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Introduction

At East Meadow School District our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our 9 schools and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department.

The areas outlined in this plan represent the myriad considerations the East Meadow School District will address to reopen schools safely and to sustain their safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a priority, therefore, we have addressed this within our plan.

This plan includes procedures that will be followed in the following schools:

- Barnum Woods Elementary School
- Bowling Green Elementary School
- McVey Elementary School
- Meadowbrook Elementary School
- Parkway Elementary School
- Woodland Middle School
- W.T. Clarke Middle School
- East Meadow High School
- W.T. Clarke High School

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of decision making as we move to open our schools.

Our Central Administrative team will serve as the district’s COVID-19 Coordinators. They will serve as a central contact for schools and stakeholders, families, staff and other school community members.
and will ensure the district is in compliance and following the best practices per state and federal guidelines. Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles
The development of this plan was guided by and grounded in the following guiding principles:

- Safeguarding the health and safety of students and staff;
- Providing the opportunity for all students to access education in the fall;
- Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
- Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
- Fostering strong two-way communication with partners, such as families, educators, and staff;
- Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
- Considering and supporting diversity in our schools and school districts as we provide education is essential.

Since early March, the Board of Education, Superintendent of Schools and central administration, along with our building administrators, district directors and the East Meadow Teachers’ Association have worked together to meet the needs of students, parents and staff throughout the ongoing COVID-19 pandemic. In early May, the district started planning discussions with key stakeholders regarding the reopening of school. The District-wide School Safety Task Forces, as well as multiple Reopening Planning Committees were formed to formulate a plan for school reopening. Figure 1 provides a breakdown of committee membership.

![Figure 1: Committee Membership]
Committee meetings were conducted on the following dates:

**District-wide School Safety Task Force**

- June 10, 2020
- July 1, 2020
- August 6, 2020
- August, 2020 (TBD)

**Reopening Planning Committee**

- Full Committee: June 8 & 23
- Elementary: June 10, 28, &23
- Secondary: June 16 & 23
- Technology: May 15, 29; June 5, 11, &17
- Special Education: June 12 & 17
- ENL: June 12 & 18
- SEL: June 11 & 16

Meetings of both the task force and planning committees will be ongoing throughout the summer and fall to ensure we continue to adjust our plan as further guidance is provided from the Center for Disease Control (CDC), the New York State Department of Health (NYSDOH) and the New York State Department of Education (NYSED). The District-wide School Safety Task Force and the District-wide School Reopening Planning Committees were charged with the following:

- Making recommendations for the reopening of schools.
- Developing recommendations aligned with current guidance to ensure the health and safety of students and staff upon return to school.
- Reviewing guidance from the Center for Disease Control (CDC), the New York Department of Health and the New York State Department of Education (NYSED).
- Feedback from the school community incorporated in the reopening plan.

Comprehensive planning efforts have been focused on the following areas:
Our reopening planning included a formal survey that was sent to parents in early June. The survey results are included and may be found in Appendix A. Also, the District-wide School Safety Task Force provided input regarding: district operations, building procedures and classroom procedures. The task force also provided input related to school reopening configurations. Information collected can be found in Appendix B.

The East Meadow School District has a total of 9 schools and one administrative office building. Each school will have in place a COVID-19 contact person to ensure coordination and implementation of this Plan.

<table>
<thead>
<tr>
<th>Building</th>
<th>Principal</th>
<th>COVID-19 Contact</th>
<th>Phone Number</th>
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</thead>
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<tr>
<td>Elementary Schools</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Barnum Woods</td>
<td>Gregory Bottari</td>
<td>Principal</td>
<td>516-564-6500</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>Maria Ciarometaro</td>
<td>Principal</td>
<td>516-876-7480</td>
</tr>
<tr>
<td>McVey</td>
<td>Kerry Dunne</td>
<td>Principal</td>
<td>516-228-5300</td>
</tr>
<tr>
<td>Meadowbrook</td>
<td>Kelly Di Scalfani</td>
<td>Principal</td>
<td>516-520-4400</td>
</tr>
<tr>
<td>Parkway</td>
<td>Jamie Mack</td>
<td>Principal</td>
<td>516-679-3500</td>
</tr>
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<td>Middle Schools</td>
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<td></td>
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<tr>
<td>Woodland MS</td>
<td>James Lethbridge</td>
<td>Terry Chase</td>
<td>516-564-6523</td>
</tr>
<tr>
<td>W.T. Clarke MS</td>
<td>Stacy Breslin</td>
<td>Principal</td>
<td>516-876-7401</td>
</tr>
<tr>
<td>High Schools</td>
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<tr>
<td>East Meadow HS</td>
<td>Richard Howard</td>
<td>William Brennan</td>
<td>516-228-5331</td>
</tr>
<tr>
<td>W.T. Clarke HS</td>
<td>Timothy Voels</td>
<td>Principal</td>
<td>516-876-7451</td>
</tr>
</tbody>
</table>
Communication/Family and Community Engagement

Communication Plan

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication modes – including our website and social media platforms (e.g. Twitter, Facebook, Instagram) – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

1. Ongoing communication will be provided to the school community by central administration, building administrators and teachers through multiple platforms that may include any of the following:
   - Email
   - Phone Calls
   - Blackboard Connect ED – either voice message or email communication
   - Social Media (Facebook, Instagram and Twitter)
   - Remind App
   - Letters backpacked home at the elementary level
   - Video Conference (Zoom Meet, Google Hangout)

2. There will be a presentation to the Board of Education regarding changes for the 2020-2021 school year regarding health and safety; transportation; social & emotional learning; and models for in-person learning that include a hybrid and remote learning.

3. Ongoing communications on the following topics will be shared with students, staff, parents/guardians on a regular basis through daily and weekly communication:
   a. Social Distancing – appropriate social distancing must be maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless safety or the core activity (e.g., instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household.
   b. Face Covering Requirements – any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.
   c. Social Distancing for Certain Activities – a distance of twelve feet in all directions must be maintained between individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).
d. Space Configurations to ensure social distancing – spaces will be modified or reconfigured for instructional purposes where and when necessary. Restrictions will be placed on spaces where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced (e.g., side-to-side) and when facing one another), and are not sharing workstations, desks, tables, other shared surfaces without cleaning and disinfection between use.

**Training for Staff**

All staff will receive training via the Global Compliance Network online training platform. The training will cover the following topics relative to COVID-19:

- Planning, preparation and response
- How to wear a mask?
- Workplace guidelines
- Proper hand washing

**Training for Students**

Students will be taught and trained on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Training will be conducted during the first week of school by the school nurse and/or the classroom teacher.

