



Vestal Central School District

Pathway to Recovery: A Plan for the Reopening of Vestal Schools

July 2020

Overview

On March 16, 2020 Governor Cuomo issued an executive order closing schools statewide. The purpose of this emergency closure was to curtail the spread of the COVID-19 virus. On July 13, 2020 New York State school districts were provided with guidance on the reopening of schools, [*Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools*](#). It states,

"The closing of schools in March 2020 has profoundly affected the lives of New Yorkers. This impact will continue through the 2020-21 school year and beyond. While no one can predict all the challenges that may arise over the coming weeks and months, it is imperative that we plan for a safe and orderly return to school. Without question, our paramount concern is to ensure the health and safety of everyone in our schools, children and adults alike. At the same time, we must also contend with a myriad of complex challenges – catching up on months of lost in-person instruction; addressing students' social and emotional needs in the wake of this catastrophe; ensuring all students have the ability to participate equitably in remote learning; planning for the possibility of deep budget cuts; and so many others."
(NYSED, p. 5)

The purpose of this plan is to outline the models, protocols, and procedures that will prepare for the reopening and maintenance of the seven school buildings in the Vestal Central School District and to coordinate these plans with our collaborative partners in the community, including BOCES and non-public schools.

The first consideration is for the health and safety of all students and staff. All decisions made by the District must, and will, address the new reality of COVID-19 requiring the careful management and coordination of small and large groups of students and staff to minimize transmission of the virus. Unique in this planning is that the risk of transmission and infection is not confined within the walls of our school buildings, but extends into the community with potential risks to the families of our students and staff. In this respect, the planning reflected here is designed to secure the health and safety of not only our schools, but of our Vestal community and the region at large.

The next consideration is to return students to the academic and social networks essential to their intellectual, emotional, and social development. The closing of schools in March 2020 disrupted learning at a critical time in the school year when the pace of learning quickens towards culmination in June. Through the summer, the Vestal faculty and administration engaged in planning to realign curriculum to prepare for re-teaching and review in the coming fall. Further, extensive professional development has been undertaken by faculty and administration on developing fluency with critical digital learning platforms, including the District's adoption of Google Classroom as the main digital platform for instruction—in-person or remote. The Vestal School District recognizes that students need to be in school learning from their teachers, and that teachers need to be in school fostering relationships with their students and participating in professional relationships with their colleagues. What sets the Vestal School District apart is the extent to which we elevate relationship building as the basis for academic and social success. Given this, we recognize that the school setting provides students with critical social and emotional supports. We must address and respond to the difficult reality that the closure of schools was traumatic for many students, removing them from critical support networks. We must also take into account that the closing of schools significantly impacted Vestal families who were suddenly confronted with managing the competing demands of childcare, the supervision of their student's home learning, and the economic and professional impact of COVID-19.

Finally, in reopening schools, we must take into consideration that no plan will ever be comparable to what was lost in March—2020 schools as they were. The health and safety guidelines established by the State to minimize transmission of the virus significantly curtail the school system's capacity to serve all students in any way similar to what existed prior to March 2020. No plan can ever meet the needs and concerns of all families. Our community has expressed diverse and, at times, opposite viewpoints. A recent parent survey with over 2000 responses indicated the following: 41.6% of families are comfortable returning to school in September; 26.5% of families are not comfortable; 31.5% indicated they are not sure. Many of our families want to minimize in-person instruction until the threat of COVID-19 has passed. Many other families want a return to in-person instruction as much as possible. In this plan, we start from a foundation of strict standards for health and safety based upon the State's guidance. Upon this foundation, we will establish instructional models to best meet the needs of all students until schools fully reopen.

Vestal Central School District

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I. Planning a Pathway to Recovery: Communication and Family and Community Engagement

The development of this plan for school reopening is one step in an extensive process that began last March to maintain, recover, and resume instruction and learning for over 3,000 Vestal students. The District is committed to creating multiple opportunities for all stakeholders to contribute to this process to ensure many voices are heard and a wide range of perspectives are given. Outlined below are three specific activities focusing on maintaining stakeholder participation and understanding of the District’s ongoing response to the COVID-19 pandemic.

School Reopening Steering Committee and Sub-Committees

The reopening planning process is guided by the School Reopening Steering Committee which, in turn, organizes sub-committees of specific stakeholders with expertise in given areas. Information, recommendations, and advisement moves from the sub-committees to the Steering Committee, which is then shared with the School Reopening Governance Committee for final review. The committee memberships are organized to include representatives from the District’s many stakeholder groups:

School Reopening Governance Committee	
Superintendent of Schools	Jeffery Ahearn
Board of Education President	Mario Nunes
Assistant Superintendent for Finance, Operations, and Personnel	Clifford Kasson
Assistant Superintendent for Instruction	Laura Lamash

School Reopening Steering Committee
Superintendent of Schools
Assistant Superintendent for Finance, Operations, and Personnel
Assistant Superintendent for Instruction
School Board Member
Parent Representative
Student Representative
Vestal Teachers’ Association (VTA) Representative
Vestal Administrators’ Association (VAA) Representative
Association of Vestal Support Professionals (AVSP) Representative
Vestal Employees’ Association (VEA) Representative
Administrative Secretarial Association (ASA) Representative
Substitutes United in Broome (SUBS) Representative

Director of Instruction
Director of Instruction
Director of Special Education
Director of Special Services
Director of Facilities
Director of Transportation
Director of Athletics
Director of Food Services (BT-BOCES)
Director of Technology (BT-BOCES)
School Business Executive
Secretary to the Superintendent
Instructional Technology Technician (BT-BOCES)
Universal Pre-Kindergarten Provider (UPK) Jewish Community Center (JCC)
Universal Pre-Kindergarten Provider (UPK) Cub Care

Teaching and Learning Sub-Committee
Assistant Superintendent for Instruction
Principal – African Road Elementary
Principal – Clayton Avenue Elementary
Principal – Tioga Hills Elementary
Principal – Vestal Hills Elementary
Principal – Glenwood Elementary
Principal – Vestal High School
Principal – Vestal Middle School
Assistant Principal (Vestal High School)
Parent
Vestal Teachers’ Association Representative
Social Worker
Department Chairperson - K-12 Counseling
Department Chairperson - K-12 Library
Paraprofessional
Department Chairperson - K-12 Reading
Math Specialist
Student
Student

Faculty – African Road Elementary
Faculty - Clayton Avenue Elementary
Faculty - Glenwood Elementary
Faculty - Tioga Hills Elementary
Faculty - Vestal Hills Elementary
Faculty - English (Vestal High School)
Faculty - Science (Vestal High School)
Faculty - Science (Vestal Middle School)
Faculty - Special Education Elementary
Faculty - Special Education Secondary
Faculty -Social Studies (Vestal High School)
Director of Athletics
Directors of Instruction
Director of Special Education
Administrator for Managed Technology Services BT-BOCES

Safety and Health Sub-Committee
Director of Special Services
Director of Facilities
Assistant Superintendent for Finance, Operations, and Personnel
Assistant Director of Facilities
Principal – Glenwood Elementary School
Assistant Principal – Vestal Middle School
Assistant Principal – Vestal High School
School Board Member
Faculty
Head Custodian
Head Custodian
Buildings and Grounds
Nurse – Vestal Hills Elementary School
Nurse – Vestal High School
Nurse – Vestal Middle School
Liaison - Endwell Family Physicians
Liaison - Broome County Health Department
BOCES - Health & Safety Specialist
Clerical

Director of Food Services (BT-BOCES)
Paraprofessional
Food Service
Universal Pre-Kindergarten Provider (UPK) Cub Care

Technology Sub-Committee
Administrator for Managed Technology Services BT-BOCES
Assistant Superintendent for Instruction
Assistant Superintendent for Finance, Operations, and Personnel
Assistant Director of Special Education
Principal – Vestal High School
Principal – Vestal Middle School
Principal – Vestal Hills Elementary School
Student
Faculty/Media Specialist – Vestal High School
Faculty/Media Specialist – Vestal Middle School
Faculty (3-5)
Faculty (K-2)
Assistant Principal – Vestal High School
Director of Instruction
Director of Instruction
Director of Transportation
Managed Data BT-BOCES
Managed Instructional Technology BT-BOCES
Technology Integrationist BT-BOCES

Athletics and Co-Curriculars Sub-Committee
Director of Athletics
Assistant Superintendent for Finance, Operations, and Personnel
Assistant Principal – Vestal High School
Assistant Principal – Vestal Middle School
Athletic Office Secretary
Athletic Trainer
Parent
Student

Club Advisor (Vestal High School)
Club Advisor (Vestal High School)
Club Advisor (Vestal High School)
Coach - Fall Sports
Coach - Strength Training
Faculty - Band 5-12
Faculty - Chorus 4-12
Faculty - General Music K-5
Faculty - Orchestra 4-12
Faculty - Physical Education 6-8
Faculty - Physical Education 9-12
Faculty - Physical Education K-5
Head Grounds Keeper
Marching Band Director
Paraprofessional
Secretary

Transportation Sub-Committee
Director of Transportation
Assistant Superintendent for Finance, Operations, and Personnel
School Board Member
Assistant Director of Special Education
Assistant Principal (High School)
Assistant Director of Facilities
Bus Attendant
Bus Route Coordinator
Clerical
Bus Driver
Bus Driver
Health and Safety/Nurse
Paraprofessional

Surveying

The District has relied on the use of surveys to gather information and feedback from families, students, and staff. The information from these surveys significantly impacted District planning for reopening. Key findings from this survey include:

- The need to adhere to set schedules at the secondary level based on a student’s course schedule and the master schedule.

- The need to establish one platform for learning to simplify parent and student access. To this end, the District has adopted Google Classroom as a universal platform and has begun to transition all classes to its use.
- The need to provide parents and guardians with training in the digital platforms the District has adopted.
- The need for regular and timely communication. District-wide communication on broad topics of concern were essential. Parents and guardians noted that communication from teachers and principals was valued, helpful, and reassuring.
- The recognition that our community is presently divided on the need to return to in-person education in September. A recent parent survey with over 2000 responses indicated the following: 41.6% of families are comfortable returning to school; 26.5% of families are not comfortable; 31.5% indicated they are unsure.

As the District’s reopening plans are made public, the District will be seeking individual responses from all parents and guardians as to their intentions in September. This may result in an adjustment to the model for hybrid and remote learning outlined in this plan.

Communication Systems

The District established and continues to expand tools and resources for communicating with students, parents and guardians, and staff.

Communication Systems	Users	Functionality
Vestal CSD Webpage	All Stakeholders	The District webpage is updated regularly to reflect current events or critical announcements also conveyed by the District’s automated messaging and email system. The webpage is viewable through Google translator in over 110 languages.
Facebook	Principals Parents/Guardians	School buildings may use Facebook pages to communicate events, good news, learning, and critical information. Facebook pages are managed either by the building principal or in collaboration with the building’s parent organization.
SchoolTool	6-12 Students, K-12 Parent/Guardians, Faculty, Administration	SchoolTool allows for group or individual emails to parents/guardians, courses, sections, and grade level teams.
Microsoft Email (Outlook)	6-12 Students, K-12 Parent/Guardians, Faculty, Administration	Email allows for group and individual emails. Under school closure, all 6-12 students are required to check their emails daily. Similarly, email is the primary mode of communication among faculty and administration. Email is the primary means of communication between District staff and parents/guardians.
SchoolMessenger	K-12 Administration	SchoolMessenger is a messaging system linked to the District’s student management system (SMS), SchoolTool.

