submit to the district they contract with a Continuity of Learning plan should they have to move to a hybrid or remote model in order to continue to be paid for their services.

### **Staffing Regulatory Flexibilities**

To provide flexibility for in-person Prekindergarten programs in the 2020-2021 school year, the following will be allowable:

- Primary Instruction
  - Primary instruction should be delivered by a certified teacher as outlined in Education Law sections 3602-e and 3602-ee.

- For flexibility and to comply with social distancing requirements for the 2020-21 school year, another staff member can oversee students during learning centers in an alternate learning space so the lead teacher can provide primary instruction to students.

- **Staffing Ratios**

- 8 NYCRR 151-1.3 requires that for classes with 18 or fewer students, 1 teacher and 1 paraprofessional are required to be in the classroom. For classes with more than 18 students, but not exceeding 20 students, 1 teacher and 2 paraprofessionals are required to be in the classroom. To provide flexibility and to maintain social distancing requirements, in the 2020-21 school year, districts may choose to offer smaller Prekindergarten class sizes with only 1 certified teacher in the room.

For districts and programs outside of New York City:

- For 3-year-olds: 1 teacher in a classroom with up to 7 students including, but not limited to, preschoolers with disabilities and English Language learners.
- For 4-year-olds: 1 teacher in a classroom with up to 8 students including, but not limited to, preschoolers with disabilities and English Language learners.
- For districts and programs receiving UPK/SUFDPK funding, any class size above 7 students for 3-year-olds or 8 students for 4-year-olds must adhere to the staffing ratios required by 8 NYCRR 151-1.3 (as described above).

### **Cohorts Consideration**

- To the extent practicable, districts, schools, and eligible agencies (including CBOs), should “cohort” students to limit the potential exposure to the COVID-19 virus. For the younger students, this means that they are self-contained, preassigned groups of students with reasonable group size limits.
- Responsible parties should enact measures to prevent intermingling between cohorts, to the extent possible and make reasonable efforts to ensure that the cohorts are fixed – meaning containing the same students – for the duration of the COVID-19 public health crisis.
- Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

### **Flexibility in Duration of Half-Day and Full Day Programs**

- While many half-day programs operate two sessions for 3 hours a day, school districts may consider operating their half-day Prekindergarten and Kindergarten classes for 2.5 hours of instructional time per day to allow for proper sanitization of the classroom between sessions.
- While many full-day programs operate for 6 hours a day, these programs may operate at a minimum of 5 hours of instructional time per day under existing regulations

### **Prekindergarten/Kindergarten Screening Considerations and Flexibility**

- Prekindergarten and Kindergarten screening should be done as soon as possible, following guidance from the New York State Department of Health.
- Under NYCRR 117.3(b), districts have until December 1, 2020 to complete screening of new students. Students who were screened by the district as a Prekindergarten student, under regulations, do not have to be screened in Kindergarten.
- To allow for flexibility, in the event schools are closed due to COVID-19, any student entering New York State public schools for the first time or who are re-entering a New York State public school with no prior screening record after December 1, 2020, should be screened as soon as practicable.

- To the greatest extent possible, the Emergent Multilingual Learner language profile to assess home language exposure should be administered to newly enrolled Prekindergarten students as soon as practical.

### **Considerations for Volunteers, Visitors, and Service Providers**

- Districts, schools, and eligible agencies (including CBOs) should limit the number of volunteers and unnecessary visitors to Prekindergarten classrooms.
- Districts, schools, and eligible agencies (including CBOs) should communicate clearly to volunteers and visitors any protocols that must be followed prior to entering prekindergarten classrooms.
- While in prekindergarten classrooms, volunteers and visitors should follow all the health guidance and protocols set forth by the Department of Health, districts, and eligible agencies (including CBOs).
- Disability service providers for preschoolers should follow all health and safety protocols set forth by the Department of Health, districts, and eligible agencies (including CBOs) prior to entering the classroom.

### **Nursery Schools**

#### **Voluntary Registered Nursery Schools and Kindergartens (VRNS/Ks)**

- The maximum class size should be no more than the number determined by the New York State Department of Health.
- Parent Cooperatives that are VRNS/Ks should follow the New York State Department of Health guidelines for health and safety to allow parents to continue to fulfill their commitment to the VRNS/Ks throughout the school year.
- For further guidance on volunteers and visitors in VRNS/Ks, please see the above section.

### **Grades K-6**

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must insure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (PE) (see separate section on PE). Educational programs delivered in these grades should employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with these young learners.