**Signage**

Signs will be posted throughout all school buildings in accordance with DOH COVID-19 signage requirements regarding public health protections against COVID-19. Signage will remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19, and how they should do so.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

**Use of PPE and Face Covering**

- Students, faculty, staff and visitors are **REQUIRED** to wear face coverings in common areas or situations where social distancing may be difficult to maintain, such as riding in
elevators, entering/exiting classrooms or student centers, walking in hallways, and traveling around the school building.

- Acceptable face coverings for COVID-19 will include, but are not limited to, cloth-based face coverings (e.g., homemade sewn, quick cut), and surgical masks that cover both the mouth and nose.

- Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should NOT be used.

- Students should bring their own face covering to school on a daily basis. Should a student arrive to school without a face covering, one will be provided by the school.

- Faculty and staff may use their own acceptable face coverings; however, staff are not required to provide their own face coverings. The district will have an adequate supply of face coverings, masks, and other required PPE on hand should faculty or staff be in need.

- **Exceptions include:** Those who are medically unable to tolerate a face covering; and, during meals, instruction, and short breaks just as long as they maintain appropriate social distance.

Written communications will be provided to families in their native language based upon household language information contained in our student management system.
Health and Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

In Person Instruction

According to NYS Department of Health guidelines, responsible parties should consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- Finding alternative spaces in the community 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 (e.g., administrative staff) 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).

Movement and Commerce

Student Drop-Off and Pick-up

- The school will establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.

Deliveries

- Each school will have designated areas for pickups and deliveries, limiting contact to the extent possible.

Faculty/Staff Entrances and Exits

- To the extent feasible, the school will limit on-site interactions (e.g., designating separate ingress or egress for faculty and staff, eliminating bidirectional flow of individuals to the extent practicable).

Shared Objects

- All schools will put in place plans or measures to limit the sharing of objects, such as lockers, cubbies, laptops, notebooks, touchscreens, writing utensils, chalk and dry erase boards, musical instruments, tools, as well as the touching of shared surfaces, such as
conference tables and desks; or require students, faculty, and staff to perform hand hygiene before and after contact.

Screening and Testing

The district will require a mandatory health screening, including temperature checks, of students, faculty, staff, and where applicable, contractors, vendors, and visitors to identify any individual who may have COVID-19 or who may have been exposed to the COVID-19 virus.

- All individuals must have their temperature checked each day—ideally, at home, prior to departing to school—before entering any school facility.
- If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home.
- Each building will have a designated location for quarantining individuals who exhibit COVID-19 related symptoms.
- The district will implement a daily screening questionnaire for students, faculty and staff reporting to school.

Daily health screenings and temperature checks for students

Each day, every student should have his/her temperature checked at home prior to boarding a school bus or entering a school building. The student (or parent/guardian) must answer screening questions on a designated electronic application/form, as follows:

- Does the student currently have a temperature of 100.0°F or higher?
- Has the student experienced any symptoms of COVID-19, including a temperature of 100.0°F or higher, in the past 14 days?
- Has the student tested positive through a diagnostic test for COVID-19 in the past 14 days?
- Has the student 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?
- Has the student 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?

Instruction will be provided on use of the electronic application/form prior to the onset of the school year. Yes/no responses will be maintained as part of daily records. A designated staff member will review incoming reports. If a temperature of greater than 100.0°F for any student is recorded or if any of the questions are answered in the affirmative on a given day, the student will not be permitted to enter the school building, sent to the designated area prior to being picked up, or otherwise sent home. The student/family must contact their primary health care provider for further assessment and, as warranted, follow local health department guidelines for 14-day quarantine (or as otherwise directed).

Since it is possible that a form might not be completed, students will enter buildings through a temperature scanner that will take a reading on a forehead or wrist. A monitor will record simply whether or not individual students display a temperature of 100.0°F or higher. Those who display such
a temperature will be rechecked using a hand-held temperature scanner. The individual monitoring the scanner will take all necessary health precautions in terms of physical barrier, PPE, hygiene, etc.

Those confirmed with the temperature will be directed to the designated isolation area for parent/guardian-pick up. Parents/guardians will be provided with direction to contact a primary health care provider and should follow designated return protocol before the student re-enters the school.

**Daily health screenings and temperature checks for staff**

Prior to reporting to their respective buildings each day, each staff member is required to complete a confidential electronic daily health screening form. Five questions will be presented on the form:

- Do you currently have a temperature of 100.0°F or higher?
- Have you experienced any symptoms of COVID-19, including a temperature of 100.0°F or higher, in the past 14 days?
- Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
- Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has/had symptoms of COVID-19?
- Have you 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?

Yes/no responses will be maintained as part of daily records. A designated staff member will review incoming reports. If a staff member has reported in the affirmative to any of the five items on the form, he/she must remain home and contact his/her principal or the Human Resources office for additional direction. Staff members will enter buildings each day through a temperature scanner that will take a reading on a forehead or wrist. A monitor will record simply whether or not individual staff members display a temperature of 100.0°F or higher. Those who display such a temperature will be rechecked using a hand-held temperature scanner. Those confirmed will be sent home and must adhere to designated return-to-work protocol before re-entering.

**Health screenings and temperature checks for school visitors**

Essential visitors (e.g., contracted service providers) will be required to answer the following five questions on a health screening form prior to entering a school building.

- Do you currently have a temperature of 100.0°F or higher?
- Have you experienced any symptoms of COVID-19, including a temperature of 100.0°F or higher, in the past 14 days?
- Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
- Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has/had symptoms of COVID-19?
- Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

If the visitor responds in the affirmative to any of the five items, he/she will be denied entry.

Additionally, essential visitors will enter buildings each day through a temperature scanner that will take a reading on a forehead or wrist. A monitor will record simply whether or not individuals display a temperature of 100.0°F or higher. Those who display such a temperature will be rechecked using a hand-held temperature scanner. Those confirmed will be denied entry into a school building.
Protocols in confirmed cases
If a staff member or student comes into DIRECT contact (within six feet) with a person with COVID-19, they must report this information to the District:

- The District will report this immediately to the Department of Health. The school nurse will make the report and notify the building COVID-19 building contact person.
- The COVID-19 building contact will then notify central administration, and the Assistant Superintendent for Human Resources.
- Students and staff will not be allowed to enter school property and will most likely be quarantined by the Department of Health for 14 days.
- If the student or staff member had entered a building, the building will be thoroughly cleaned and disinfected before students and staff are permitted to return. The district may call for the building to be closed for two to three days.