		It allows for instant communication with parents/guardians designated within the SMS using the media they select.
Zoom	K-12 Faculty and Administration	<p>Zoom is a video-conferencing application that operates across many platforms. It serves as both a management system and instructional tool. Uses include:</p> <ul style="list-style-type: none"> • Virtual Classrooms and Meetings: Zoom allows for synchronous interactivity among groups of students in real time or can be recorded for asynchronous instruction. • Professional Meetings: Zoom allows for seamless communication among critical personnel necessary to facilitate home learning and the continuity of learning plan. • Emergency Management Coordination: Zoom meetings support coordination of emergency management teams.
YouTube Live	Administration	YouTube live hosts Board of Education meetings. It syncs with Zoom to allow for the broadcasting of student events.
Google Meet	K-12 Faculty Administration	Google Meet is a video-conferencing feature available within Google Classroom. It is used by teachers to coordinate meetings with students enrolled in a Google class.
Microsoft Teams	Administration	Microsoft Team is a secure video-conferencing and messaging tool embedded within the District Microsoft Windows suite. It is used primarily at the administrative level to coordinate District and regional video collaboration.

II. Teaching and Learning

[Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools](#) provides a flexible framework for designing reopening plans that can accommodate the District’s unique needs. It states,

“The Board of Regents and Department’s task was to create a framework to help guide schools and school districts as they continue to plan for school to return in the fall, whether instruction takes place in person, remotely, or through some combination of the two. That framework is presented here, in this guidance document. The guidance provides schools and districts with the flexibility they will need to develop and implement creative solutions to their unique, local circumstances. It describes the reopening actions that schools must take and those that are recommended best practices to be considered.”
(NYSED, p.5)

The State outlines three approaches as a basis for developing flexible models:

- In-Person: Instruction is delivered in-person only.
- Hybrid: Instruction is delivered in-person and through remote access using digital platforms, synchronous and asynchronous instruction, and/or completion of work at home.
- Remote: Instruction is delivered through remote access using digital platforms, synchronous and asynchronous instruction, and/or completion of work at home.

Phases of Reopening

The District is using a model of phases to address the reopening of schools. The school year will begin on Monday, September 14th with students in one of three phases of reopening:

- *Students in grades 3 through 12* will be divided into four cohorts (groups), with each cohort attending in-person instruction one day a week. Remote and independent learning will occur the remaining four days of the week. We refer to this as “Phase 2.”
- *Students in Kindergarten, first, and second grades* will be divided into two cohorts (groups), with each cohort attending in-person instruction two days a week. There will be a stronger emphasis on teacher-delivered instruction for these primary grades. We refer to this as “Phase 3.”
- Families may elect to have their student(s) receive only remote instruction. In this case, students will not attend in-person. We refer to this as “Phase 1.”

Remote	Hybrid	Hybrid	In-Person
Phase 1	Phase 2	Phase 3	Phase 4
Full remote instruction and learning for students who do not participate in hybrid learning	Hybrid Instruction: Limited in-person with remote learning 4 Cohorts (A, B, C, D) One Day/Week	Hybrid Instruction: Expanded in-person with remote learning 2 Cohorts (A/C, B/D) Two Days/Week	Full In-person
The school year will start for all students on Monday, September 14th in one of three ways:			
Students not participating in in-person or hybrid instruction.	Grades 3-12	Kindergarten, First, and Second Grade	

A “phased” approach allows us to begin the school year with a lower density of students in each building. It also provides a plan for moving between phases towards more in-person instruction or, if necessary, less in-person instruction, as the COVID-19 health emergency dictates.

Next Steps

Within the next two weeks, each family will be asked to complete a form stating what their intentions will be for the education of their individual students in September. We will need the following information from families in order to move forward with planning for September:

- Participation in hybrid or remote learning
- Transportation requirements
- Technology needs
- Health-related concerns

When developing cohorts, the District will work with families and make an effort to accommodate childcare and work schedules when students attend different grades or schools.

Vestal 1:1 Technology Initiative

The District has a comprehensive plan to issue a Chromebook to every student in grades 2 through 12. Students may also decide to use a personal Chromebook or laptop. Students in Kindergarten and grade 1 will be issued an iPad. This 1:1 initiative will require students to bring their devices when attending school.

Phase 3 Reopening: Grades K-2
Two Cohorts (Groups)/Two Days a Week

Kindergarten, first, and second grades will begin the year in Phase 3 with each class divided into two cohorts (groups) with two days of attendance a week for each cohort. Cohort size will vary depending on the number of students who select remote instruction.

M	T	W	Th	F
Cohort A In- Person	Cohort B In-Person	<i>Independent and remote instruction and learning; Office hours and student support; Clubs and activities (virtual); Faculty planning and professional learning; Technology support.</i>	Cohort A In- Person	Cohort B In-Person
Cohort B Independent/Remote	Cohort A Independent/Remote		Cohort B Independent/Remote	Cohort A Independent/Remote

In establishing two days of attendance for students in Kindergarten, first, and second grades, the District’s intention is to provide core instruction primarily through in-person lessons with the students’ classroom and special area teachers. The rationale for this difference is as follows:

- The primary grades are a critical stage in child development when language acquisition proceeds rapidly. Primary students need explicit instruction in reading and writing that can best be provided by the District’s trained primary and support teachers.

- Primary students are also developing important social and interpersonal skills at this time. Participation in social settings in academics, art, music, library, and physical education establishes key skills and aptitudes that are foundational to academic and social success.
- Finally, primary students do not have the ability to access remote learning without extensive adult support. Primary students will have explicit instruction in the District’s technology platforms, but their learning would occur primarily during the two days of attendance at school.

**Phase 2 Reopening: Grades 3-12
Four Cohorts (Groups)/One Day a Week**

All students in grades 3-12 will begin the year in Phase 2 attending school in-person one day a week. Reopening schools will require the careful attention to health and safety protocols throughout all aspects of the school day. Dividing grade levels into four groups or cohorts significantly reduces the number of students in the school buildings and on school buses. It will give both students and staff the time to safely readjust to the new structure of learning.

Smaller group sizes at each building will allow us to establish necessary precautions and practices related to health and safety, including:

- Daily screenings
- Monitoring hand and respiratory hygiene
- Sanitizing surfaces and high touch areas
- Maintaining proper social distancing
- Ensuring appropriate use of face coverings
- Limiting movement between groups and classes
- Establishing unidirectional pathways throughout buildings
- Sanitizing shared areas (e.g., restrooms, classrooms)

The four cohort groups will give teachers time to develop relationships with students and assess students’ current levels of learning. Small group settings enable teachers to provide students with more individualized instruction. Wednesday will be a day devoted to remote instruction and teacher activities related to lesson development, technology integration and support, individual and group conferencing, and office hours.

The district will monitor regional, community, and local health conditions to make a determination as to when grades 3-12 can transition to Phase Three hybrid instruction. Families will be kept informed of this decision.

Grades 3-12 Model for Hybrid Instruction

M	T	W	Th	F
Cohort A In- Person	Cohort B In-Person	<i>Independent and remote instruction and learning; Office hours and student support; Clubs and activities (virtual); Faculty planning and professional learning; Technology support.</i>	Cohort C In- Person	Cohort D In-Person
Cohort B/C/D Independent/Remote	Cohort A/C/D Independent/Remote		Cohort A/B/D Independent/Remote	Cohort A/B/C Independent/Remote

During in-person learning, students will receive direct instruction as well as share, review, and prepare for independent and remote learning. Additionally, throughout the week, times will be scheduled for remote interaction between teachers and students to monitor the completion of assignments and maintain connections between all members of the class or section. Wednesdays will be designated specifically for remote instruction. Specific details will be communicated to families in the coming weeks. Provided below is a general overview:

- Grades 3-5: Students will attend class in groups of 4-6 for a full day of instruction one day a week. They will participate in special area classes in art, music, library, and physical education in person as well as through remote assignments and activities.
- Grades 6-8: The middle school model will employ a student schedule system that differs from previous school years. This change keeps students in a single classroom and requires teachers to travel between classrooms. This arrangement meets New York State guidance on limiting groupings of students and accommodates the construction work taking place in the building. As a result, elective courses will be reduced for students this school year. Parents will receive specific details regarding schedules and courses.
- Grades 9-12: Due to the complexity of the high school master schedule, students will primarily travel from classroom to classroom according to their nine-period schedule. When possible, sections will be coordinated so students can remain in a classroom and teachers will travel. Additionally, due to health, safety, and wellness concerns, the high school will adopt a closed campus this school year. Thus, students will not be permitted to leave school during their lunch period.

With both hybrid and remote models, special education services will be provided according to contingency plans that will be communicated to families at the beginning of the school year. Academic Intervention Services (AIS) and English as a New Language services will be provided in coordination with a student’s schedule and teachers.

Special Education Elementary SPARK and AIM Programs:

The elementary SPARK and AIM programs are developmental classrooms for students with disabilities. The SPARK program is located at Clayton Avenue Elementary and the AIM program is located at Glenwood Elementary. Students in these programs will use the Phase 3 model of two cohorts with an AM and PM cohort. Each cohort would attend four half-days a week. Additional time during the day would be available for students to receive occupational, speech, and physical therapies.

M	T	W	Th	F
Cohort A In-Person AM	Cohort A In-Person AM	Planning, professional development, technology support	Cohort A In-Person AM	Cohort A In-Person AM
Cohort B In-Person PM	Cohort B In-Person PM		Cohort B In-Person PM	Cohort B In-Person PM

Attendance

The District must adhere to the State's requirement of a 180-day school year. Attendance will be taken every day by school personnel during in-person sessions or by way of participation in video-conferencing sessions or digital work sessions in Google Classroom or related platforms.

Assessment and Feedback

Grading structures and expectations will be coordinated among grade levels, courses, and departments and communicated to students and families at the beginning of the school year. Grades will be assigned based on the quality of student work, work completion, and participation. The mark reporting periods will follow the typical schedule of quarterly and five-week reporting at the secondary level and trimester reporting at the elementary level. Grading structures will adhere to standards and models prior to school closure in March 2020. Assessment and assignment completion will be accomplished through in-person and digital participation and submissions. Student work will be evaluated and feedback will be provided. Principals and District administration will collaborate with faculty to coordinate grading practices and work assignments across sections, courses, and grade levels. Grading practices may change based on circumstances related to the changing structure of learning.

Core Practices for Hybrid and Remote Teaching and Learning

The Vestal Central School District's design of a hybrid model of teaching and learning aligns to the following practices:

- *Independent Learning:* Activities and resources will be designed to support students' independent practice and engagement. While the District values the important role parents, guardians, and caregivers play in a student's education, we recognize that they may not have the time or expertise to completely oversee all aspects of their students' independent learning.
- *Multiple Modes of Engagement:* Activities and resources will allow for varied means of engagement that include online and offline activities, and within online activities, accessibility that includes visual, video, audio, and text-to-speech. At the elementary level, especially for primary students (K-2), the District recognizes that paper and pencil activities can allow for young students to engage in independent practice because they lack the keyboard and technology skills to fully access digital resources.
- *Essential Learning:* Content will be scaled to address the core skills or essential concepts that can be achieved within the format of remote instruction and independent practice. Pacing of independent learning must be slower to allow for self-direction.
- *Support of the Whole Student:* Hybrid and remote learning will address the academic needs of each individual student within the context and conditions of their home environment and support network. This requires individualization of home learning to allow for differences in student situations, learning styles, access to technology, and social-emotional well-being. To this end, communication by teachers with students and families will allow for the monitoring of each student's academic, social, and emotional well-being.
- *Flexibility:* Essential to the success of hybrid and remote learning is to design learning and engagement in such a way that students feel capable of successfully completing the assignments and participating in remote activities.

Instructional Personnel

Coordination of hybrid and remote instruction will function at several levels with all members of the instructional community working together to provide for the academic, social, and emotional well-being of all students.