Schools must plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home must be considered in a school's reopening plan. All students should have access to and interaction with an appropriately certified teacher on a regular basis. Understanding that there are challenges with remote instruction that are particular to certain school communities as well as individual students, schools should strive to ensure teachers have daily contact with students in some format in order to support both their academic needs and social emotional wellbeing. Schools are responsible for developing a reporting mechanism to track teacher/student contact regardless of the instructional setting. (See Attendance section of this guide)

## Grades 7–12 – Units of Study

Per Commissioner’s regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State’s learning standards. These regulations outline specific time (unit of study) requirements for various subject areas. The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject. Under normal circumstances, in a face-to-face, in-person teaching environment, the State requires that school schedules for students be built in adherence to this time requirement.

As a result of the COVID-19 pandemic, schools must plan for various contingencies that may make it impossible for a specified amount of face-to-face contact between teachers and students. In order for schools to plan for various types of instructional models, including remote and hybrid models, schools should consider the time requirement of 180 minutes of instruction/week as a benchmark for comparison when designing and delivering instruction aligned to the intermediate and commencement level standards. It is important to ensure that all students have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course. The key question that districts should consider when developing or adopting new modalities of instruction is the following:

*Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?*

Instructional experiences are not defined solely as a student’s time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it.

The definition of a “unit of study” has been revised in Commissioner’s Regulations to further clarify what may be considered in the design of such units of study.

**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.

### **Units of Credit**

The priority for the instruction should be that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum, and the student expectations are set locally by the school or district. Any student who achieves the learning outcomes for the course must be granted the unit of credit for such course if applicable.

### **Science Laboratory Requirements**

Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The school district is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Schools must determine a method for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis should be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

### **Arts**

Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

### **In-person Instructional Model**

- Consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?
- Prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures.
- Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, easels, stage/dance studio floors, and music stands.
- As with speaking loudly, singing can transmit the virus. Consider taking extra precautions such as having chorus outside and increasing the distance between students.
- Consider asking students to maintain individual kits of "high touch" supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.
- Do not share instruments among students or staff.

- Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument.
- Consider limiting use of or alternatives for hard-to-clean supplies that are usually recycled such as clay.
- Create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom.
- Have hand hygiene supplies close to shared materials and surfaces.
- Increase transition time to account for time needed for cleaning.

### **Remote Instructional Model**

- Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Create a plan for how to give students assignments, feedback, and track their progress.
- Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Develop digital and non-digital options for sharing student's creative works within the classroom community and with the broader school community.

### **Hybrid Instructional Model**

- Organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
- Anchor standards, Creating and Presenting lend themselves more so to in-person instruction, while Responding and Connecting are standards that may be able to be addressed in a remote instructional model.
- Determine methodologies to connect with students and support learning while students are at home.
- During in-person instruction, prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
- Focus on personalized learning.
- Utilize resources such as digital field trips and online arts collections. Resources such as these can be found on the [Continuity of Learning Website](#).

### **Arts Resources**

- [COVID-19 instrument Cleaning Guidelines](#) by National Federation of State High School Associations, National Associations for Music Education, and the NAMM foundation.
- [Guidance for Return to High School Marching Band](#) from the National Federation of State High School Associations Music Committee and Sports Medicine Advisory Council.
- School Bands Committee of the American Bandmasters Association has released [Considerations and Program Ideas for Band Teachers](#).
- [National Art Education Association's Preparing for the 2020-2021 School Year](#) published by the National Art Education Association
- Educational Theatre Association's [Recommendations for Reopening School Theatre Programs](#)



- Dance USA [Return to Dancing and Training Considerations due to Covid-19](#)

### **Physical Education**

Participating in Physical Education (PE) is important for our students' health and wellbeing. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

The Society of Health and Physical Educators (SHAPE) has released a website [outlining school reentry considerations](#) for returning to school in the 2020-2021 school year. The website provides a number of excellent resources including, but not limited to: equipment and safety; personal hygiene; recess; classroom-based activity; social emotional learning; trauma-sensitive learning environments; and student assessments. They also give suggestions for instructional strategies for in-person, remote and hybrid models. Several considerations are listed below, however, all resources can be found at the link above.

### **In-Person Learning**

- Per New York State Health Department Guidelines districts and schools should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).
- Consider using a microphone and speaker when delivering instruction to students. The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.
- Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking, and target games).
- Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Include opportunities for student choice and incorporate student-suggested activities when appropriate.
- Ensure lessons are planned around the available space for instruction.