If a staff member or student with COVID-19 enters a school building:

- This will be reported immediately to the Department of Health by the School Nurse and the school will be closed until the DOH assesses the situation and makes the appropriate recommendations regarding cleaning, disinfecting and possible self-quarantine of others and/or the possible closing of the building.

Cleaning and Disinfecting Protocol
The East Meadow School District will meet cleanliness standards prior to reopening and maintain a consistent level of cleanliness during the school year. Cleaning protocols will follow the NYSDOH Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19.

- Only those disinfecting products that are approved for use against COVID-19 listed on the Department of Environmental Conservation (DEC) list of products registered in New York State and identified by the EPA as effective against COVID-19 will be used. All products will be kept out of children’s reach and stored in a space with restricted access.
- When cleaning, the space will be aired out before children arrive and a thorough cleaning will be done when children are not present.
- A schedule for cleaning will be developed and input will be sought from each school to determine areas of special interest and need for additional cleaning.
  - Regular cleaning and disinfection of the facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables which should be cleaned and disinfected between each individual’s use, if shared.
  - Where cohorts are used, cleaning and disinfection may take place between each
cohort’s use rather than each individual. Cleaning and disinfection must be rigorous and ongoing and should occur at least daily, or more frequently as needed.

- Disinfecting will be performed frequently, for high-touch surfaces, such as door handles, handrails, light switches, sink handles and restroom surfaces.

- Soft and porous materials such as rugs and chairs will be removed to the greatest extent possible.

- Limit sharing of personal items, objects, and electronic devices, toys, books, and other games or learning aids as much as possible. Student’s belongings will be separated from others’ and in individually labeled containers or areas and ensure they are taken home and cleaned and disinfected regularly. Stuffed animals and any other toys that are difficult to clean and sanitize will not be allowed unless in accordance with special accommodations.
  
  o Where appropriate, schools are ordering supplies such as those used in art and PE for each individual student

- Employees will be encouraged to self-clean individual workstations and shared spaces before and after use. Sanitization stations will be provided that will include disinfectant spray, wipes, and hand sanitizer to encourage new cleaning guidelines.

- Receptacles will be placed around the school for disposal of soiled items, including PPE.

- Areas that were used by any sick person will be closed off and not used before cleaning and disinfection. To reduce risk of exposure, we will wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, we will wait as long as possible.

- If a facility has been unoccupied for seven days or more, it will only require normal routine cleaning to reopen the area. This is based on the current CDC recommendations.
Facilities

In order to prevent the spread of COVID-19 infection in the district, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Planning (OFP), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

The East Meadow School District plans to meet the deadline for submission of Building Condition Survey or Visual Inspections on time. In addition, lead in water sampling will be carried out upon the reopening of school under conditions consistent with when the building is “normally occupied.”

Upon reopening, the district plans to increase ventilation, to the greatest extent possible. Water systems will be flushed in buildings that have been unoccupied.

The following actions will be taken as needed:

- Work with engineers to establish sufficient fresh air exchange.
- Drinking Water Facilities: Reduce number of drinking fountains available, in order to facilitate frequent cleaning. However, drinking fountains are a code required plumbing fixture.
- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change will be submitted to OFP, the local municipality and/or code enforcement officials for review.
- For offsite facilities, communication with the project manager at NYSED Office of Facilities Planning (OFP) and a Temporary Quarters (TQ) Project submission.
- Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.
- Minimum number of toilet fixtures that must be available for use in a building is established in the building code.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFP for review and approval.
Emergency Response Protocols & Drills
The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols
- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

Shelter-In-Place
Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:
  - Provide six (6) feet of space between students and staff during the Shelter-In-Place
  - Use of face coverings throughout the event may be considered
  - If six (6) feet between staff and students cannot be achieved, face coverings should be worn at all times during the event
  - Plan to have extra face coverings on hand in the event that a person does not have one
  - Listen for updates and respond accordingly

Hold-In-Place
Hold-In-Place protocols will remain the same, with the exception of the following changes:
  - Provide six (6) feet of space between students and staff during the Hold-In-Place
  - Use of face coverings throughout the event may be considered
  - If six (6) feet between people cannot be achieved, face coverings should be worn at all times during the event
  - Plan to have extra face coverings on hand in the event that a person does not have one
  - Listen for updates and respond accordingly

Evacuate
Evacuation protocols will remain the same with some minor adjustments:
  - Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders,
  - In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times.
  - Plan to have extra face coverings on hand in the event that a person does not have one.
• Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building.

• As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer.

• If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.

**Lockout**

Lockout protocols remain unchanged, however, six (6) feet of space between students and staff will be maintained.

**Lockdown**

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

• Evaluate, in advance, if there is room to social distance without being in the line of sight.
• Face coverings should be worn during the event at all times.
• Plan to have extra face coverings on hand in the event that a person does not have one.
• Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event.
Child Nutrition

Considerations for Reopening Plans
All schools in the East Meadow School District will follow SFA (School Food Administrator) policies when communicating about school meal services, eligibility, options and changes in operations. All meals provided during the public health emergency will be available at no cost to all children. All communications will be provided through a variety of communication methods including website, social media, emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

East Meadow School District has identified Dr. Patrick Pizzo, Assistant Superintendent for Business, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded in food service communications during the summer and periodically that they can submit a new application for free and reduced-price meals any time during the school year. Applications are available in each school building, on our website and through email or regular mail as needed. Phone in and in-person support to complete the application is available from our Assistant Superintendent for Business and his staff.

School meals will continue to be available to all students, including those attending school in-person and those learning remotely.

Meals Onsite
For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Classroom dining
The district will serve individually packaged meals in classrooms/alternate meal consumption location instead of the cafeteria, while ensuring the safety of children with food allergies by tracking meal requirements as a component of our classroom/alternate meal consumption delivery. School district vendor will prepare, package, and deliver meals to all locations identified in every school building; food sharing will be prohibited. Hand washing facilities are available in most classrooms, at the elementary level, and all classrooms will have adequate supplies of both hand sanitizer and sanitizing wipes. Social distancing and/or physical barriers will be in place to mitigate potential exposures. Physical barriers are constructed of approved materials, which will be installed to provide a physical barrier on three sides of each student.
Meals Offsite/Remote
Pre-packaged meals will be delivered by district staff to homes of students working remotely. District vehicles will be used by district staff who will receive pre-packaged meals from our vendor. District staff is responsible to both load vehicle and deliver to each location.
Transportation

The East Meadow School District utilizes contract transportation. In conjunction with our contractors, the following procedures have been established. These procedures will be followed by bus drivers and bus attendants:

- Personal Protection Equipment (PPE) – Drivers and Bus Attendants must wear a mask when passengers are on board the bus. Face shields will available for Bus Attendants upon request. Training will include how to properly apply, remove and dispose of PPE.
- Drivers will be issued a kit that will contain PPE and cleaning supplies.
- Cleaning buses – training will include how and when to wipe down high contact areas on buses. (To be completed daily by driver after each run during post-trip).
- Cleaning crews will perform the task of disinfecting/sanitizing the buses initially on a weekly basis. Changes to the frequency of this task will be made upon updated guidelines.
- Spreading of transmittable disease prevention training – frequently washing hands, using hand sanitizer, six (6) feet social distancing when practical, etc.
- Self-assessing for exposure to COVID-19 – must be done prior to reporting for duty and attested upon arrival to work by signing a COVID-19 self-assessment log.
- Bus windows/hatches to remain open 1 inch for ventilation (non A/C buses only).
- Bus/van passenger capacities are still being reviewed for regulatory and industry standards.

These procedures will be followed by students:

- Students should wear a mask on the bus if they are physically able.
- No student will be denied transportation for not wearing a mask.
- For the morning runs, buses will be loaded from the rear to the front to limit contact between students.
- Siblings will be seated together.
Social Emotional Well-Being

There is a comprehensive guidance document in place that has been reviewed by the social emotional subcommittee. The plan has been updated to include support staff available for students in the building for the first few weeks as well as additional resources for parents to help their children feel safe. If students are brought back in a hybrid model, the support for students and families at home will be held through Google Meet and counselors will have virtual office hours. The same will be done should we transition to a fully remote environment.

The Guidance Advisory Council is already established, and periodic meetings virtually will be coordinated by the Director of Guidance. Similarly, the social-emotional subcommittee will be convened on an ad hoc basis.

Parent University workshops will be run virtually. Families may need reassurance that their child is safe, supported and thriving. Weekly remind messages will be sent from the teachers/support staff reassuring the process of learning, cleanliness of school, and safety. Parent training for those who need the extra support will be provided. Universal food pantry for the district may be located in a central location where families can access things that they may need (each school can collect goods and bring to central location). In addition, a list of mental health and community resources will be made available to parents. Lastly there will continue to be a variety of communications to parents utilizing various platforms. (newsletters, connect ed, etc). Lastly, a survey to parents has been sent out to identify students and families at risk as well the development of a student screener is being developed.

Faculty and staff will be provided with a variety of professional development opportunities that will be supplied by outside vendors, BOCES, and coordinated professional development activities will also be developed by both the Director of Special Education and the Director of Guidance. Support staff will be provided with coping skills and strategies for teachers; PD for staff to understand the basics of stress, grief and anxiety to support students and the referral process. A spreadsheet will be created with students of heightening concern; outline a referral process for support staff; universal screeners to assess students (triage); as well as webinars/videos for students and staff.
School Schedules

Three schedules have been created for reopening: In the event all students are brought back to the building in full, all DOH and NYSED guidelines will be followed including social distancing, mask wearing, and hand washing. However, it has been determined that it will be impossible to bring all students back with these guidelines in place as we do not have the space or staff to accomplish this. It is possible that some grades (K & 1 as well as self-contained special education and entering and emerging ENL students) will be brought in every day. Student schedules will follow the traditional schedule. Secondary schools will follow a nine-period day and the elementary schools will follow the regular 5-day schedule.

Hybrid/Blended Schedule

A hybrid/blended schedule has been created to accommodate the guidance from NYSED and the DOH. This model will be used starting in September with students separated by alphabet into groups A and B.

- Group A will attend school in person on Mondays and Tuesdays.
- Group B will attend school in person on Thursdays and Fridays.
- All students following a hybrid schedule will have a half-day of remote learning on Wednesdays.
- When students are not in school, they will be learning remotely at home.
- Self-contained Special Education students, K/1 students, and entering and emerging ENL students will attend every day.
- Secondary schools will follow a nine-period day and the elementary schools will follow the regular 5-day schedule.

Remote Learning

In a fully remote learning schedule, all students will be learning remotely. Secondary schools will follow a nine-period day and the elementary schools will follow the regular 5-day schedule. These schedules will be modified to allow for a reduction in screen time and longer breaks will be given throughout the day. Students will be sent these schedules at the beginning of the school year.

It is understood that the East Meadow School District may have to shift between each of these based on infection rates and cleaning protocols.

Continuity of Learning Plan 20-21

Grades K-1:

- Students will report to school, in person, every day starting September 3.
- Should we need to move to hybrid learning, students have been assigned to an A or B group. Students in group A will come to school, in person, on Monday and Tuesday and the students in B group will come to school, in person, on Thursday and Friday. On the day when students do not come to school, in person, they will be at home for remote instruction. All students will have a half day of remote learning on Wednesdays. Students who are learning remotely will be required to check in for attendance at some point during the day, online, with their teacher.
• Should we move to complete remote instruction, students will follow a schedule similar to the one they follow while being present for in-person instruction. These schedules will be given to students during the first week of in-person instruction.

**Grades 2-5:**

• From September 3-October 2, students will be assigned to an A or B group for hybrid learning. Students in group A will come to school, in person, on Monday and Tuesday and the students in B group will come to school, in person, on Thursday and Friday. On the day when students do not come to school, in person, they will be at home for remote instruction. All students will have a half day of remote learning on Wednesdays. Students who are learning remotely will be required to check in for attendance at some point during the day, online, with their teacher.

• **It is anticipated that students will report to school every day, in-person starting October 5.**

• Should we move back to or remain in a hybrid learning environment, Students in group A will come to school, in person, on Monday and Tuesday and students in the B group will come to school, in person, on Thursday and Friday. On the day when students do not come to school, in person, they will be at home for remote instruction. All students will have a half day of remote learning on Wednesdays. Students who are learning remotely will be required to check in for attendance at some point during the day, online, with their teacher.

• Should we move to complete remote instruction, students will follow a schedule similar to the one they follow while being present for in-person instruction. These schedules will be given to students during the first week of in-person instruction.

**Grades 6-12:**

• All students in these grades will be assigned to an A or B group for hybrid learning. Students in group A will come to school, in person, on Monday and Tuesday and the students in B group will come to school, in person, on Thursday and Friday. On the day when students do not come to school, in person, they will be at home for remote instruction. All students will have a half day of remote learning on Wednesdays. Students who are learning remotely will be required to check in for attendance at some point during the day, online, with their teacher.