Instructional Personnel			
Role	Grades K-5	Grades 6-8	Grades 9-12
Primary Coordination	Building Grade-Level Teams	Grade-Level Content Area Teams	Department and Course-Level Faculty
Supporting Coordination	Special Education, AIS, Reading, Related Services, and ENL Faculty; Paraprofessionals		
Extension and Enrichment	Art, Music, Library, Physical Education Faculty; Clubs and Co-Curricular Advisors		
Student and Family Outreach and Support	Counselors, Social Worker, Psychologists, Administrators, Nurses, School Resource Officers		
Building-Wide Coordination	Principal	Principal and Assistant Principals	Principal, Assistant Principals, Dean of Students
Program-Wide Coordination	Directors of Instruction, Director of Special Education, Assistant Director of Special Education, Director of Athletics, K-12 Department Chairs, Literacy and Math Specialists		
District-Wide Coordination	Assistant Superintendents, Superintendent		

III. Technology and Connectivity

The Vestal School District recognizes that access to technology and our students' ability to use that technology to enhance their learning and social and emotional development will be essential in all phases of school reopening and for all future learning in the years to come. To this end, the district has committed resources to device and software acquisition, professional learning, and curriculum design. This will allow us to prepare for all phases of instruction in the coming year and moving forward into future years. Surveying of families and students indicated the following key areas of focus:

- Students need explicit instruction in the use of technology for learning. This involves (1) learning how to participate in synchronous, video conference activities; (2) being able to submit and share assignments and projects; (3) using online platforms to create and generate projects incorporating multi-media; (4) the ability to evaluate the authenticity and validity of online sources; (5) practicing strong models of digital citizenship and safety to ensure their "digital footprint" will advance rather than undermine their personal and academic development.
- Parents need explicit instruction in the District's software, applications, and devices in order to support and participate in their student's learning.
- Students also need offline and print materials. The District recognizes that families have different levels of technology access and connectivity. Further, parents and guardians have conveyed through surveying that print materials can allow for greater flexibility for work completion at home. To this end, the District has evaluated its curriculum and developed plans for distributing printed curriculum guides. Further, math manipulatives, art resources, and musical instruments will be made accessible for home use.

Vestal 1:1 Technology Initiative

The District has a comprehensive plan to issue a Chromebook to every student in grades 2 through 12. Students may also choose to use their own personal Chromebook or laptop. In Kindergarten and grade 1, students will be issued an iPad. This 1:1 initiative will require students to bring their devices when attending school.

Access

The District will ensure equitable access to technology and devices through the steps outlined below. All information related to technology and connectivity will be maintained on the District website and communicated to families by way of School Messenger and email. Additionally, at each building, family contacts will be monitored and phone calls and home visits will be made for families who do not respond to or participate in outreach through digital media.

- Devices: The District will make available to all students 1:1 devices.
- Connectivity: The District will establish locations within the District for students and faculty to access high-speed internet.

Digital Learning Resources

Using digital resources, students can participate in learning in both in-person and remote environments. These digital tools provide communication platforms that support a range of instructional needs and practices. Certain platforms such as Google Classroom, Seesaw, and Schoology allow students to submit work to their teachers, as well as collaborate among their peers, fostering multiple pathways for communication. Video-conferencing technologies such as Zoom and Google Meet allow for synchronous participation. Online databases foster a connection between activities at home and learning at school by providing students with digital resources in the areas of literacy, math, science, and social studies.

Learning Resources	Users	Functionality	Accessibility
Google for Education (G Suite)	K-12 Faculty, Students, and Administration	<p>Google for Education is a suite of tools (G Suite) that includes Classroom, Meet, Drive, Docs, Slides, Sheets, Forms and Sites.</p> <ul style="list-style-type: none"> • Google Classroom is a web tool that enables teachers to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. • Meet is a video-conferencing component of G Suite. • Drive is a file storage system where documents, spreadsheets, and presentations are housed. • Docs, Slides, and Sheets are tools that facilitate collaboration. • Forms is a tool to create and analyze survey information. • Sites is a structured webpage creation tool. 	<p>Classroom: -Screen reader</p> <p>Meet: -Screen reader -Keyboard shortcuts</p> <p>Drive: -Screen reader -Keyboard shortcuts</p> <p>Docs: -Screen reader -Keyboard Shortcuts -Braille display -Type with voice</p> <p>Slides: -Screen reader -Keyboard Shortcuts -Braille display -Add caption tracks</p> <p>Sheets: -Screen reader -Keyboard</p> <p>Forms: -Screen reader -Keyboard</p> <p>Sites: -Screen reader -Keyboard</p>
Zoom	K-12 Faculty and Administration	<p>Zoom is a video-conferencing application that operates across many platforms. Zoom serves as a management tool and an instructional tool.</p> <ul style="list-style-type: none"> • Virtual Classrooms and Meetings: Zoom allows for synchronous interactivity among groups of students in real time or can be recorded for asynchronous instruction. • Professional Meetings: Zoom allows for seamless communication among critical personnel necessary to facilitate home learning and the Continuity of Learning plan. 	Text-to-Speech, Video

		<ul style="list-style-type: none"> Emergency Management Coordination: Zoom meetings support coordination of emergency management teams. 	
Seesaw	K-2 Faculty, Students, and Administration	<p>Seesaw is a student-driven digital portfolio platform. Students show learning using built-in annotation tools to capture what they know in Seesaw’s digital portfolio. Students explore a variety of tools. Teachers gain insights into student thinking and progress, enabling them to teach better. They can see student work in real time. Families can better access their student’s learning and engage with school happenings.</p>	<p>Translation into over 55 languages</p> <p>Video Pictures Voice recording Text</p>
Eureka Math	K-12 Students, K-12 Faculty	<p>Eureka Math provides daily instructional videos on each lesson in a grade level scope and sequence. https://tinyurl.com/yytz7w4l</p>	Video
Zearn	K-5 Students, K-5 Faculty	<p>Zearn is a K-5 digital math platform based on Eureka Math’s EngageNY curriculum. It has materials for teacher-led and digital instruction and is a comprehensive guide designed to support deep understanding that makes math engaging and accessible for all learners. It contains rigorous content that ensures a balance of procedural fluency, conceptual understanding, and application work. Concrete and pictorial representations help students make meaning of problems and unlock abstract reasoning. Personalized remediation paths exist to support learning. Precise feedback delivered to students in the moment helps to continue learning. A mix of modalities provide students multiple ways of acquiring knowledge, showing understanding, and engaging in learning. Diverse on-screen teachers and students ensure all students see someone similar to themselves doing math. https://www.zearn.org/</p>	Text-to-Speech Visual Representations
eDoctrina	6-12 Students, 6-12 Faculty	<p>eDoctrina is web-based K-12 education software that helps educators: (1) prioritize state standards, (2) create curriculum maps and standards-based lesson/unit plans, (3) build standards-based paper and online assessments, (4) print answer sheets, (5) scan assessment results, and (6) analyze trends and patterns in student performance data. https://www.edoctrina.org/</p>	
SplashMath	K-2 Students, K-2 Faculty	<p>SplashMath is an engaging, comprehensive program aligned to the math curriculum that utilizes a personalized learning path for students. Questions are read aloud for students and can be used on many devices such as an iPad, iPhone, iPod, Laptop, and PC, along with on-the-go offline access with an iPad, iPhone, and iPod apps. https://www.splashlearn.com/</p>	Text-to-Speech Visual representations
Raz Kids	K-5 Students and Faculty	<p>Raz Kids is a K-5 literacy program that provides core instruction and intervention support. It is used by general</p>	Text-to-Speech Video

		education teachers for first instruction and by special education and reading teachers for intervention and specially designed instruction.	
Scholastic Learn-at-Home	K-9 Students and Faculty	Scholastic Learn-at-Home assists students in grades pre-K through 9 in accessing articles and stories to read at home. There are four articles to choose from each day, allowing for student choice based on individual interests. Each article offers two different reading levels, as well as a “text-to-speech” feature, making it possible for students at all reading levels to access grade level content. In addition, each article is connected to the NYS reading and writing standards and has links to connect to enrichment activities in other content areas, including math and science. https://classroommagazines.scholastic.com/support/learnathome.html	Text-to-Speech Video
Epic Online Digital Library	K-6 Students and Family	Epic online digital library provides a large selection of online texts and related activities for instructional use and independent reading. https://www.getepic.com/	Text-to-Speech Video
Audio and Digital Books	K-12 Students, K-12 Faculty	Students and faculty have access to a wide range of audio and digital books that can be read independently or as part of course or classroom assignments. These resources are listed on the District emergency website with login and access information: Abdo Digital Bookshelf , Audible Audiobooks , Junior Library Guild Ebooks , Sebco Ebooks , VMS Follett Shelf Audiobooks , VMS Follett Shelf 2 Audiobooks , TeenBookCloud , MackinVIA , World eBook , Epointplus Books , ManyBooks-YA , Loyal Books .	Text-to-Speech Video
Digital Databases	K-12 Students, K-12 Faculty	The Vestal School District has student and faculty access to information databases to support independent and home learning. These resources are listed on the emergency website: BrainPop , Britannica Middle School , World Book Science Power , World Book Social Studies Power , World Book Online Advanced , Sports Champs , World Mythology , Defining Moments in US History , Countries & Cultures , Science & Technology , American History , US & World Biography , Shapers of Society , Essential Information , FactCite .	Text-to-Speech Video
Online Magazines	K-12 Students, K-12 Faculty	Websites and online resources are posted on the District website for access by faculty, students, and families to support independent learning and teacher-directed activities. https://classroommagazines.scholastic.com/ https://www.sikids.com/ https://online.kidsdiscover.com/ https://www.tweentribune.com/ http://mag.amazing-kids.org/	Text-to-Speech Video

PBS Instructional Programing	K-12 Students, K-12 Faculty	The regional PBS station offers televised and online resources for access through cable or the internet: https://wskg.org/education/wskg-learn-at-home/	Video
Print Resources	K-5 Students	Print resources are developed and distributed as needed to support independent, offline skill review and practice in ELA and math. These are available on the District website for home printing and use.	
Social Studies Online Resources	K-5 Students and Faculty	Websites and online resources are posted on the District website for access by faculty, students, and families to support independent learning and teacher-directed activities.	Text-to-Speech Video
Science Online Resources	K-5 Students and Faculty	Websites and online resources are posted on the District website for access by faculty, students, and families to support independent learning and teacher-directed activities.	Text-to-Speech Video

Management Systems for Instruction

Home learning will rely upon several key management systems for the development, distribution, and supervision of hybrid and remote learning activities for continuity of instruction.

Management Systems for Instruction	Users	Functionality
Google Suite for Education (Vestal Domain)	Faculty, Administration	G Suite is a suite of cloud computing, productivity and collaboration tools, software, and products. G Suite comprises Gmail, Hangouts, Calendar, and Currents for communication; Drive for storage; Docs, Sheets, Slides, Keep, Forms, and Sites for productivity and collaboration.
Google Classroom (Vestal Domain)	K-12 Students, Faculty, Administration	<p>Google Classroom is a cloud-based environment to streamline the process of sharing files between teachers and students.</p> <p>Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. Students can be invited to join a class through a private code, or automatically imported from a school domain. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be graded by a teacher. Mobile apps, available for iOS and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student and, after being graded, teachers can return work along with feedback.</p>
Schoology	9-12 Students, Faculty, Administration	Schoology is a social networking service and virtual learning environment for K-12 school and higher education institutions that allows users to create, manage, and share academic content. Schoology is a cloud-based platform that provides tools needed to manage an online classroom. Schoology can help teachers contact students with homework and more. They can post daily reminders or updates. They can message students, manage the assignment calendar, and add new assignments.
Seesaw	K-2 Students, Faculty, Administration	Seesaw is a platform for student engagement that allows for a digital portfolio. Teachers can empower students to create, reflect, share, and collaborate. Students are able to “show what they know” using creative tools (photos, videos, drawings, text, PDFs, and links). Student work is housed in one place and can be shared with families.

IV. Health and Safety

The health and safety of all students and staff is essential and must be the first consideration when evaluating practices, procedures, and protocols related to education during the COVID-19 health emergency. The District will adhere to all state guidance and mandates to ensure the safety and well-being of everyone.