### **Remote Learning**

- Create opportunities for students to share and connect with one another.
- Review the current curriculum and determine which lessons or activities can be repurposed as at home work or completed online (depending on students' access to technology).
- Consider if students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)
- Consider if regular daily classroom routines and procedures can be translated into remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the

class.

- Consider special events or activities that can be done remotely (e.g., [At-Home Family Field Day](#)).
- Consider using videos or images demonstrating activities or skills.

### Hybrid Model

- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
- Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).
- Provide synchronous learning opportunities (distance learning that happens in real time) with opportunities for asynchronous learning as much as possible; record lessons to provide to students who may not have access in real time.
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

### Physical Education Resources

- [CDC Consideration for Youth Sports](#), Guidance as of June 12, 2020 from the CDC COVID-19 Youth Sports Web Page.
- [CDC Cleaning and Disinfection Community Facilities](#), Guidance as of June 12, 2020 from the CDC Covid-19 Cleaning and Disinfection Web Page.
- SHAPE- K-12 Physical Education Health Education and Physical Activity Re-entry: [https://www.shapeamerica.org/advocacy/K-12\\_School\\_Re-entry\\_Considerations.aspx](https://www.shapeamerica.org/advocacy/K-12_School_Re-entry_Considerations.aspx)
- CDC- Guidance as of 5/19/20: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

### School Libraries and School Library System

Statements from NYS P12 Reopening Guidance Document:

**“School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills. Schools and districts are encouraged to consider ways in which school library media specialists can support high-quality instruction in hybrid and remote models.”**

“As schools and school districts create their plans for the 2020-21 school year, they must ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.”

## Teaching

### In-person and Hybrid:

- The librarian may go to the classroom to provide instruction since the library will need to be cleaned and sanitized between groups of students if the library is used.
- Students should use their own supplies such as pencils and electronic devices if available to avoid sharing of materials in class.
- The librarian should provide signage to support social distancing with visual cues for students in the library. Tables and chairs must be set up in a manner conducive to social distancing.
- Communication with teachers, students, and families about how their library is still available and precautions being taken to provide library services in a safe manner is essential.
- The librarian should participate in meetings with classroom teachers to maximize opportunities for collaboration and learn about the teacher and student needs.
- The librarian should consider offering an orientation to help teachers and students understand what library services will look like in the 20-21 school year.
- The librarian can facilitate the use of virtual field trips to support student learning.
- Online book clubs and office hours may be held.
- The [Translation of Practice](#) document from the NYC School Library System demonstrates how librarians can continue to provide instruction and library services in an online environment should the need arise.

### Online:

- Refer to the [Translation of Practice](#) document from the NYC School Library System. It demonstrates how traditional practices translate to an online environment. Librarians can use this document to create a local list of practices that they will implement with their own students and share it with their administrator and teachers.
- Communication with teachers, students, and families about how their library is still available to them is essential. They should also be made aware of how the library services are being provided to them in a safe manner.
- The librarian should consider offering an orientation in a digital format to help teachers and students understand what library services will look like in the 20-21 school year.
- The librarian should participate in meetings with classroom teachers to maximize opportunities for collaboration and learn about the teacher and student needs.
- The librarian should collaborate and co-teach with a classroom teacher in an online environment. There should be interactive instruction and connection with students regardless of the learning environment.
- The librarian can facilitate the use of virtual field trips to support student learning.
- Online book clubs and office hours may be held.

## Digital Resources

#### In-person, Hybrid and Online:

- The librarian can work with teachers and students to support them in using the digital resources and eBooks available through the school library.
- Librarians can create help documents and use tools such as Screencastify to create instructional videos for teachers and students to facilitate the use of the electronic resources.
- Librarians should work closely with their technology departments to provide streamlined access to digital tools.
- Make sure that students have equitable access to information.
- Since most of the databases offer translations in the multiple languages, this feature can be used to support English Language Learners.
- Contact information for the librarian should be visible in multiple locations so that students know where to go for assistance.

#### Safe Handling of Materials

##### In-person, Hybrid, and Online:

- When books are returned to the school library, they should be quarantined for 96 hours before putting back into circulation. These books should be stored in bins and labeled.
- Bins for library book returns can be placed in each classroom or at a pickup location but returned books should not be handled by students until after they have been quarantined.
- Any plastic materials that circulate should be sanitized when returned with an EPA-approved disinfectant according to the manufacturer's directions.
- Library staff should wear a mask and gloves when circulating materials. Library staff should wash hands after handling materials.
- The sharing of electronic devices should be limited and shared surfaces should be cleaned after each use with an EPA-approved disinfectant. Students should not be present during cleaning.