• If we move to complete remote instruction, students will follow a nine-period schedule. Synchronous learning will take place for a maximum of 30 minutes to allow for time away from the screen.
Attendance and Chronic Absenteeism

While in a remote or hybrid schedule, teachers will be asked to reach out to the students in their caseload on a daily basis. This may include, but is not limited to phone, email, or text. Should a teacher not be able to reach a student, the building administration will get involved and follow the usual administrative procedures for ensuring parents understand their legal obligations for having their child attend school in person or virtually. Attendance will be recorded in the student management system in a manner consistent with the way in which attendance is taken when students attend school in person.
Technology and Connectivity

In the middle of June, a survey was sent to parents asking about whether they would allow a student to bring a device to school, what device was available, if any, and their access to Wi-Fi connectivity. All buildings will reach out to all parents who do not complete the survey to ascertain access and connectivity. In response, the district is in the process of securing an additional 3300 Chromebooks and an additional 200 iPads to supplement the existing 3040 Chromebooks and 812 existing iPads.

The district will be contracting with Nassau BOCES to secure internet connectivity through a third-party vendor for those families who do not have internet connectivity.

In homes where there is no device and no connectivity, a device and/or connectivity will be supplied before any devices are given to students in homes who do have a device and access. In this manner, all students will be able to participate in blended or completely remote learning. Should a student request an assignment on paper, these will be supplied to them should the buildings be allowed to remain open for copying. Similarly, the district has implemented a Schoology for the submission of assignments and the return of high-quality feedback from teachers to ensure mastery of the Learning Standards.
Teaching and Learning

See the School Schedules section for the continuity of learning plan that has been developed for in-person, hybrid, and remote learning.

All learning will be conducted by district staff and will meet the NYS Learning Standards for all subjects K-12.

- Art and music instruction will be modified such that there are small groups to meet the 12-foot requirement. Supplies and/or instruments will not be shared. These courses will continue during a hybrid and/or remote lesson and the teachers will modify assignments for remote learning. Music and art teachers, during in-person instruction, will be on a cart and will push into the classrooms at the elementary level.
- Physical education will be held outdoors when possible. While in school, the teachers will go into the classrooms with the teachers performing activities that do not require “heavy breathing” to reduce droplet transmission.
- Career and Technical Education courses will be held both in person and remotely. For courses where there is specific software, the district will provide the students with a virtual desktop experience. Similarly, these teachers will provide assignments that students can do at home on district provided devices. Work-based learning is being coordinated by the Secondary Chairs of Business and Technology as well as the Secondary Chair for Special Education. Placements will be in-person unless there is no availability. Should remote instruction happen, we will seek out virtual experiences for students. The labor market will determine if we can meet these goals for all students in the NAF and CDOS programs.
- Grading schedules will be consistent with in person instruction for the 2020-2021 school year. Similarly, assessments will continue in a similar manner and modifications to assessment techniques will be applied should the district move to a fully remote learning environment.
- During hybrid and remote instruction, elementary teachers will make contact with students at the beginning of the day, and prior to dismissal at a minimum. At a minimum, secondary classroom teacher will make contact with students at the beginning of a class period.
- Whether in person or remote, all students will have access to their teacher on a daily basis. In the remote learning environment and on days when students are learning remotely, teachers will check in with students at the beginning of class periods.
- Students, parents, and families will be provided information in their home language, where applicable, via ConnectEd, the district webpage, and district mailings.
- The East Meadow School District does not have a universal Pre-K program and does not contract with any agencies for universal Pre-K.
## Special Education

### Reopening Guidance Special Education:

Mandatory Requirements:
Free Appropriate Public Education (FAPE) Contingency, Collaboration, and Communication

- In-Person services are a priority for high needs students (REACH, 8:1:1, 12:1:1 and 15:1:1) whenever possible
- Contingency plans to address students’ remote learning needs in the event of potential future intermittent or extended school closures