Health and Safety Practices

When students, staff, or community members are in a District building or location, they must adhere to health and safety practices mandated by New York State¹.

- ***Social Distancing:*** Social distancing, also called “physical distancing,” means keeping a six-foot space between yourself and others. Social distancing must be maintained in all areas of the school building, outdoors, and on school buses. Social distancing of 12 feet between individuals will be required for all activities that require projecting the voice (e.g. singing), playing a wind instrument, or participating in aerobic activity (e.g. physical education classes).
- ***Health Checks and Daily Screenings:*** A Daily Screening Questionnaire form that includes temperature checks must be completed for students, faculty, staff and, where applicable, contractors, vendors, and visitors.
 - Students who do not arrive with the Daily Screening Questionnaire completed will be screened by District personnel in an isolated room.
 - Students who screen positive for COVID-19 exposure, exhibit symptoms, or present with a temperature greater than 100.0° F will be escorted by staff to a designated isolated room. Parents/guardians will be contacted and instructions will be provided to contact their healthcare provider for assessment and testing. (See [Appendix I: Health Checks](#) for further details on daily screenings and COVID-19 symptoms.)
- ***Face Coverings:*** Face coverings will be required for all students, staff, and visitors when social distancing is not possible. Students who are unable to medically tolerate a face covering will be excluded from this requirement. Face covering breaks will be provided for students when they cannot socially distance, which could include lunch and limited outdoor playground. All staff and students will be trained regularly on proper use of face coverings. Face coverings will be made available for all students, staff, and visitors when entering a District building.
- ***Hand and Respiratory Hygiene:*** All staff and students will be trained regularly on proper hand and respiratory hygiene. Hand sanitizer will be available throughout all facilities and locations, except school buses. Signage will be posted prominently throughout all District facilities and locations and information shared with parents and guardians through school and District communications.

Health and Safety Protocols

In addition to protocols established for individuals to maintain health and safety of themselves and others, the District will adhere to the following procedures as an additional layer of protection:

- ***Cohort Students:*** It is recommended that student groupings remain as static as possible and that the same cohort or group of students stay together. The size of groups/cohorts of students will be determined by the number of students who can be in each classroom while maintaining 6 feet social distancing.

¹ <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf

- *Shared Objects:* The sharing of objects, such as lockers, cubbies, laptops, notebooks, touchscreens, writing utensils, chalk and dry erase boards, musical instruments, tools, and toys, will be limited, as well as the touching of shared surfaces such as conference tables and desks. Students, faculty, and staff must perform hand hygiene before and after contact. Individual student belongings will be kept separated. Shared supplies will be limited to one group of students and cleaned between use by cohorts of students. All high contact areas, shared areas, and shared objects must be cleaned between use.
- *Staggered Arrival and Dismissal times:* Staggered arrival and dismissal times may be established to increase social distancing on buses, as well as in classrooms, and to limit the amount of close contact between students in high-traffic situations and times. Additionally, entrances to buildings, as well as all safety drills, must be coordinated to adhere to social distancing.
- *Limited Gatherings:* Student assemblies, athletic events/practices, performances, and school-wide parent meetings will be coordinated to occur virtually or with limited participation to adhere to health and safety guidelines.

Transportation

The transportation of students on District school buses will adhere to the guidelines and parameters established by New York State².

- *Cleaning and Disinfecting of Buses:* Buses will be cleaned and disinfected after the completion of their morning and afternoon routes. Bus interiors and surfaces will be sprayed and high-contact areas will be wiped. All high-contact areas will be wiped and cleaned between high school, middle school, and elementary runs.
- *Hand Sanitizer:* Hand sanitizer is not allowed on buses. Bus drivers/attendants will be required to wear gloves when having direct contact with students and when cleaning the bus.
- *Face Coverings:*
 - School bus drivers, monitors, attendants, and mechanics will wear a face covering, along with an optional face shield.
 - Students will be required to wear face masks/coverings when on the bus, when they are physically able to. If a student does not have a mask, one will be provided for them by the bus staff prior to boarding. A student will not be denied transportation for lack of a mask.
- *Training and Communication:* Transportation staff will be trained on the proper use of PPE. Refresher training will be provided on a regular basis.
- *Screening:* Parents/Guardians will be asked to complete a health assessment prior to their student(s) boarding the bus, certifying that their student(s) do not have any symptoms of COVID-19 and have not been in contact with anyone who has been diagnosed with COVID-19.
- *Bus Seating:* Students will be seated to maintain proper social distancing. Students will be assigned seating that results in one student per seat next to the window. High back seats will act as a barrier between seats, with students wearing masks. The seat directly behind the driver will be vacant. Students from the same household may sit together in a seat.
- *PPE:* Bus drivers/attendants will be required to wear gloves when having direct contact with students and when cleaning the bus. Signage will be posted indicating health protocols and staff will be trained on proper use of PPE. Refresher training will be provided on a regular basis. All PPE (masks, gloves) will be available for staff use in all areas of the transportation complex.

² <https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/PublicTransportationMasterGuidance.pdf>

School Meals

All students in attendance will be provided access to breakfast and lunch daily. Breakfast and lunch will be served via the cafeteria and students will take meals to designated socially-distanced areas.

- In-School Attendance: All students in attendance will be provided access to breakfast and lunch daily. Breakfast and lunch will be served via the cafeteria and students will take meals to designated socially-distanced areas. While students go through the serving line, they will be wearing masks and socially distancing as possible. Students do not need to wear face coverings when seated and eating, so long as they are appropriately socially distancing.
- Remote Learning: Students will have meals available by way of pick-up and delivery via buses. Delivery will be several times a week for a specific number of days.
- Hybrid Learning Model: While attending in school, students will be served as described above. While remote learning, students will receive meals either delivered as outlined above or receive a meal as they leave for the day to accommodate the next day of remote learning.
- *Cleaning and Sanitizing:* Food distribution line will be disinfected after each group of students. All surfaces and high-touch areas will be cleaned and disinfected with food safe products. All food service areas will be thoroughly cleaned and disinfected each evening.

V. Pathway to Healing: Social/Emotional Well-Being and the COVID-19 Health Emergency

Many people, including students and adult caregivers, have experienced stress and even trauma due to COVID-19 and its related socioeconomic dislocations. As we resume schooling, we must be cognizant of the virus' potential impact on the well-being—both physical and social/emotional—of students, families, and staff. While we are all naturally eager to resume academic learning, we must recognize that learning is inherently a social affair, and that it is strongly influenced by the learner's mental state. Children and adolescents cannot function at their highest cognitive levels if they do not feel physically or emotionally safe. Therefore, our District places a high priority on social and emotional learning (SEL) and mental health. SEL does not take the place of academic learning; rather, it is a pre-condition which makes high levels of academic growth and achievement possible.

Over the summer, Vestal schools convened an "SEL and Mental Health Working Group" to make recommendations and find appropriate resources to support students, families, and staff as school reopens. After consulting with this group, our District is taking the following measures, which are explained in more detail later:

- Reconvening the Counseling Advisory Group and Revising the District's Comprehensive School Counseling Plan
- Designing and Implementing a Multi-Tiered Systems of Support (MTSS) Model for SEL and Mental Health
- Providing Professional Learning Experiences on COVID-related Stress and Trauma
- Designing Student-Facing Lessons Related to Stress, Trauma, Self-Care, and Cultural Diversity

Reconvening the Counseling Advisory Group and Revising the District's Comprehensive School Counseling Plan

As our District addresses our school community's needs related to SEL and mental health, we will rely on our pre-existing [Counseling and Guidance Comprehensive Plan](#). This is an extensive document that was drafted with stakeholder input from our District's Counseling Advisory Group. This committee is composed of not only school counselors, teachers, related service providers, and administrators, but also student, parent, and community representatives. This document outlines the structures, processes, and programs that our District has in place to address SEL and mental health. The advisory group will consider further revising this plan to consider any additional COVID-related needs.

Designing and Implementing A Multi-Tiered Systems of Support (MTSS) Model for SEL and Mental Health

The Vestal School District will address SEL and mental health needs by constructing a model of Multi-Tiered Systems of Supports (MTSS). This is a comprehensive approach to promoting academic success and social/emotional well-being. In Vestal's MTSS model, support is conceptualized within three tiers. Tier 1 applies to all students. It includes building- and district-wide character education and mental health education programming that is part of the regular curriculum. For example, the Responsive Classroom initiative in grades K-5 is a Tier 1 initiative that integrates engaging academics with the building of a positive, developmentally informed classroom and school community. Tier 2 applies to SEL and mental health supports such as small group or one-to-one counseling that can be provided within the school context. Finally, Tier 3 supports refer to more individualized and intensive supports that are generally provided by specialists outside of the Vestal schools.

With specific reference to stress and trauma related to COVID-19, our district's MTSS model will include the following elements:

1. Universal Screening Assessment: Our District will identify students and families who may need additional supports as a result of COVID-19 and its associated socioeconomic dislocations. Our school counselors, psychologists, and social worker collaboratively created a screening questionnaire that will be administered to, or on behalf of, each student. The survey is designed to be completed by either a parent or guardian (for younger students) or by the student. Surveys will be administered online in early September. The results will be tracked and a staff member (a psychologist, school counselor, or social worker) will attempt to administer the survey over the phone or in person to non-respondents. If they do not wish to participate in the screening, students and parent/guardians may opt out of it. All personally identifiable information will be kept confidential in accordance with all relevant National, State, and District-wide laws, regulations, and policies. Student-specific data from the screening assessment will be shared only with staff who have a legitimate educational and/or health and safety-related reason to view it.
2. Tier 1 Curriculum and Programming: Trend data from the screening assessment will be shared, in aggregate form, with District and building staff and used to inform decisions about district- and building-wide curriculum and programming.
3. Tier 2 and 3 Supports: When appropriate, building-level student support teams will use data from the screening assessment to identify individual students and/or families who may require additional follow-up support. The members of the working group have begun to put together an inventory of both in-district and community-based supports and interventions that can be used to help students and families experiencing stress and/or trauma related to COVID-19. This inventory includes links to relevant materials and to the webpages of community organizations that can provide wraparound services. These inventories will be included in the next draft of the District's general student support plan. It will also be shared with the members of the building-level student support teams.

Providing Professional Learning Experiences on COVID-related Stress and Trauma

Our District has already invested heavily in professional learning related to SEL and mental health. In past years, staff have participated in trainings related to such topics as:

- Mental Health Education
- Trauma-Informed Practice
- Recognizing and Defusing Conflict Cycles
- Understanding and Supporting Students with Adverse Childhood Experiences
- Culturally Responsive Practice
- The Responsive Classroom Model
- Restorative Practices
- The Impact of Poverty and Other Stressors on Learning
- Suicide Prevention

As we prepare for the reopening of school, our staff will review this prior learning and will also receive additional learning experiences that are specific to COVID-19 stress and trauma. The District has altered its calendar to place all four of its Superintendent Conference Days in September. This time will be used to, among other things, provide teachers, paraprofessionals, administrators, and other staff with training related to SEL and mental health with an emphasis on assisting students, families, and staff who are coping with COVID-19 and related stressors.

Currently, the Vestal School District is partnering with the [Family Violence Prevention Council \(FVPC\)](#) of Broome County and other regional school districts to design asynchronous professional learning modules for our staff. The FVPC is collaborating with a social work professor from Winthrop University to create sessions for the following topics and audiences:

- 1) Welcoming Back and Supporting Teachers and Staff: A Training for Administrators
- 2) Supporting Students and Staff: A Training for School Counselors, Psychologists, and Social Workers
- 3) Student Support and Adult Self-Care: A Training for Teachers and Paraprofessionals

The FVPC is also exploring additional collaborative opportunities with groups such as Regional Trauma, Informed Care Network Team, and faculty from Binghamton University.