#### Book Exchange

##### In-person and Hybrid:

- Fines from lost books in the previous school year should be forgiven and students should be allowed to check out books without penalty. Books missing from the previous school year can be marked as lost.
- If the library is used, social distancing should be maintained and the number of students allowed in at one time should be limited for safety. Students from different classrooms should not be in the library at the same time in order to keep groupings of students as static as possible. Librarians will need to track in-person use of the library should the need for contact tracing arise.
- Students should wash their hands or use hand sanitizer before and after using the school library. If a student touches a book that they do not want to check out while browsing, it should be placed in the book quarantine.
- A safety shield or sneeze guard installed at the circulation desk would be beneficial.
- Special area teachers may need to go to the students to reduce the amount of movement throughout the building. Students who have been taught how to use the OPAC can search online for the books that they

would like to check out and then the librarian would be able to check them out and deliver them to the classroom. Librarians may want to have students and teachers use a digital form or their OPAC to take requests. The librarian could bring books on a cart to the students who have not yet learned how to use the OPAC. Digital displays can also be created to facilitate browsing.

- Schools may want to consider raising checkout limits so that students have plenty of reading material if they need to visit the library less frequently.

#### Online:

- Fines from lost books in the previous school year should be forgiven and students should be allowed to check out books without penalty. Books missing from the previous school year can be marked as lost.
- If librarians are able to access the school building, they may offer curbside pickup with the permission of their district.
- If the school is delivering materials to students, the books could go in those deliveries with the permission of the district.
- Librarians may want to have students and teachers use a digital form or their OPAC to take requests.
- Pickup hours or a delivery schedule need to be established and books will need to be placed in an envelope or bag with the name of the student the book is for on it. Pickup must be conducive to social distancing such as staggered times for each grade level. There should be a designated place and time for the return of materials that is conducive to social distancing. Students should not handle the returns of other students until after they have been quarantined. Masks should be worn during pickup and return times.
- The librarian should also teach students how to find high-quality digital reading materials. Digital displays can also be created to facilitate browsing.
- Schools may want to consider raising checkout limits so that students have plenty of reading material between pickups.

#### Interlibrary Loan

##### In-person and Hybrid:

- If the BOCES delivery system is running and schools are open with staff in the building, interlibrary loan will be running within Jefferson-Lewis school districts.
- If the MORIC delivery system is running and schools in the Madison-Oneida region are open with staff in the building, librarians will be able to use the CIDER interlibrary loan system to request materials from those regions.
- As long as the North Country Library System van is delivering and public libraries are open to have staff in the building, librarians will be able to request materials through the DueNorth interlibrary system.
- Buildings that are closed because of an outbreak will suspend their library in DueNorth so that they do not receive requests from open buildings. Please contact the school library system if you need to close your school for lending in the CIDER interlibrary loan system.
- Use the notes feature in the interlibrary loan systems to indicate when a book is in quarantine or any other special circumstances.
- The loan period should be extended to at least 8 weeks to allow for delivery, time to get the book to the patron, and time for book quarantines.

#### Online:

- In the event that schools are closed and library staff are not allowed in the building, they will be closed for interlibrary loan. The School Library System will close all libraries in DueNorth and CIDER if there is a closure of schools throughout the region.
- Individual buildings that are closed because of an outbreak will suspend their library in DueNorth so that they do not receive requests from open buildings. Please contact the school library system if you need to close your school for lending in the CIDER interlibrary loan system.
- If the BOCES delivery system is running and schools are open with staff in the building, interlibrary loan will be running within Jefferson-Lewis school districts.
- If the MORIC delivery system is running and schools in the Madison-Oneida region are open with staff in the building, librarians will be able to use the CIDER interlibrary loan system to request materials from those regions.
- As long as the North Country Library System van is delivering and public libraries are open to have staff in the building, librarians will be able to request materials through the DueNorth interlibrary system.
- Use the notes feature in the interlibrary loan systems to indicate when a book is in quarantine or any other special circumstances.
- The loan period should be extended to at least 8 weeks to allow for delivery, time to get the book to the patron, and time for quarantines.

#### MakerSpaces

#### In-person and Hybrid:

- Schools will need to decide whether or not a MakerSpace is feasible due to the need for social distancing and disinfection. Materials, especially materials that are hard to clean, can be stored for now.
- If a MakerSpace is used, social distancing must be maintained. Sharing of electronic devices should be limited to only materials that can be disinfected after each use with an EPA-approved disinfectant according to the manufacturer's directions. Students should not be present during cleaning.
- Students should wash their hands or use hand sanitizer before and after using the MakerSpace.
- Librarians may want to consider loaning low cost materials or create grab and go bags for activities with consumable materials.