<table>
<thead>
<tr>
<th>Reopening Guidance</th>
<th>Summary</th>
<th>Process</th>
<th>Action</th>
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<tbody>
<tr>
<td>Least Restrictive Environment (LRE)/Documentation</td>
<td>School plan to reopen and determination of how SWD will receive access to LRE</td>
<td>Re-entry committees (including special ed and general committees) have representation from all stakeholders including parents of children with disabilities, staff and administration.</td>
<td>Special education representation on all district re-entry committees. Parent input gathered through informal and formal meetings. Continued communication with parents regarding ongoing LRE.</td>
</tr>
<tr>
<td>IEP Implementation</td>
<td>Same flexibility for delivery of services during school closure</td>
<td>Flexibility in respect to mode/manner, group/individual frequency, duration, location RS, Special class ratio.</td>
<td>Special class, Resource Room Related services will be provided in person when possible, via teletherapy during remote learning. SE services and instruction will be provided via synchronize and asynchronous learning. 15:1:1 classes will be separated and monitored by teachers and teaching assistants.</td>
</tr>
<tr>
<td>Provision of Services</td>
<td>Schools may need to determine what methods of delivery of services will be utilized to deliver SE service</td>
<td>Use Federal Office of Special Education memos dated March 27 &amp; April 27, 2020.</td>
<td>In-person instruction as much as possible. Priority to special class students. Priority of scheduling special education services including programs (i.e. RR) and related services.</td>
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<tr>
<td>Section</td>
<td>Details</td>
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<td>Progress Monitoring</td>
<td>Provider must collect data in person or remotely. Ongoing staff development in this area. Schedule PD beginning October. All goals will be progress monitored. All teachers and providers will retain necessary documentation.</td>
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<td>Compensatory Services</td>
<td>Individualized determination by CSE to make individualized determination once school reopens. School must reopen to determine if needed. Must determine, how services will be provided in conjunction with the school’s reopening plan and if school needs to close again. When students return to school, student’s needs will be reviewed and determined by building teams. CSE will review if necessary.</td>
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<tr>
<td>IEP Implementation Documentation</td>
<td>Documentation: 1) Changing students’ needs due to period of remote instruction/return to traditional classroom. 2) Document delivery of instruction and services to the CSE including transition services. 3) Informative assessment &amp; Ongoing progress. 4) Collaboration with parents to develop contingency remote learning plans 5) Document ongoing compensatory services. Teachers and service providers will meet to review IEP goals and student needs via team meetings. All meetings will be shared and documented with staff and parent input. Informative assessments will be conducted as per district plan used in General Ed. Teachers will utilize curriculum-based classroom measures. All students will be provided with technology to ensure equal access. Teachers and providers will assess and measure student IEP goals. CSE will reconvene, if necessary, to review progress and need for compensatory services. SWD will not be denied general education program because of their disability or unnecessary separation of SWD with non-disabled peers. Review of student’s transition plan including consultation with ACCESS-VR and OPWDD. Teachers and providers will assess students’ current level of functioning and review present levels of performance and goals. CSE will meet as needed to review and document necessary changes. All goals will be progress monitored. All teachers and providers will retain necessary documentation. Ensure access to general education programs as indicated on IEP. Students will not be separated or removed from general education programs as otherwise indicated on student’s IEP. Schedule meetings with student’s parents/guardians and adult service agencies.</td>
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<td>Child Find</td>
<td>Responsibilities under IDEA continue. Continue with CPSE/CSE meetings including intake meetings via virtual meetings. Continue with Child Find responsibilities.</td>
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<td>Referral and Evaluation</td>
<td>Take into consideration school closure. Referral may not be warranted if. Continue process in place of the building instructional support teams. Building level teams collect data and progress monitor. Referrals will be</td>
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<td><strong>Procedural Safeguard</strong>&lt;br&gt;<strong>PWN</strong></td>
<td><strong>Must continue with Procedural Safeguard.</strong>&lt;br&gt;<strong>Continue with PWN.</strong>&lt;br&gt;PWN is not required if instruction or related services is provided remotely or through a hybrid model; this is not considered a change in placement.&lt;br&gt;PWN may be emailed. If revision needs to be made in the IEP, written agreement to amend the IEP is acceptable.</td>
<td><strong>Procedural Safeguard notice posted on district website.</strong>&lt;br&gt;Procedural Safeguard notice is mailed or emailed annually to all parents/guardian.&lt;br&gt;Additional copies via email or US mail, available on request.&lt;br&gt;PWN notices are emailed or mailed to parents/guardians.</td>
<td><strong>PWN will be provided to parents through mail or email for all consents and IEP changes as per IDEA. If parent is unable to return a signed PWN, parent written agreement through a letter or email will be accepted and uploaded into Frontline repository.</strong></td>
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<tr>
<td><strong>Partnership &amp; Collaboration with All school settings</strong></td>
<td><strong>District has ultimate responsibility for FAPE.</strong>&lt;br&gt;Coordinated partnership with special ed programs, i.e. BOCES, private schools, other public schools.</td>
<td><strong>Special Education Central office staff communicates regularly with out of district programs and parents/guardians.</strong>&lt;br&gt;Designated staff assigned to case manage student’s IEP.</td>
<td><strong>Communication within the special education office. Communication with programs. Communication with parents/guardians. CSE will convene as necessary to review and amend IEPs.</strong></td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Implementation</td>
<td>Additional Information</td>
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<td>Accommodations &amp; Modifications</td>
<td>Ensure equity and access to General Ed. Curriculum considering a student’s unique disability &amp; related needs including students with 504 Plans.</td>
<td>Building staff will review and evaluate all needs for access and equity to general education.</td>
<td>CSE/504 will review all accommodations and modifications on the student’s IEP. The CSE/504 Team will reconvene for all necessary changes to ensure equity and access to the curriculum.</td>
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<tr>
<td>Supplemental Aids and Services</td>
<td>Ensure access to students. Building staff will review and evaluate all needs for access and equity to general education.</td>
<td>Building staff will review and evaluate all needs for access and equity to general education.</td>
<td>CSE/504 team will review all supplementary aids and services. The CSE will reconvene for all necessary changes to ensure access to all students.</td>
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<tr>
<td>Technology</td>
<td>Ensure access to working technology and accompanying programs. Provide assistance to parents. Provide training to student and parent/guardian as needed.</td>
<td>All students will be provided with technology to ensure equal access. Including devices and internet access.</td>
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<tr>
<td>Social/Emotional Needs</td>
<td>Social emotional well-being is a priority. Implementation of district mental health curriculum. Communication with parents regarding child’s needs. Student referrals as needed. Provide professional development and assistance to staff. Ongoing and regular meetings with mental health staff in schools including social workers and psychologists to assess building and district needs.</td>
<td>The following assessment tools will be used: UCLA Brief COVID-19 Screen for Child/ Adolescent PTSD &amp; BASC 3 BESS PD for teachers prior to school opening and throughout the year. PD for pupil personnel staff prior to the opening of schools and ongoing throughout the school year. Northwell South Oaks Health System - collaboration and consultation regarding student mental health. Parent workshops in the area of mental health including anxiety and trauma.</td>
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Bilingual and World Language

Students will be identified for ELL services according to the following plan regardless if we are in person, hybrid, or fully remote:

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<tr>
<th>In Person</th>
<th>Hybrid</th>
<th>Remote</th>
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<tr>
<td>During the identification process, the EMUFSD will administer the Home</td>
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<tr>
<td>Language Questionnaire (HLQ) to parents or persons in parental relationship. After the HLQ is reviewed, a determination will be made to have an individual student interview. The interview should include reading/writing &amp; math. If the results of the interview determine that the student's primary language is other than English and the student does not have an IEP, the student will be administered the NYSISTEL. If the results of the interview determine that the student's primary language is other than English and the student has an IEP, the LPT will meet to determine whether the student has second language acquisition needs.</td>
<td>During the identification process, the EMUFSD will administer the Home Language Questionnaire (HLQ) to parents or persons in parental relationship. After the HLQ is reviewed, a determination will be made to have an individual student interview. The interview should include reading/writing &amp; math. If the results of the interview determine that the student's primary language is other than English and the student does not have an IEP, the student will be administered the NYSISTEL. If the results of the interview determine that the student's primary language is other than English and the student has an IEP, the LPT will meet to determine whether the student has second language acquisition needs.</td>
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</table>
Instructional Units of Study will be covered regardless of how the instruction will be taking place and will vary by grade level as outlined in the table below.