In addition to boosting their knowledge base, this professional learning will also orient staff toward the District's SEL and mental health-related protocols and supports included in the MTSS model described in the previous section. Finally, staff will be reminded of supports such as the Employee Assistance Program (EAP) that *they* can access for themselves and their own families.

Designing Student-Facing Lessons Related to Stress, Trauma, Self-Care, and Cultural Diversity

The working group recommended that lessons be designed and taught at each grade level. They suggested that these lessons teach about COVID stress/trauma, self-care, cultivating personal support systems, and respecting cultural diversity. The group began identifying subject areas in which the lessons could be integrated. These include health, physical education, social studies, and/or library media studies. The group will reconvene in early August to begin developing the specific details.

VI. Supporting the Most Vulnerable Students

School closure has affected all students, but some groups may be particularly vulnerable to interruptions in schooling. English Language Learners (ELLs), students with disabilities (SWDs), homeless students, and students in need of academic intervention services (AIS) are among these groups. Vestal prides itself in providing a high level of care and support for all students, including those with special needs. During the spring school-building closure, the District adopted contingency plans to address the needs of students from these sub-groups in the context of remote learning. Regardless of whether instruction is fully in-person, hybrid, or remote, our District has plans in place to meet the specific needs of these groups.

English Language Learners

ELLs are particularly vulnerable to school-building closure because so much of language acquisition comes from spontaneous social interactions with staff and other students. Whether playing at recess, talking with friends in the cafeteria, or participating in extracurricular activities, ELLs are always learning. When schooling is fully in-person, ELLs are immersed in both social and academic English. Thus, hybrid and remote learning pose particular challenges for ELLs. Our District's plan for mitigating those challenges involves the following elements:

- **ELL Identification:** When schooling is fully in-person, newly registered potential ELLs are identified through a multi-step process that includes an in-person interview, a review of transfer records, and/or a paper-based assessment called the New York State Identification Test for English Language Learners (NYSITELL). During the spring closure, the only potential ELLs who entered the District were transfers from other New York State schools. Therefore, the District was able to fully complete the ELL identification process based on transfer records without conducting in-person testing.

NYSED has granted flexibility around the normal timeline for ELL identification and placement. However, Vestal does not anticipate needing to use this flexibility. We feel it is vital for ELLs to have appropriate services beginning on the first day of school, whenever possible. Therefore, the District plans to complete the ELL identification process prior to the start of the 2020-21 school year for most students who register prior to August 21. During the summer, in-person screenings will be conducted outdoors with appropriate social distancing and other safety protocols in place.

- **Units of Study:** New York State regulations specify the type and degree of English as a New Language (ENL) services that districts must offer. Regardless of whether we are fully in-person, hybrid, or remote, the District will continue to provide the required instructional Units of Study. This includes both stand-alone and integrated ENL services. It will place students according to the linguistic level determined by each student's most recent State English proficiency assessment—either the NYSITELL or the New York State English as a Second Language Achievement Test (NYSESLAT). The District's ENL teachers were consulted as scheduling prototypes were designed. The group discussed how stand-alone and integrated ENL services would be provided in each of the proposed models. If instruction is remote, ENL teachers will provide integrated services by joining synchronous and asynchronous online English Language Arts classrooms where they will provide embedded English instruction and content-area support. They will also use the combination of Google Classroom and Zoom to provide stand-alone ENL services where appropriate. In order to address the needs of its rising ELL population and meet or exceed the level of instruction required under State regulations, the District has hired one additional ENL teacher.

- *Progress Monitoring & Reports*: While students will be placed in services based on the level determined by the most recent State English proficiency test, we recognize that students may have grown or regressed since those assessments. Therefore, the District’s ENL teachers will use locally developed curriculum-based measures to gather updated data about students’ current linguistic proficiency. Such assessments will be task-specific and embedded within regular instruction. In cases in which teachers feel more specific information is needed, they may use the literacy assessment from the Multilingual Literacy SIFE (MLS) Screener to obtain additional diagnostic information. Finally, prior to the end of the first marking period, the department will revise its progress reports in order to reflect any changes in the instructional program.
- *Translation/Interpretation*: The District already had a robust translation and interpretation infrastructure in place prior to school closing. Vestal maintains a bank of interpreters, which each building’s ENL teachers may schedule in consultation with the Director of Instruction. Even prior to school closing, the District’s website had embedded a widget that allows users to automatically translate the page with the click of a button. In anticipation of increased needs, the District will use the “Talking Points” communication platform for the approximately sixty families who have requested communication in a language other than English. This platform provides automated interpretation/translation for phone calls and emails.
- *Year 3 Former ELLs*: Normally, ELLs receive testing accommodations and transitional support services for two years after formally exiting the ENL program. In accordance with recent NYSED guidance, during the 2020-21 school year, Former ELLs will receive these benefits for a third year. Transitional services will be commensurate with those the District normally provides to Former ELLs in their first two years.

Students with Disabilities

The Vestal Special Education Department has established procedures and processes to maintain continuity of learning and ensure a free and appropriate public education (FAPE) for all students with disabilities within the parameters of in-person, remote, and hybrid instructional models.

- Contingency plans will be in place under a remote or hybrid model of instruction.
- Contingency services will match, to the greatest extent possible, all services as outlined in the current IEPs/504s.
- Teletherapy services will be employed for related services via a secured platform whenever appropriate.
- Parents will receive written communication from the Special Education Office notifying them of changes consistent with the Contingency Plan of Service Delivery.
- When in-person evaluations are not possible, they will be conducted remotely whenever appropriate given the student’s circumstance.
- Prior Written Notice will continue to be provided whether in-person, hybrid, or remote models of instruction are in place.
- Committees on Special Education (CSE) and Committees on Preschool Special Education (CPSE) will continue to meet whenever necessary through video-conferencing.

An essential component of maintaining continuity of learning for students with disabilities is the documentation of services offered and communication with parents and caregivers:

- Service providers will maintain a schedule of regular planning and communication for supporting students with disabilities, including review of progress monitoring data.
- Special education teachers will be included in grade-level discussions.
- Related service staff will maintain documentation of services through session notes in Cleartrack.
- Special education teachers will maintain documentation of services through a Contact Log in Cleartrack.

- Teachers and related service staff will maintain documentation of parent contact through a Contact Log in Cleartrack.
- Parents will be contacted by their child’s teacher and/or therapist via email, phone, or video-conferencing for purposes of communicating proactively with parents regarding their child’s services.
- Translation services will be provided for documents, correspondence, and meetings to accommodate preferred languages other than English.

The District has procedures in place for collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

- Membership of the Committees on Special Education (CSE) and Committees on Preschool Special Education (CPSE) will include any and all program providers servicing students.
- Service providers will meet regularly for collaboration and planning purposes to inform instruction and support student growth, including review of progress monitoring data.
- Progress monitoring data will be reviewed regularly by the student’s "case manager" to help relay any instructional needs that require action by the CSE or CPSE.

Finally, in order to meet the unique disability related needs of students, the District has established protocols to ensure access to curriculum and instruction, including:

- Student IEPs/504s will be reviewed by the designated "case manager" with all necessary staff to ensure staff understanding of identified accommodations, modifications, supplementary aids/services, and technology needs within the IEP/504.
- "Case managers" will be in communication with parents regarding specific materials, tools, devices, etc. that students will require in order to access instruction during remote learning.

Materials, tools, devices, etc. that the student does not have access to during remote learning and are necessary for the student to access instruction will be provided to the student in order to ensure uninterrupted opportunities for growth.

Students in Need of Academic Intervention Services (AIS)

Students in grades 3-8 who are at risk of not achieving State Learning Standards in the four core subject areas are entitled to receive Academic Intervention Services. Under normal circumstances, eligibility for AIS is usually indicated by scoring below a designated cut point on a State exam. However, New York State schools did not administer 3-8 and Regents tests in the spring of 2020. In accordance with our regular student support plan, the Vestal School District will use the provisions they already had in place to identify students in need of AIS using multiple measures. Summaries of those measures are provided below.

- Grades K-3: Our District uses a Response to Intervention model in lieu of AIS for students in kindergarten through grade 3. That [plan can be found on our District website](#).
- Grades 4-9: In fourth through ninth grades, when a student lacks a State test score, the building principal, in consultation with the school’s student support team, will determine whether a student is eligible for AIS. This decision will be made by holistically considering the following factors:
 - Subject-specific screening and/or benchmark assessments (in Math & English Language Arts)
 - Classroom teacher recommendation based on observed classwork and classroom assessments
 - Consideration of any other relevant circumstances.
- Grades 10-12: In grades 10-12, students will be eligible for AIS in English Language Arts, math, science, and/or social studies if they meet the criteria outlined below for the respective subject area(s):

- *English Language Arts and Social Studies*: The student is recommended for AIS by the student's school counselor in consultation with the student's current and former content area teachers (English and/or social studies) and, if applicable, any additional support teachers (e.g., reading, English as a New Language, or special education). Recommendations will be made based on teacher observations of the student's classwork and classroom assessments including final exam scores when available. Where appropriate, the Reading teacher will administer diagnostic reading assessments such as a Fountas & Pinnell Running Record and/or the QRI 6.
- *Math & Science*: The student is recommended if they have failed the relevant beginning level math or science Regents exam (i.e., Algebra 1, Earth Science, and/or Living Environment), and/or has been recommended for AIS by the student's school counselor in consultation with the student's current and former math and/or science teachers.

The structure of Academic Intervention Services (AIS) may take many different forms. In some cases, it involves enrollment in a course that offers an extended curriculum through the use of an additional lab period or by spreading the learning over two years. In other cases, it involves enrolling in a workshop in which the student receives supplemental assistance by a content specialist. In still other cases, AIS may take the form of supplemental student-support services, such as counseling.

In the case of hybrid or remote learning, building principals will work with content specialists in their buildings to coordinate the provision of AIS/remedial services. Contingency plans will be developed by AIS faculty for each student, identifying adjustments to services under school-building closure. These plans will be kept in students' files and a copy provided to each family.

Homeless Students

The District homeless liaison coordinates outreach to homeless families with the building administrators, counselors, and other relevant staff. These may include wellness checks, the provision of school meals, technology access and support, and the provision of counseling for mental and emotional wellness. All students in homeless status receive direct communication from a school principal. During remote or hybrid learning, District faculty monitor homeless students' participation in independent learning activities in order to ensure appropriate levels of engagement. Faculty report concerns are reported to their building administration.