#### Online

- If buildings are closed, MakerSpaces should be closed and the materials stored for now.
- Librarians may want to consider loaning low cost materials or create grab and go bags for activities with consumable materials.
- Any materials loaned out should be disinfected after each use with an EPA-approved disinfectant according to the manufacturer's directions.
- Online maker programs using household materials can be offered.

#### Resources:

Coronavirus Undetectable After 3 Days- <https://www.oclc.org/en/news/releases/2020/20200622-coronavirus-undetectable-after-3-days.html>

IMLS, CDC: On Staff Safety, Handling Paper In COVID-19 Pandemic- <https://www.libraryjournal.com/?detailStory=imls-cdc-on-staff-safety-handling-paper-in-covid-19-pandemic>

Local Libraries Begin New Chapter During Pandemic- <https://www.wvnytv.com/2020/06/26/local-libraries-begin-new-chapter-during-pandemic/>

On the Importance of Making a (reopening) Plan- <http://blogs.slj.com/neverendingsearch/2020/06/19/on-the-importance-of-making-a-reopening-plan/>

REALM Project Round 1 Test Results Available- <https://www.webjunction.org/news/webjunction/test1-results.html>

Translation of Practice for School Librarians- <http://www.nysl.nysed.gov/libdev/slssap/TranslationOfPracticeNYCSLS.pdf>

## **Adult & Continuing Education**

The Adult & Continuing Education Department of the Jefferson-Lewis BOCES (JLB) provides educational training courses and high-stakes testing services to the adult population within the communities. This population consists of individuals who are 21 years of age and older. Exceptions due apply to individuals who have graduated high school and are interested in instructional programming and some testing services. The educational services include courses in three primary areas of Business & Industry Training, Health Occupations Training and Literacy Education Training. High-Stakes testing services include the operation of the Testing Center and testing for the New York State High School Equivalency Diploma.

In order to address the health and safety of all individuals participating in Adult & Continuing Education functions, a safety plan has been designed to mitigate the effects of COVID-19. The following guidelines are presented as a plan to reopen instruction and services while protecting the health and safety of all involved. The safety plan is segmented into three elements, people, places and processes.

### **Social Distancing, Face Coverings and Space Configurations**

All involved individuals will practice social distancing. Face coverings will be required at all times. Hand washing/sanitizing will be required at the start of any session and subsequent to any break on re-entry. The space will be configured to comply with social distancing, avoid the sharing of workstations, tables, etc. and be well ventilated. Specifically, adults are seated at individual tables. The seat positions at tables will be designed to ensure six feet of distancing. If the unavoidable is realized within a cohort and any physical object is shared then

the physical object will be cleaned and sanitized between each use. Physical objects will be cleaned and sanitized between cohort use.

### **Schedules and Signage**

The schedules of arrivals and departures will be guided to ensure the number of individuals is compliant to the current gathering number as authorized by public health officials. Instructional schedules will be designed to afford no more than ten students in a classroom or lab setting. Students will attend in-person instruction and remote learning in a hybrid model in order to accommodate instructional time with the instructor. Should an event occur, that places the students in remote learning, the foundations have already been realized. The number of testing candidates will be addressed by each test vendor in a manner that promotes social distancing when scheduled. In addition, Centers for Disease Control and Prevention (CDC) signage will be displayed. Examples include, knowing COVID-19 symptoms, staying home if sick, donning/removing face coverings, stop the spread of germs, etc.

### **Meals, Small Spaces, Faculty and Staff Meetings, Ventilation, and Common Areas**

Adult & Continuing Education functions are such that no meals are provided, gathering in small spaces by faculty, staff and students is not common place nor is the concept of common places for adult students to gather, e.g., library or cafeteria. Gathering of faculty, staff and students takes place within the instructional rooms or testing venues. All participants arrive and proceed to the instructional room and depart at the conclusion of their instructional time or testing time. Increasing the ventilation in the classrooms, labs and testing rooms will be recommended when feasible. Cleaning, sanitizing and promoting social distancing in all common areas will be attended to according to respective JLB organizational protocols.