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<th>Grade</th>
<th>In Person</th>
<th>Hybrid</th>
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<tr>
<td>Elementary</td>
<td>Expectations for students to learn English to enable ELLs to progress in their schoolwork while using oral and written language to communicate with their classmates. A scope and sequence to address the major concepts provide opportunities to engage in academic discussion within each content area. Teachers will utilize the NYSED Bilingual Progressions to design appropriate instruction and help differentiate linguistic scaffolds, differentiate the content area learning target, develop specific language objectives and level specific formative assessments.</td>
<td>Expectations for students to learn English to enable them to progress in their schoolwork and communicate with their class. It will be necessary to assess what each individual student has access to at home- materials, resources, technology, Wi-Fi, parent/family guidance and support when needed. They should be expected to engage in live instruction with an abundance of tech tools that target the needs of ELLs and the varying proficiency levels. Teachers should help students to familiarize themselves with all resources and establish routines and protocols similar to in-person. Teachers and students should make contact frequently and consistently throughout the week for both academic and social-emotional support- through text, email, calls and synchronous learning. Teachers will Utilize the NYSED Bilingual Progressions to design appropriate instruction and help differentiate linguistic scaffolds, differentiate</td>
<td>Expectations for students to learn English to enable them to progress in their schoolwork and communicate with their class. It will be necessary to assess what each individual student has access to at home- materials, resources, technology, Wi-Fi, parent/family guidance and support when needed. They should be expected to engage in live instruction with an abundance of tech tools that target the needs of ELLs and the varying proficiency levels. Teachers should help students to familiarize themselves with all resources and establish routines and protocols similar to in-person. Teachers and students should make contact frequently and consistently throughout the week for both academic and social-emotional support- through text, email, calls and synchronous learning. Teachers will Utilize the NYSED Bilingual Progressions to design appropriate instruction and help differentiate linguistic scaffolds, differentiate</td>
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<tr>
<td>Middle School</td>
<td>Full: Develop language acquisition in listening, reading, writing, and speaking in English. Language skills that can be used for academic, conversational and every day needs will be improved. Teachers will support ENL students of varying levels using the bilingual progressions, best practices, and scaffolding learning targets. Students will engage in a range of classroom activities in the integrated classroom to encourage language acquisition. Students will gain content and grade level specific skills across the curriculum. Content targets and information can be taught in both the home and new language based on students' language level. Instruction will be taught in the content area classrooms using the Bilingual Progressions from NYS.</td>
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<tr>
<td>Blended: Students will gain content and grade level specific skills across the curriculum. Content targets and information can be taught in both the home and new language based on students' language level. Instruction will be taught in the content area classrooms using the Bilingual Progressions from NYS to differentiate materials and standards as needed. ENL teachers will work to support students' understanding of content using Progressions, co-teach models, and support materials. Teachers will use several different types of technology and resources to engage and motivate students. Teachers will use Google Meet or other virtual meeting platforms to teach and keep in contact with students. Teachers will contact parents and students using Talking Points and Proprio Translation Services to keep guardians up to date on needs/information in the district.</td>
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<tr>
<td>Distance Learning: Students will be expected to engage in at home instruction using technology (either home or school provided based on needs). ENL teachers will work to support students' understanding of content using Progressions, co-teach models, and support materials. Teachers will use several different types of technology and resources to engage and motivate students. Teachers will use Google Meet or other virtual meeting platforms to teach and keep in contact with students. Teachers will contact parents and students using Talking Points and Proprio Translation Services to keep guardians up to date on needs/information in the district.</td>
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<tr>
<td>High School</td>
<td>Continue to engage in content rich instruction while practicing their reading, speaking, listening, writing skills both independently and with peers. Leverage opportunities for academic and social discussions with teachers and peers. Continue to incorporate aspects of their own culture into lessons while making comparisons between their native language and English. Engage in high interest activities and prompts in which they can practice their skills organically in an environment where they are encouraged to take risks.</td>
<td>Continue to engage in content rich instruction while practicing their reading, speaking, listening, writing skills both independently and with peers. Leverage opportunities for academic and social discussions with teachers and peers. Continue to incorporate aspects of their own culture into lessons while making comparisons between their native language and English. Engage in high interest activities and prompts in which they can practice their skills organically in an environment where they are encouraged to take risks.</td>
<td>Before creating expectations, it will be necessary to assess what each individual student has access to at home—materials, resources, technology, Wi-Fi, parent/family guidance and support when needed. They should be expected to engage in live instruction with an abundance of tech tools that target the needs of ELLs and the varying proficiency levels. Teachers should help students to familiarize themselves with all resources and establish routines and protocols similar to in-person. Teachers and students should make contact frequently and consistently throughout the week for both academic and social-emotional support—through text, email, calls and synchronous learning. Students should be expected to complete assignments with extra support from teachers, peers and family.</td>
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</tbody>
</table>
ELL Parents will continue to be engaged with the school through regular communication regardless of in person, hybrid, or remote learning.

<table>
<thead>
<tr>
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<th>Remote</th>
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<tbody>
<tr>
<td>A. Continue to utilize Proprio and begin incorporating Talking Points. Offer concise PD to help all teachers understand the benefits of utilizing such programs. B. Begin to form Parent Teams with common language. Build relationships with these teams and offer PD (Schoology, curriculum, social) with these teams. The goal would be to help parents build a network and independence within the community. C. Allow for parent engagement by encouraging parents to read and write with their children both in English and in their native language. Utilize platforms to engage students and emphasize the importance of live interactions and interactions in person and via technology.</td>
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Teacher and Principal Evaluation System

The East Meadow School District will fully implement its currently approved APPR plans for the 2020-2021 school year. Considering the unprecedented challenges presented by the COVID-19 crisis, the District (in collaboration with the appropriate collective bargaining units) will review the current APPR plan for principals and teachers to ensure the following:

- Assessment(s) of student growth align with the District’s instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning.

- The process for setting growth targets and measuring student growth is aligned to instructional priorities.

- The observations/school visits subcomponent for educators is adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model.
Certification, Incidental Teaching and Substitute Teaching

The East Meadow School District will ensure that educators employed by the District hold a valid New York State certificate and are appropriately certified for their assignment. Reopening plans will take into consideration recent changes to Education Law, for the 2020/2021 school year, regarding incidental teaching assignments and the employment of non-certified substitute teachers.

Student Teachers

The East Meadow School District will continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year. The District will work with the colleges and universities to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.
Appendix A
School District Reopening for 2020-2021 FAQ

FAQ General Questions
East Meadow School District Reopening for 2020-2021

FAQ

General Questions

1. Will students be required to wear a mask all day?
   Students in grades K-12 will be required to wear a mask whenever they are in school, except when eating lunch. Mask breaks will be given throughout the day.

2. Will each student’s health be screened before coming into the building each day?
   All families will be required to take their child’s temperature each day and fill out an online survey. In addition, your child will pass through a temperature scanner each day before entering the building.

3. If I choose full remote learning for my child, can I change this decision at a later date?
   Yes. To avoid disruption to the classrooms, parents can request this change in five-week increments. October 2, November 6, December 18, January 29, March 5, April 6, and May 14.

4. What if the Governor says everyone can return to school with no hybrid and/or remote options? Can I keep my child on remote learning?
   No. If this is your decision, you would then have to apply to home school your child.