Appendix I: Health Checks

From: [Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools](#) (pp. 20-23)

Parents/guardians and staff members must be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff must be instructed that any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keep an up to date list of [symptoms of Coronavirus](#) on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

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

It is strongly recommended that all staff are educated to observe students or other staff members for signs of any type of illness such as:

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

Students and staff exhibiting these signs with no other explanation for them should be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home. Health screenings, including completion a screening questionnaire with a temperature check, are required for students, staff, contractors, vendors, and visitors. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students should be supervised in an isolated area while awaiting transport home. Schools should refer such persons to a healthcare provider and provide resources on COVID-19 testing. Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>1. The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.</p>	<p>A School Reopening Steering Committee was established to coordinate the development, implementation, and revision of the reopening plan and processes. Sub-committees are designed by the Steering Committee as working groups with specific expertise in the following areas: Teaching and Learning, Health and Safety, Athletics and Co-Curriculars, Technology, and Transportation. District stakeholders are included in both the Steering Committee and Sub-committees: parents, students, faculty, paraprofessionals, administrators, community agencies and healthcare providers, and facilities, food service, and transportation staff.</p>	<p>Superintendent School Board President Assistant Superintendent for Finance, Operations, and Personnel Assistant Superintendent for Instruction</p>
<p>2. The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.</p>	<p>The District employs a range of media to maintain ongoing communication with families and stakeholders that includes School Messenger messaging system, email, Zoom video-conferencing, and You Tube Live. Digital media will provide critical resources and information for parents on health, safety, and emotional wellness.</p>	<p>Superintendent Assistant Superintendent for Finance, Operations, and Personnel Assistant Superintendent for Instruction Media Coordinator Principals</p>
<p>3. The school and/or district will ensure all students are taught or trained 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.</p>	<p>Messaging, texting, and mailed communication will occur prior to the beginning of school to families. School opening activities during September conference days will provide training workshops and</p>	<p>Superintendent Assistant Superintendent for Finance, Operations, and Personnel</p>

	<p>sessions for all staff. Students' transition to hybrid and in-person school will begin with health and safety training. Open House activities in September will focus on parent training and orientation to health and safety protocols.</p>	<p>Assistant Superintendent for Instruction</p> <p>Media Coordinator</p> <p>Principals</p> <p>Directors</p>
<p>4. The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.</p>	<p>Signage throughout the District is placed prominently to emphasize the wearing of masks, social distancing, and hand washing hygiene. A mailing prior to the start of the school year will explain health and safety protocols. Mailings will be accessible on the District webpage in parent/guardian's preferred language.</p>	<p>Superintendent</p> <p>Assistant Superintendent for Finance, Operations, and Personnel</p> <p>Assistant Superintendent for Instruction</p> <p>Media Coordinator</p> <p>Principals</p>
<p>5. The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.</p>	<p>The District website contains critical information and resources related to health, safety, instruction, and programming. The website integrates Google Translate to generate text in over 110 languages. The website is ADA compliant for the visually impaired.</p> <p>The Director of Instruction and ENL faculty serve as liaisons to students and families whose first language is other than English. They coordinate the provision of in-person translators and document translation with principals, faculty, and the Director of Special Education.</p>	<p>Superintendent</p> <p>Assistant Superintendent for Finance, Operations, and Personnel</p> <p>Assistant Superintendent for Instruction</p> <p>Media Coordinator</p> <p>Principals</p> <p>Directors</p>

HEALTH AND SAFETY
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>1. Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in-person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.</p>	<ul style="list-style-type: none"> ● Ensure that social distancing (of at least 6 ft. or a physical barrier) is maintained between individuals while in school facilities and on school grounds, including in the cafeteria. ● Ensure a distance of 12 ft. between individuals while participating in activities that require projecting the voice (e.g. singing), playing a wind instrument, or participating in aerobic activity (e.g. physical education classes). ● Our school district will have an adequate supply of face coverings, masks, and other required PPE on hand should faculty or staff need a replacement, or a student be in need. ● On the school bus, students must wear acceptable face coverings at all times (e.g., entering, exiting, and while seated), and students should maintain appropriate social distancing, unless they are members of the same household. We are encouraging parents/legal guardians to drop off or walk students to school to reduce density on buses. 	<p>Parents/Guardians, Students, Staff, Substitutes</p>
<p>2. Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local healthcare</p>	<ul style="list-style-type: none"> ● Our school district’s reopening committees included school stakeholders and community members including, but not limited to, 	<p>Parents/Guardians, Students, Staff, Substitutes</p>

<p>providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.</p>	<p>administrators, faculty, staff, students, parents/legal guardians of students, local health department, local healthcare providers and, where appropriate, affiliated organizations. We have a District-Wide Steering Committee and five Sub-Committees that have worked collaboratively to develop our school reopening plan.</p>	
<p>3. Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.</p>	<ul style="list-style-type: none"> ● In order to communicate our reopening plan to all stakeholders, our District will be using School Messenger, the District website, email, and other formats to communicate with students and families about preparing for the upcoming year, which should include adapting to social distancing requirements, properly wearing face coverings, and proper hand and respiratory hygiene. ● Each District building will contain appropriate signage, providing directions for health and safety of students, staff, and visitors. 	<p>Parent/Guardians, Students, Staff, Substitutes</p>
<p>4. Each school and/or district reopening plan has a written process developed in collaboration with the district or school’s director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.</p>	<ul style="list-style-type: none"> ● Parents/guardians and staff members will be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. 	<p>Parents/Guardians, Students, Staff, Substitutes</p>

<p>5. Each school and/or district reopening plan has a written process for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.</p>	<ul style="list-style-type: none"> ● We have developed a process for a Daily Screening Questionnaire, which includes temperature checks of students, faculty, staff and, where applicable, contractors, substitutes, vendors, and visitors. The District is requiring parents/guardians and staff to complete the Daily Screening Questionnaire form online before coming to school. Student or staff who didn't complete their Daily Screening Questionnaire prior to arriving at school will be screened prior to entering the building or in a designated isolated room. 	<p>Parents/Guardians, Students, Staff, Substitutes</p>
<p>6. Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.</p>	<ul style="list-style-type: none"> ● We have established processes for any individual who screens positive for COVID-19 exposure or symptoms, or who presents with a temperature greater than 100.0°F. Such individuals must not be allowed to enter the school if screened outside, or must be escorted by a staff member to a designated isolated room. A parent/guardian or emergency contact must be contacted immediately. They will be provided instructions to contact their healthcare provider for assessment and testing. 	<p>Staff, Nurse, etc.</p>
<p>7. Each school and/or district reopening plan has a written process requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are</p>	<ul style="list-style-type: none"> ● If a student or staff member shows signs of illness while at school, they will be designated to an isolated area prior to being picked up by a parent/guardian or sent home. 	<p>Staff</p>

<p>supervised, prior to being picked up or otherwise sent home.</p>	<ul style="list-style-type: none"> If a student or staff member is not cleared with the Daily Screening Questionnaire and arrives at school, they will be screened and placed in the designated isolation area if not cleared. The student or staff member will be sent home. 	
<p>8. Each school and/or district reopening plan has written processes to address visitors, guests, contractors, and vendors to the school which includes health screening.</p>	<ul style="list-style-type: none"> We have developed a process for a Daily Screening Questionnaire, which includes temperature checks, of students, faculty, staff and, where applicable, visitors, guests, contractors, vendors, etc. which they will need to complete and be cleared before entering District facilities. 	<p>Staff</p>
<p>9. Each school and/or district reopening plan will have a written process to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.</p>	<ul style="list-style-type: none"> Parents/guardians and staff members will be provided with a written process and resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. 	<p>Staff</p>
<p>10. Each school and/or district reopening plan is developing processes for appropriate signage to instruct staff and students in correct hand and respiratory hygiene.</p>	<ul style="list-style-type: none"> The District will provide a written process to train all students, faculty, and staff on proper hand and respiratory hygiene. The District will provide and maintain hand hygiene stations, including handwashing with soap, running water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible and post signage. 	<p>Staff</p>

<p>11. Each school and/or district reopening plan is developing processes to ensure all persons in school buildings keep a social distance of at least 6 feet whenever possible.</p>	<ul style="list-style-type: none"> ● Modify or configure spaces and/or restrict the use of classrooms and other places where students, faculty, and staff congregate, so individuals are at least 6 feet apart in all distances, or separated by physical barriers. ● Students and staff will not utilize workstations without cleaning and disinfection between use. 	<p>Staff</p>
<p>12. Each school and/or district reopening plan is developing written processes detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.</p>	<ul style="list-style-type: none"> ● When social distancing is not possible, individuals must wear acceptable face coverings, excluding students who are unable to medically tolerate a face covering. ● Processes are being established for face covering breaks for students when they cannot socially distance, which could include lunch and limited outdoor playground. 	<p>Staff</p>
<p>13. Each school and/or district reopening plan is establishing processes for requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.</p>	<ul style="list-style-type: none"> ● When social distancing is not possible, individuals must wear acceptable face coverings, excluding students who are unable to medically tolerate a face covering. 	<p>Staff</p>
<p>14. Each school and/or district reopening plan is establishing plans to obtain and maintain adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.</p>	<ul style="list-style-type: none"> ● The District must ascertain necessary PPE as required for certain workplace activities through cooperative purchasing at no cost to all applicable parties if staff, faculty, or students don't have PPE or are in need of a replacement. ● The District has ordered and received PPE supplies 	<p>District</p>

	including non-touch thermometers, masks, shields, gowns, signage, hand sanitizer, etc.	
15. Each school and/or district reopening plan is developing processes for what action is to be taken if there is a confirmed case of COVID-19 in the school.	<ul style="list-style-type: none"> ● If the District is informed that an individual has tested positive for COVID-19 and has been on school grounds including students, faculty, staff and visitors, the District will immediately notify the state and local health department. ● The District will follow all guidance and protocols set in place by the Broome County Department of Health and New York State Education Department. 	District
16. Each school and/or district reopening plan is developing processes that comply with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.	<ul style="list-style-type: none"> ● In order for an individual to return to school, the District will follow processes and procedures, in consultation with the local health department(s), about the requirements for determining when individuals who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This return to school protocol shall include, at a minimum, documentation from a healthcare provider following evaluation, negative COVID-19 diagnostic test result, and symptom resolution, or if COVID-19 positive, release from isolation. 	District
17. Each school and/or district reopening plan is developing written processes to clean and disinfect schools following CDC guidance.	<ul style="list-style-type: none"> ● The District is developing processes to adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention 	District

	(CDC) and Department of Health (DOH) and maintain logs that include the date, time, and scope of cleaning and disinfection. Identify cleaning and disinfection frequency for each facility type and assign responsibility.	
18. Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons	<ul style="list-style-type: none"> ● Our District currently has protocols in place that require our schools to conduct 8 evacuation and 4 lockdown drills each year. ● The District has developed plans to modify drill procedures to minimize risk of spreading infection. ● Conducting drills is an important part of keeping students and staff safe in an emergency. However, steps will be taken to minimize the risk of spreading infection while conducting drills. ● It is necessary for our District to conduct drills in the 2020-21 school year using protocols that are different from our previously established drills. 	District
19. Each school and/or district reopening plan is developing processes for district/school run before and aftercare programs (or, for charter schools, as required by the school's charter).	<ul style="list-style-type: none"> ● The District must take under consideration processes for before and aftercare programs, considering social distancing, PPE usage, and cleaning and disinfection requirements, as well as risk of COVID-19 transmission. ● The District has a collaborative relationship with Cub Care, who provides before and after school programs for our elementary students. 	District

	<ul style="list-style-type: none"> ● In addition, the District transports students in the morning and afternoon to programs that are certified through the Office of Children and Family Services. 	
<p>20. Each school and/or district reopening plan will designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.</p>	<ul style="list-style-type: none"> ● The District is designating building principals and building nurses as COVID-19 building safety coordinators. ● The District is designating the Assistant Superintendent for Finance, Operations, and Personnel and the Director of Special Services as District COVID-19 Safety Coordinators. ● Building or District coordinators are responsible for answering questions from students, faculty, staff, and parents/legal guardians regarding the COVID-19 public health emergency and plans implemented by the District. ● Coordinators will also work closely with local health departments and other schools to monitor public health conditions and jointly develop monitoring strategies. 	<p>District</p>

FACILITIES

MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>1. Each school and/or district reopening plan which includes changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.</p>	<p>All practices outlined in the plan for school reopening are consistent with existing practices and evaluated to ensure compliance with 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.</p>	<p>Director of Facilities Assistant Director of Facilities Assistant Superintendent for Finance, Operations, and Personnel</p>
<p>2. Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.</p>	<p>Required building inspection schedules for the Building Condition Survey and Visual Inspections will remain unchanged and continue as scheduled.</p>	<p>Director of Facilities Assistant Director of Facilities Assistant Superintendent for Finance, Operations, and Personnel</p>
<p>3. Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.</p>	<p>The District has completed the Lead Testing in School Drinking Water 2020 Compliance Requirements.</p>	<p>Director of Facilities Assistant Director of Facilities Assistant Superintendent for Finance, Operations, and Personnel</p>
<p>4. Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.</p>	<p>Pump dispensers will be placed on tables and counters located in common areas and entrances in compliance with FCNY 2020.</p>	<p>Director of Facilities Assistant Director of Facilities Staff</p>
<p>5. Each school and/or district reopening plan which includes the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.</p>	<p>Not applicable -- No changes planned at this time.</p>	<p>N/A</p>

<p>6. Each school and/or district reopening plan must ensure that all new building construction and temporary quarter projects will be submitted to OFP for a full code review.</p>	<p>No construction or temporary quarter projects are planned at this time.</p>	<p>N/A</p>
<p>7. Each school and/or district reopening plan which includes new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation.</p>	<p>No leased property is being planned at this time.</p>	<p>N/A</p>
<p>8. Each school and/or district reopening plan which includes the temporary or permanent use of tents must provide plans adhering to the BCNYS.</p>	<p>The acquisition of tents is not planned at this time.</p>	<p>N/A</p>
<p>9. Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meets the minimum standards of the BCNYS.</p>	<p>No closure of toilets or sinks is planned at this time. If daily occupancy is reduced to the point where it becomes practicable to disable fixtures, minimum BCNYS standards will be met.</p>	<p>Director of Facilities Assistant Director of Facilities Staff</p>
<p>10. Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.</p>	<p>No closure of drinking fountains is planned at this time. Subject to availability, bottle-fill stations will be retrofitted to water fountains. Should the decision be made in the future to disable any fountains, the 1/100 ratio will be observed.</p>	<p>Director of Facilities Assistant Director of Facilities Staff</p>
<p>11. Each school and/or district reopening plan must provide written plans on how to maintain adequate, code-required ventilation (natural or mechanical) as designed.</p>	<p>Plans to be submitted regarding code required ventilation.</p>	<p>Director of Facilities Assistant Director of Facilities HVAC Contractor</p>
<p>12. Each school and/or district reopening plan must ensure that all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.</p>	<p>Future project submissions will be properly labeled.</p>	<p>Director of Facilities Assistant Director of Facilities Architect</p>

13. Each school and/or district reopening plan which includes the use of plastic separators must comply with the 2020 BCNYS Section 2606.	Clear plastic safety shields will be constructed of polycarbonate material in compliance with the BCNYS.	Director of Facilities Assistant Director of Facilities Staff
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CHILD NUTRITION
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>1. Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.</p>	<p><u>In-School Attendance</u></p> <ul style="list-style-type: none"> • All students in attendance will be provided access to breakfast and lunch daily. • Breakfast and lunch will be served via the cafeteria. • Students will take meals to designated socially-distanced areas. • While students go through the serving line, they will be wearing masks and socially distancing as feasible. <p><u>Remote Learning</u></p> <ul style="list-style-type: none"> • Students will have meals available via pick-up and delivery via buses. • Delivery will be several times a week for a specific number of days. <p><u>Hybrid Learning Model</u></p> <ul style="list-style-type: none"> • While attending in school, they will be served as described above. • While remote learning, students would receive meals either delivered as outlined above or receive meals as they leave for the day to accommodate the next day of remote learning. 	<p>Broome -Tioga BOCES Food Service Department</p> <p>School District Personnel</p>
<p>2. Each school and/or district reopening plan must address all applicable health and safety guidelines.</p>	<p>All State and local guidelines are researched, implemented, and followed in all food preparation and delivery models.</p>	<p>Broome-Tioga BOCES Food Service and School District Personnel</p>
<p>3. Each school and/or district reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.</p>	<p>Food allergies will be handled by the health office. School nurses will facilitate the documented needs to food service staff.</p>	<p>Broome-Tioga BOCES Food Service and School District Personnel</p>
<p>4. Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how</p>	<ul style="list-style-type: none"> • Hand washing will be encouraged on a regular basis. 	<p>Broome-Tioga BOCES Food Service & School District Personnel</p>

<p>sharing of food and beverages will be discouraged.</p>	<ul style="list-style-type: none"> ● Hand sanitizing stations will be made available throughout the building. ● Clear signage will be posted. 	
<p>5. Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.</p>	<ul style="list-style-type: none"> ● Food distribution line will be disinfected after each group of students. ● All surfaces and high-touch areas will be cleaned and disinfected with food safe products. ● All food service areas will be thoroughly cleaned and disinfected each evening. 	<p>Broome-Tioga BOCES Food Service & School District Personnel</p>
<p>6. Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).</p>	<ul style="list-style-type: none"> ● The District is committed to following all Child Nutrition Program requirements. ● Requirements are monitored by Food Service supervisors through BOCES. 	<p>Broome-Tioga BOCES Food Service & School District Personnel</p>
<p>7. Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.</p>	<ul style="list-style-type: none"> ● Communications will include phone messages, emails, webpage postings, paper copies, and messages sent home via students. ● All communications will be available in the native language of the recipient as needed. 	<p>Broome-Tioga BOCES Food Service & School District Personnel</p>
<p>8. Each school and/or district reopening plan must require that students must have social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.</p>	<ul style="list-style-type: none"> ● Responsible parties must provide meals 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 distancing. 	<p>Broome-Tioga BOCES Food Service & School District Personnel</p>

TRANSPORTATION

MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>1. Each school and/or district reopening plan must ensure they fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.</p>	<p>Transportation will fulfill all current mandates for homeless students, students with disabilities, and non-public students. Bus routes will be created to accommodate these students.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator</p>
<p>2. Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering.</p>	<p>Students will be required to wear face masks/coverings when on the bus, when they are physically able to.</p>	<p>Bus Drivers Attendants</p>
<p>3. Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.</p>	<p>Buses will be cleaned and disinfected after the completion of their morning and afternoon routes. Bus interiors and surfaces will be sprayed and high contact areas will be wiped. Drivers/attendants will wipe down high contact areas in between high school, middle school, and elementary runs.</p>	<p>Bus Driver Bus Attendant</p>
<p>4. Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.</p>	<p>Buses will be cleaned and disinfected after the completion of their morning and afternoon routes. Bus interiors and surfaces will be sprayed and high contact areas will be wiped. Drivers/attendants will wipe down high contact areas in between high school, middle school, and elementary runs.</p>	<p>Bus Driver Bus Attendant</p>

<p>5. Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.</p>	<p>Hand sanitizer is not allowed on school buses, including personal sizes for the staff.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator Head Mechanic Drivers Monitors</p>
<p>6. Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.</p>	<p>Hand sanitizer is not allowed on school buses, including personal sizes for the staff.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator Head Mechanic Drivers Monitors</p>
<p>7. Wheelchair school buses must configure wheelchair placement to ensure social distancing of six feet.</p>	<p>All wheelchair buses are set for 2 wheelchair students to be transported, but there is not enough space between the wheelchairs to social distance unless barriers are approved by the Department of Transportation. Only one wheelchair student will be transported at a time.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator Bus Driver Bus Attendant</p>
<p>8. Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they should notify their employer and seek medical attention.</p>	<p>Transportation employees will be required to do a health assessment prior to arriving at work.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator</p>
<p>9. Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.</p>	<p>Drivers, attendants, mechanics, and cleaners must wear face coverings. Face shields will be available for use in addition to the masks, if requested.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator Head Mechanic Drivers Monitors</p>

<p>10. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.</p>	<p>Signage is posted and staff will be trained on proper use of PPE. Refresher training will be provided on a regular basis.</p>	<p>Director of Transportation School Nurses Head Bus Driver Route Coordinator</p>
<p>11. Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.</p>	<p>Students will be trained and provided periodic reminders on the use of PPE and the signs and symptoms of COVID-19 as part of the instructional plan.</p>	<p>Director of Transportation Principals Faculty</p>
<p>12. Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.</p>	<p>Hand sanitizer will be provided for all staff in all areas of the transportation complex.</p>	<p>Director of Transportation Stores Clerk</p>
<p>13. Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.</p>	<p>All PPE (masks, gloves) will be available for staff use in all areas of the transportation complex.</p>	<p>Director of Transportation Stores Clerk</p>
<p>14. Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.</p>	<p>Bus drivers/attendants will be required to wear gloves when having direct contact with students and when cleaning the bus.</p>	<p>Director of Transportation Stores Clerk Drivers Attendants</p>
<p>15. All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.</p>	<p>Parents/Guardians will be asked to complete a health assessment prior to their student(s) boarding the bus, certifying that their student(s) do not have any symptoms of COVID-19 and have not been in contact with anyone who has been diagnosed with COVID-19.</p>	<p>Parents Students</p>
<p>16. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.</p>	<p>Signage is posted and staff will be trained on proper use of PPE. Refresher training will be provided on a regular basis.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator</p>
<p>17. Students must social distance (six feet separation) on the bus.</p>	<p>Students will be seated to maintain proper social distancing. One student per seat, against the window.</p>	<p>Director of Transportation</p>

	High back seats will act as a barrier between seats, with students wearing masks.	Head Bus Driver Route Coordinator Bus Driver Bus Attendant
18. Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.	If a student does not have a mask, one will be provided for them by the bus staff prior to boarding. A student will not be denied transportation for lack of a mask.	Bus Drivers Attendants
19. Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.	If a student does not have a mask, one will be provided for them by the bus staff prior to boarding.	Bus Drivers Attendants
20. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.	Students with disabilities will not be denied transportation if they are unable to wear a mask. If they are unable to wear the mask, then seating will be changed in order to achieve proper social distancing.	Director of Transportation Head Bus Driver Route Coordinator Bus Driver Bus Attendant
21. Students must social distance (six feet separation) on the bus.	Students will be assigned seating that results in one student per seat. Students will sit next to window. The seat directly behind the driver will be vacant. Students from the same household may sit together in a seat.	Bus Drivers Attendants
22. Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.	A student will not be denied transportation for lack of having a mask. If a student does not have a mask, one will be provided for them by the bus staff prior to boarding.	Bus Drivers Attendants
23. Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.	If a student does not have a mask, one will be provided for them by the bus staff prior to boarding.	Bus Drivers Attendants
24. Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.	Students with disabilities will not be denied transportation if they are unable to wear a mask. In such cases, seating will be changed in order to achieve social distancing.	Director of Transportation Head Bus Driver Route Coordinator Bus Driver Bus Attendant

<p>25. Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.</p>	<p>Transportation will be provided for all students attending nonpublic, parochial, private, and charter schools, as well as students whose Individualized Education Programs have placed them out of the District. When those educational agencies are in session, the Vestal School District will provide transportation even if the Vestal School District is not in session.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator</p>
<p>26. All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.</p>	<p>Transportation will fulfill all current mandates required by law for students in foster care, homeless students, or those who attend private or charter schools. The Vestal School District will be flexible to accommodate families who have missed the request date for out-of-district transportation.</p>	<p>Director of Transportation Head Bus Driver Route Coordinator</p>

SOCIAL EMOTIONAL WELL-BEING
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>1. Each school and district must ensure that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.</p>	<p>The District has a Comprehensive Guidance and School Counseling Plan reviewed and updated annually serving all instructional levels. The plan is developed under the direction of certified school counselors with input from all District stakeholders and relevant community groups. See: https://www.vestal.stier.org/Downloads/GuidancePlan_Aug20196.pdf</p>	<p>Assistant Superintendent for Instruction</p> <p>Directors of Instruction</p> <p>Counselors</p> <p>Principals</p>
<p>2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school’s board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.</p>	<p>The District has a standing advisory committee consisting of teachers, parent representatives, students, teachers, counselors, psychologists, social worker, and community liaisons. They coordinate the annual review and implementation of the counseling plan. Additionally, the Counseling Advisory Committee is charged with developing annual programs and initiatives in support of student mental and emotional wellness.</p>	<p>Assistant Superintendent for Instruction</p> <p>Directors of Instruction</p> <p>Counselors</p> <p>Principals</p>
<p>3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.</p>	<p>The District’s counselors, psychologists and social worker have drafted a screening questionnaire to proactively identify families that may have been impacted by COVID-related stress/trauma. They have compiled a list of in-house and community-based supports. These will be shared with the building-level RTI/Student Support Teams.</p>	<p>Response to Intervention Team (Student Support Team)</p>
<p>4. Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and</p>	<p>Beginning with the District’s opening Superintendent Conference Days, professional learning will be designated for all instructional staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and</p>	<p>Assistant Superintendent for Instruction</p> <p>Directors of Instruction</p> <p>Counselors</p>

resilience skills for students, faculty, and staff.	resilience skills for students, faculty, and staff. The District maintains a K-5 Responsive Classroom model to promote social connections in both virtual and in-person settings.	Principals
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SCHOOL SCHEDULES

MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
1. Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and, to the extent practicable, any contingent scheduling models it may consider if the situation warrants.	The District has developed a reopening plan and summary for distribution to parents and posted it to the Vestal District website.	Superintendent Assistant Superintendent for Instruction Assistant Superintendent for Finance, Operations, and Personnel

ATTENDANCE AND CHRONIC ABSENTEEISM

MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.	The District must adhere to the state's requirement of a 180-day school year. Attendance will be taken every day by school personnel during in-person sessions or by way of participation in video-conferencing sessions or digital work sessions in Google Classroom or related platforms.	Faculty and Staff

TECHNOLOGY AND CONNECTIVITY
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.</p>	<p>The District will ensure equitable access to technology and devices through outreach and communication with all families. All information related to technology and connectivity will be maintained on the District’s website and communicated to families by way of School Messenger and email. Additionally, at each building, family contacts will be monitored and phone calls and home visits will be put into place for families who do not respond to or participate in outreach through digital media.</p>	<p>Assistant Superintendent for Instruction</p> <p>Assistant Superintendent for Finance, Operations, and Personnel</p> <p>Administrator for Managed Technology Services BT-BOCES</p> <p>Directors of Instruction</p> <p>Managed Instructional Technology Staff</p> <p>Technology Integrationist BT-BOCES</p>
<p>Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.</p>	<p>The District will deploy 1:1 devices for students who require them and will establish locations within the District for students and faculty to access high-speed internet.</p>	<p>Assistant Superintendent for Instruction</p> <p>Assistant Superintendent for Finance, Operations, and Personnel</p> <p>Administrator for Managed Technology Services BT-BOCES</p> <p>Managed Instructional Technology Staff</p> <p>Technology Integrationist BT-BOCES</p>
<p>Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards</p>	<p>The District recognizes that families have different levels of access and connectivity. Further, parents and guardians have conveyed through surveying that print materials can</p>	<p>Assistant Superintendent for Instruction</p> <p>Assistant Superintendent for</p>

<p>in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.</p>	<p>allow for greater flexibility for work completion at home. To this end, the District has evaluated its curriculum and developed plans for distributing printed curriculum guides. Further, math manipulatives, art resources, and musical instruments will be made accessible for home use.</p> <p>Using digital resources, students can participate in learning in both in-person and remote environments. These digital tools provide communication platforms to support a range of instructional needs and practices. Certain platforms such as Google Classroom, Seesaw, and Schoology allow students to submit work to their teachers, as well as collaborate among their peers fostering multiple pathways for communication. Video-conferencing technology, such as Zoom and Google Meet, allow for synchronous participation. Online databases bridge home/school learning by providing students with digital resources in the areas of literacy, math, science, and social studies.</p>	<p>Finance, Operations, and Personnel</p> <p>Administrator for Managed Technology Services BT-BOCES</p> <p>Directors of Instruction</p> <p>Managed Instructional Technology Staff</p> <p>Technology Integrationist BT-BOCES</p>
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TEACHING AND LEARNING
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
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.	The District has developed a Continuity of Learning plan to prepare for in-person, remote, and hybrid models of instruction.	Superintendent Assistant Superintendent for Instruction
Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.	The curriculum is aligned to the New York State Learning Standards in all models of instruction.	Superintendent Assistant Superintendent for Instruction Directors of Instruction Principals
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	The District reopening plan outlines models for regular and substantive interaction between teachers and students whether delivered in-person, remotely, or through a hybrid model of instruction.	Superintendent Assistant Superintendent for Instruction Directors of Instruction Principals
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 (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to interact and seek feedback and support from their teachers.	The District reopening plan outlines models of instruction to ensure all students have equitable access and opportunities for learning and receive appropriate compensatory services, support, and feedback from their teachers.	Superintendent Assistant Superintendent for Instruction Directors of Instruction Principals Director of Special Education
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).	The District has established multiple resources and tools for communication with families including email, online platforms, messaging services, and phone. Structures and processes are in place at the building level to monitor family engagement and establish supports and contact.	Superintendent Assistant Superintendent for Instruction Directors of Instruction Principals Director of Special Education

<p>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 their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.</p>	<p>The Vestal School District contracts with community entities for the provision of universal pre-kindergarten (UPK) services. UPK providers adhere to the Office of Child and Family Services (OCFS) protocol for screenings and health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction aligns to the District models.</p> <p>In-Person – This is the preferred method and most age-appropriate method for young learners and we support an in-person model as most beneficial.</p> <p>Hybrid Model – Students will attend on a schedule that mirrors the model in the Vestal School District. On days when children are not present on site, a virtual learning session will take place to engage children and assist families in implementing at home learning guides.</p> <p>Remote Learning Model – Teachers will continue to support children’s learning through a variety of virtual platforms and with materials that will assist parents in engaging young children in hands-on learning experiences. Group social interaction will be supported through whole group, small group, and individual sessions allowing the teachers to meet the diverse learning needs of individual students.</p> <p>As new resources become available, learning formats may be modified to meet the needs of each cohort and individual students. In all learning formats, communication with families and the building of trusting relationships will be a key to success.</p>	<p>UPK Providers Director of Instruction Assistant Superintendent for Instruction</p>
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SPECIAL EDUCATION MANDATORY REQUIREMENTS
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.</p>	<ul style="list-style-type: none"> ● Contingency plans will be in place under a remote or hybrid model of instruction. ● Contingency services will match, to the greatest extent possible, all services as outlined in the current IEPs/504s. ● Teletherapy services will be employed for related services via secured platform (i.e. Zoom) whenever appropriate. ● Parents will receive written communication from the Special Education Office notifying them of changes consistent with the Contingency Plan of Service Delivery. ● When in-person evaluations are not possible, they will be conducted remotely whenever appropriate given the student’s circumstance. ● Prior Written Notice will continue to be provided whether in-person, hybrid, or remote models of instruction are in place. ● Committees on Special Education (CSE) and Committees on Preschool Special Education (CPSE) will continue to meet whenever necessary through video-conferencing. 	<p>Director of Special Education</p> <p>Assistant Director of Special Education</p> <p>Related Services Providers</p> <p>Faculty</p> <p>Principals</p>
<p>2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities, as well as communications with parents.</p>	<ul style="list-style-type: none"> ● Service providers will maintain a schedule of regular planning and communication for supporting students with 	<p>Director of Special Education</p> <p>Assistant Director of Special Education</p>

	<p>disabilities, including review of progress monitoring data.</p> <ul style="list-style-type: none"> ● Special education teachers will be included in grade-level discussions. ● Related service staff will maintain documentation of services through session notes in Cleartrack. ● Special education teachers will maintain documentation of services through a Contact Log in Cleartrack. ● Teachers and related service staff will maintain documentation of parent contact through a Contact Log in Cleartrack. 	<p>Related Services Providers</p> <p>Faculty</p> <p>Principals</p>
<p>3. Each school and/or district reopening plan addresses meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.</p>	<ul style="list-style-type: none"> ● Parents will be contacted by their child’s teacher and/or therapist via email, phone, or video-conferencing for purposes of communicating proactively with parents regarding their child’s services. ● Translation services will be provided for documents, correspondence, and meetings to accommodate preferred languages other than English. 	<p>Director of Special Education</p> <p>Assistant Director of Special Education</p> <p>Related Services Providers</p> <p>Faculty</p> <p>Principals</p>
<p>4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student</p>	<ul style="list-style-type: none"> ● Membership of the Committees on Special Education (CSE) and Committees on Preschool Special Education (CPSE) will include any and all program providers servicing students. ● Service providers will meet regularly for collaboration and planning purposes to inform instruction and support student growth, 	<p>Director of Special Education</p> <p>Assistant Director of Special Education</p> <p>Related Services Providers</p> <p>Faculty</p> <p>Principals</p>

<p>progress, and commitment to sharing resources.</p>	<p>including review of progress monitoring data.</p> <ul style="list-style-type: none"> Progress monitoring data will be reviewed regularly by the student's "case manager" to help inform instructional needs that require action by the CSE or CPSE. 	
<p>5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.</p>	<ul style="list-style-type: none"> Student IEPs/504s will be reviewed by the designated "case manager" with all necessary staff to ensure staff understanding of identified accommodations, modifications, supplementary aids/services, and technology needs within the IEP/504. "Case managers" will be in communication with parents regarding specific materials, tools, devices, etc. that students will require in order to access instruction during remote learning. Materials, tools, devices, etc. that the student does not have access to during remote learning and are necessary for the student to access instruction will be provided to the student in order to ensure uninterrupted opportunities for growth. 	<p>Director of Special Education</p> <p>Assistant Director of Special Education</p> <p>Related Services Providers</p> <p>Faculty</p> <p>Principals</p>

BILINGUAL EDUCATION AND WORLD LANGUAGES
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
<p>Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154.</p>	<p>During the spring closure, the only potential ELLs who entered the District were transfers from other New York State schools. Therefore, the District was able to fully complete the identification process based on transfer records. For students who register during the summer, the District plans to complete the ELL identification process prior to the start of the 2020-21 school year. Therefore, we do not anticipate needing the thirty-day flexibility offered by NYSED.</p>	<p>Director of Instruction</p>
<p>Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school’s charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.</p>	<p>The District will continue to provide the required instructional Units of Study during remote, hybrid, and/or in-person. The District will use the linguistic level determined by each student’s most recent NYSESLAT or NYSITELL results. The District’s ENL teachers were consulted as scheduling prototypes were designed. The group discussed how stand-alone and integrated ENL services would be provided in each of the proposed models. One additional FTE was added in the ENL faculty in order to ensure the District could provide the required Units of Study.</p>	<p>Director of Instruction Principals</p>
<p>Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children’s education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.</p>	<p>The District has always maintained a bank of interpreters/translators to communicate with families in their preferred languages. The District website embeds a widget that allows all text to be translated with the click of a button. Additionally, this year, the District will subscribe to “Talking Points” software, which provides automated translation of email and telephone calls. It also gives the District the capability to conduct surveys in a variety of languages.</p>	<p>Director of Instruction Principals</p>

TEACHER AND PRINCIPAL EVALUATION SYSTEM
MANDATORY REQUIREMENTS FOR SCHOOL REOPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.	The District will adhere to the approved APPR plan for teacher and principal evaluation under 3012-D.	Superintendent Assistant Superintendent for Instruction Principals Directors Faculty Lead Evaluators

CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING
MANDATORY REQUIREMENTS FOR SCHOOL OPENING

CRITERIA FOR SUCCESS	DISTRICT PROCESS/PROCEDURE	RESPONSIBLE PARTY
Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.	Substitute Teachers are expected to follow the same health and safety processes, as well as procedures, that are outlined in our District reopening plan.	Principals and District Personnel

References and Resources

Mandated Guidance:

NYS Department of Education (NYSED), Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Reopening Guidance, July 13, 2020

<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

NYS Department of Health (DOH), Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, July 13, 2020.

[https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K to Grade 12 Schools MasterGuidance.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf)

Related Guidance, Supports and Resources:

CDC Consideration for Schools, July 23, 2020

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

NYSED Digital Content Resources:

<http://www.nysed.gov/edtech/digital-content-resources>

NYSED District Planning:

<http://www.nysed.gov/edtech/district-planning>