### **Cohorts, In-Person Instruction, Student Drop-Off and Pick-Up, Deliveries, Faculty/Staff Entrance and Exits, Shared Objects**

The number of faculty, staff, students and testing candidates entering and exiting the building is controllable. Delivery protocols will abide by JLB organizational protocols. Building entry will follow the JLB protocol for faculty, staff, students, and testing candidates, respectively. Students participating in Business & Industry Training and testing services will be informed as to a specific in-person instruction or testing time. Literacy Education Training and Health Occupations Training students will be divided into cohorts and informed as to a specific in-person instruction time and remote learning time (i.e., hybrid model of instruction). All instructors will maintain a course outline or syllabus that includes daily instructional activities.

In-person instruction in a classroom setting will follow the above stated protocols of social distancing. However, in the environment of skills acquisition, the instructor and all students will be required to wear face coverings and social distance from other student pairs. Skill acquisition is a repetitive process. It is common place to pair students in order to practice a skill while the instructor observes and facilitates. Pairs of students will be spaced appropriately, i.e., six feet apart. In addition, the instructor will view students from a distance of six feet. Should



one-to-one instruction occur then the other student will step away, accordingly, in order to maintain only two individuals in close proximity and the third at a distance of six feet.

Each training course and testing service is conducted at specific start times. Participants arrive accordingly. This will aid in the one-directional flow of traffic to a classroom or testing venue. Faculty and staff arrive at staggered times and are not synchronous with any instructional or testing arrival time. In addition, within an instructional cohort or testing service, any physical object that is shared will be cleaned and sanitized between each use. In addition, physical objects will be cleaned and sanitized between cohort use.

Note: The Practical Nursing Program is under the auspices of NYSED Office of the Professions and Literacy Education Training is under the auspices of NYSED Adult Career and Continuing Education Services Office. Should an event occur and remote learning is required, aspects of the hybrid model will be compliant to the respective recommendations from these offices. In addition, the Testing Center conducts licensure and certification examinations from a variety of vendors. Each vendor has a protocol to follow in COVID-19. Accordingly, each will be followed in order to comply with the testing procedures as stated and the organizational protocols of JLB. The NYS High School Equivalency Test (known as TASC™ Test) is conducted according to policies and procedures of NYSED Adult Career and Continuing Education Services Office. Accordingly, testing for the TASC™ Test will comply with the testing procedures as stated and the organizational protocols of JLB.

## **Places**

**Personal Protective Equipment, Hygiene, Cleaning and Disinfection, Cleaning and Disinfection Following Suspected or Confirmed COVID-19** Faculty, staff, students and testing candidates are required to wear acceptable face coverings, i.e., homemade or mass produced; cloth or transparent. JLB organizational protocols will dictate access points to additional and/or replacement face coverings. JLB organizational protocols will be engaged to ensure proper hygiene and disinfection requirements daily at the conclusion of instruction or testing. Each instructional room and testing venue will contain a supply of sanitizer. CDC signage for Stop the Spread, etc. will be posted throughout instructional areas and in the testing venues. In addition, in the event of a suspected or confirmed COVID-19 case, JLB organizational protocols will be activated and faculty, staff, students and testing candidates will be informed accordingly.

**Coordination, Phased Reopening and Communications Plan and Residential Living Considerations** JLB organizational protocols will be enforced in a strategic hierarchy as directed from the Office of the District Superintendent. Accordingly, communications will follow the strategic organizational plan. Dissemination will be communicated to the Adult & Continuing Education Department and flow to faculty, staff, students and testing candidates. Note: There are no residential living considerations within the functions of Adult & Continuing Education Department.

## **Processes**

**Health Screening and Temperature Checks, Positive Screen Protocols, In-Person Screening**

JLB organizational protocols will be instituted in a manner that address health screening and temperature checks for faculty, staff, students and testing candidates. CDC signage illustrating the Symptoms of Coronavirus will be posted in instructional areas and testing venues. In accordance to JLB protocol, any individual who screens positive for COVID-19 exposure or symptoms will be immediately sent home with instructions to contact their health care provider for further assessment, etc. JLB organizational protocol subsequently will be activated in order to notify local public health officials. In addition, JLB will provide the designated health screeners the proper training, access to protective equipment and screening protocols of JLB of which to follow.

**School Health Offices and Tracing and Tracking**

JLB organizational protocols will dictate the procedures of the health and safety office. The Adult & Continuing Education Department will work in concert with the health and safety office to ensure collaboration and implementation of various protocols. In addition, tracing and tracking metrics, notification, tracing support and quarantine, isolation and return to school protocols will be directed according to JLB organizational policy in cooperation with the local public health department