5. Will I still have to send in school supplies?
   Yes. Students will not be allowed to share equipment or supplies during this time. Therefore, it is important that you contact the classroom teacher for a supply list so your child can have their own supplies. Families with financial hardships should reach out to the building principal.

6. What is hybrid learning?
   In a hybrid learning environment, students will be assigned to an A or B group. Students in group A will come to school, in person, on Monday and Tuesday and the students in B group will come to school, in person, on Thursday and Friday. On the days when students do not come to school in person, they will be at home for remote learning. All students will have a half day of remote learning on Wednesdays. Students who are learning remotely will be required to check in for attendance at some point during each day, online, with their teacher. In a hybrid learning environment, your child will have the same classroom teacher both in person and remotely. Instruction will vary from classroom to classroom and assignment to assignment. This may be either synchronous or asynchronous. Even though students are only in person two days a week, a full year’s curriculum will be covered. The instruction will be different from last year in that all curriculum, grading, and assessments will be similar to in-person instruction.

7. Why are Wednesday’s remote and only a half day for students?
To ensure we have the best remote learning for our hybrid students, teachers will need adequate time to plan and prepare their remote lessons. In addition, there will be deep cleaning of the school buildings and classrooms on these days.

8. **When will I be notified if my child is in group A or B?**
   Building principals are currently working on creating A/B groups and will inform you when this is completed. For the most part, students will be grouped by A-L and M-Z with some exceptions. If you have children in your home with different last names, they will be placed in the same group. Please let your youngest child’s building principal know if they are not placed in the same group as an older sibling. Also, if there are any other extenuating circumstances, please let your child’s building principal know.

9. **How many students will be in each class?**
   All classrooms have been measured to ascertain the number of students who can fit in a classroom while maintaining six feet of social distance. This varies from classroom to classroom and from building to building.

10. **Will large performing groups (Band, Orchestra, and Chorus) still happen?**
    Yes, but in smaller groups. As per NYSED guidance, students in these groups must be 12 feet apart. Music staff will be working with students in large spaces to accommodate appropriate social distancing. At the elementary level, they will continue to be pulled out of their class for lessons. At the secondary level, lessons will only happen on a student’s day of remote learning.

11. **What social emotional supports will be provided?**
    We are making plans for students whose parents indicated they have concerns about their child’s social and emotional well-being. Those students will have an interaction with our staff early in the year. In addition, we will be providing professional development for our staff to handle students’ social emotional needs. Lastly, we are working to incorporate social emotional learning into our curriculum at all grade levels. Parents who are concerned should reach out to their building principal, school psychologist, or school social worker.

12. **What is fully remote learning?**
    A fully remote learning environment is when all students are receiving instruction at home and no one comes to the school buildings. The district would transition to a fully remote environment by order of appropriate authorities. Teachers will teach the entire class using the same schedule as if they were in school. At both the elementary and secondary levels, this will be modified slightly to ensure students have time away from their screens. The instruction will be different from last year in that all curriculum, grading, and assessments will be similar to in-person instruction.

13. **Will SCOPE remain available for AM and PM childcare?**
Yes. At this time, we are uncertain if full day SCOPE will be available. However, AM and PM SCOPE will continue to operate as usual. SCOPE will have their reopening plans available at some time in the future.

**Grades K-1:**

1. **Will there be a remote option for grades K and 1?**
   You may select a fully remote option for your child or you can send them to school every day for in-person instruction. There is no hybrid model for grades K and 1 at this time.

2. **Will students be socially distanced in the classrooms?**
   The district has purchased desk guards for each student in grades K and 1. As per the Department of Health, these can be used in lieu of six feet social distancing. Students will still be required to wear masks while behind the desk guards.

3. **Who will teach fully remote learning for grades K and 1?**
   The teachers may or may not be from your child’s school, and very likely will not be your child’s teacher should they return to school for in person instruction.

4. **Will hand sanitizer be available?**
   Yes. Hand sanitizer will be placed in areas that can be supervised by an adult.

5. **What will lunch, recess, and specials look like?**
   Students will remain in their classrooms for the majority of the day. Lunch will be eaten in the classrooms. Weather permitting, students will go outdoors for recess and PE. Otherwise, all activities will happen in the classroom.

**Grades 2-5**

1. **Why can’t students in grades 2-5 come back in person similar to grades K and 1?**
   At this time, we need to make certain we can safely bring back all students in our elementary buildings. Therefore, we are starting with a smaller group of students.

2. **Is there a plan to bring grades 2-5 fully back in person?**
   Yes. We intend to bring back grades 2-5, fully in-person, on **October 5th** should we be able to do so safely.

**Grades 6-12**

1. **Will athletics be returning in the fall?**
   The NYS Athletics Association has released a modified schedule. We will be following their schedule. If you have further questions, please contact your building’s athletic director.

2. **Will students be changing classes when in the school?**
   Yes. A student will follow the schedule for a nine-period day.
3. **Will BOCES programs continue to be offered?**
   At this time, BOCES has not informed us of their reopening plan. As soon as we have more information, we will let parents know.

### Special Education

1. **Will special education students be coming back to school in person full time?**
   Students in the REACH, 8:1:1, 12:1:1 and 15:1:1 classes will be coming back five days a week, in person. All other classified students will follow their grade level learning plan.

2. **In a hybrid or remote learning environment, will students be receiving OT, PT, and speech services?**
   Yes. All mandated services will continue to be provided as per the child’s IEP.

### English Language Learners

1. **My child is an English Language Learner (ELL) will they be coming to school every day?**
   Students who are at the entering and emerging level of instruction will be coming to school in person every day. All other ELL students will follow the same schedule as their grade level peers.

### Technology

1. **Will my child be provided with a district computer?**
   At this time, the district has placed an order for 3300 additional Chromebooks and they are expected to arrive some time in the late fall. Therefore, initially, we will not have enough devices for every student. However, families without access to a device should be certain to fill out the district device survey and contact their building principal.

2. **What if I don’t have internet access at my home?**
   The district is currently working with Nassau BOCES to secure a contract with different vendors to provide service for families in need. Kindly let your building principal know if you need internet access at your home.

### Transportation

1. **What safety protocols will be in place for children who utilize district transportation?**
   Drivers and matrons will wear PPE. High contact areas will be wiped down after each run. Students should wear a mask. Buses will be loaded from the rear to the front to eliminate student contact.

### Cleaning

1. **How will classrooms and buildings be cleaned?**
   All areas will be cleaned according to NYSDOH guidelines for NYS Primary and Secondary Schools: